



**P.S. 172**  
**THE BEACON OF EXCELLENCE**  
**THE MAGNET SCHOOL FOR LEADERSHIP IN**  
**THE 21<sup>ST</sup> CENTURY**

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

**SCHOOL:** 15/K/172  
**ADDRESS:** 825 FOURTH AVENUE  
BROOKLYN, NEW YORK 11232  
**TELEPHONE:** 718 – 965-4200  
**FAX:** 718 – 965-2468

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**SECTION I: SCHOOL INFORMATION PAGE**

SCHOOL NUMBER: P.S. 172 SCHOOL NAME: The Beacon of Excellence

SCHOOL ADDRESS: 825 4<sup>th</sup> Avenue, Brooklyn, New York 11232

SCHOOL TELEPHONE: 718 – 965-4200 FAX: 718 – 965-2468

SCHOOL CONTACT PERSON: G. Jack Spatola EMAIL ADDRESS: jspatol@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: G. Jack Spatola

PRINCIPAL: G. Jack Spatola

UFT CHAPTER LEADER: Jill Rogness

PARENTS' ASSOCIATION PRESIDENT: Tina Katz

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

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

DISTRICT: 15 SSO NAME: Associate Member of the Empowerment Schools Association Network #3

SSO NETWORK LEADER: Joseph Cassidy/Allison Sheehan

SUPERINTENDENT: Anita Skop

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

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

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
<b>G. Jack Spatola</b>	*Principal or Designee	
<b>Jill Rogness</b>	*UFT Chapter Chairperson or Designee	
<b>Tina Katz</b>	*PA/PTA President or Designated Co-President	
<b>Amanda Umbria</b>	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
<b>Elizabeth Valentin-DeMaio</b>	DC 37 Representative, if applicable	
<b>N/A</b>	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
<b>Rachel Dougherty</b>	<b>Member/Teacher</b>	
<b>Megan Earls</b>	<b>Member/Teacher</b>	
<b>Dominique Freda</b>	<b>Member/Teacher</b>	
<b>Sandra Galvis-Pena</b>	<b>Member/Parent</b>	
<b>Ivone Garcia</b>	<b>Member/Guidance Counselor</b>	
<b>Cynthia Idlett</b>	<b>Member/Parent</b>	
<b>Jimmy Inca</b>	<b>Member/Parent</b>	
<b>Blanca Vasquez</b>	<b>Member/Parent</b>	

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

- Core (mandatory) SLT members.

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

### **SECTION III: SCHOOL PROFILE**

#### **Part A.**

**2007-2008 and 2008-2009**

**Report Card/Progress Report    Grade: A**

**Quality Review                      Grade: Outstanding**

**P.S. 172 has a long history of academic excellence. P.S. 172's success is due in large part to our school's commitment to differentiating instruction and providing teaching and learning experiences that match each student's individual needs and capacities. Our work in this area is fueled by a school-wide policy that makes data driven decision-making an integral part of curriculum planning, implementation, assessment and revision.**

- **During the last two school years, P.S. 172 has been a top ranked school in Reading and mathematics with 100% of our students performing at Levels 3 & 4 on NYS Math Test and 98% of our students performing at Levels 3 and 4 on the NYS ELA. None of our students performed at Level 1 on either of these exams since 1995.**
- **During the last three school years, P.S. 172 has been recognized by the DOE for the exemplary gains made by our English Language Learners and Special Education students in ELA and mathematics.**
- **During the last three years, P.S. 172 has been a recipient of the Department of Education's Excellence Award for receiving a grade of "A" on the Progress report and for our status as an "outstanding" school, scoring in the 98.6 percentile of all elementary schools citywide.**
- **P.S. 172 has worked with Teacher's College Reading and Writing Project for more than 10 years. During this time, P.S. 172 has emerged as a model school for the project and has opened its doors to schools across the city, state and nation so they may learn from our practices and to consider their "next steps" in the implementation of a balanced literacy program. Since September of 2006, our school has also worked with Teacher's College and Math in the City to develop a periodic "Do Your Own (DYO) Assessment".**
- **P.S. 172 continues to be a professional learning institution for our faculty as well as for teachers, principals and superintendents from throughout the city, nation and beyond with England in 2007, Korea in 2008 and Australia in 2009. Interest has focused on examining the systems and structures in place that enable us to effectively offer enrichment as well as intervention services to our students.**
- **In the past, P.S. 172 has been recognized by The United States Department of Education as a national model of an exemplary "School-Wide Program" school, by the NYC Educational Priorities Panel as a school "Debunking the Myth" that poverty and limited English proficiency are impediments to high academic performance, by The New York Times, The Washington Post and The New York Daily News as one of the city's best public schools.**

**The most significant aids to our continuous improvement include the following:**

- **Our School Based Option to use the 37 ½ minute extended school day to offer intervention and enrichment services to all of our students.**
- **Weekly 90 minute grade-specific professional development sessions.**
- **Our After School and Saturday Programs when students work with their classroom teacher or related service provider (ESL, Resource Room, Speech) in small groups and receive targeted assistance as well as enrichment in the Arts.**
- **Our longstanding partnership with the Brooklyn Museum of Art works with our teachers, students and parents to look at visual literacy and reading/writing as parallel processes which provide students with a familiar language and use of familiar techniques.**

- **Our extensive Parental “Empowerment” Initiative with bi-weekly curriculum workshop and monthly Parents as Reading Partners opportunities as well as writing publishings and Social Studies celebrations.**

**We are particularly proud of our work in developing our highly successful school based assessment system. The highlight of this system is our end of unit assessments in Reading, Writing and Math with matching rubrics. These end of unit assessments were created to directly gauge how well our students have acquired the skills and strategies taught in each unit of study and to inform teachers, coaches and supervisors as they make decisions about current and future units of study. Assessment results and teacher commentary are sent hoe monthly to keep parents better informed about their child’s on-going work in school.**

**P.S. 172 has created a customized report card as an outgrowth of our school based assessment system. The report card grades students according to specific grade standards and also measures their individual progress in relation to the specific work they are doing in class. This continues to be a “work-in-progress.”**

## SECTION III – Cont’d

### Part B. School Demographics and Accountability Snapshot

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

#### CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>School Name:</b>	P.S. 172 Beacon School of Excellence						
<b>District:</b>	15	<b>DBN:</b>	15K172	<b>School BEDS Code:</b>	331500010172		
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	54	54	52		95.0	95.3	95.9
Kindergarten	81	94	96	<b>Student Stability - % of Enrollment:</b>			
Grade 1	100	88	103	(As of June 30)	2006-07	2007-08	2008-09
Grade 2	81	90	85		97.7	96.9	97.7
Grade 3	78	72	79	<b>Poverty Rate - % of Enrollment:</b>			
Grade 4	75	72	79	(As of October 31)	2006-07	2007-08	2008-09
Grade 5	79	72	71		87.5	87.5	87.5
Grade 6	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 7	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 8	0	0	0		1	0	37
Grade 9	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Grade 10	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 11	0	0	0		2	7	4
Grade 12	0	0	0	<b>Special Education Enrollment:</b>			
Ungraded	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Total	548	542	573				
<b>Special Education Enrollment:</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	0	0	0	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	22	30	38	Superintendent Suspensions	0	0	0
Number all others	67	71	83	<b>Special High School Programs - Total Number:</b>			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09
<b>English Language Learners (ELL) Enrollment:</b>				CTE Program Participants	0	0	0
(BESIS Survey)				Early College HS Program Participants	0	0	0
(As of October 31)	2006-07	2007-08	2008-09	<b>Number of Staff - Includes all full-time staff:</b>			
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	180	157	170	Number of Teachers	35	43	46

**CEP Section III: School Profile**

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	2	17	24	Number of Administrators and Other Professionals	6	5	4
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	2	3
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	48.6	48.8	63.0
				% more than 5 years teaching anywhere	28.6	34.9	39.1
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	71.0	70.0	72.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	90.2	91.4
American Indian or Alaska Native	0.2	0.4	0.3				
Black or African American	2.9	2.6	2.6				
Hispanic or Latino	79.7	82.5	81.3				
Asian or Native Hawaiian/Other Pacific Isl.	2.6	2.6	2.8				
White	14.6	12.0	11.0				
<b>Male</b>	50.7	50.7	50.3				
<b>Female</b>	49.3	49.3	49.7				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

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

<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
		<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
<b>Student Groups</b>		ELA	Math	Science	ELA	Math	Grad Rate
<b>All Students</b>		√	√	√			
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American		-	-	-			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander		-	-				
White		-	-	-			
<b>Other Groups</b>							
Students with Disabilities		√	√	-			
Limited English Proficient		√	√	-			
Economically Disadvantaged		√	√	√			
<b>Student groups making AYP in each subject</b>		5	5	3	0	0	0

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>					
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	93.9	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	15	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	25	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	52.4						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	1.5						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◇ = Outstanding
	NR = No Review Required

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

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

## SECTION IV: NEEDS ASSESSMENT

P.S. 172 compiles a wide variety of assessment data for the singular purpose of developing a comprehensive understanding of student performance. The assessment data comes directly from our analysis of the following:

Classroom teachers maintain Individual Student Portfolios for every student in our school. The contents of these portfolios are shared with parents, students and all service providers and are the basis for individual students' long and short term academic goals and intervention plans. The portfolios help teachers make revisions to current curriculum plans and inform curriculum planning for the following year. Classroom based portfolios include:

- Work Samples and Rubric score sheets detailing each student's work on school created end of unit assessments in Reading, Writing and Mathematics. These assessments are both summative and formative. They are summative because they assess whether or not students have successfully learned the content, skills and strategies taught in a specific unit of study and formative because they have influence over upcoming units of study and specific student interventions.
- DYO Periodic Assessment/TC Reading Assessment administered 5X/year (September, November, January, March, June).
- Teacher's Individual and Group Conference Notes.
- Intervention Teachers conference Notes and alternate reading level assessment (DYO).
- Resource Room assessments for students in Grades 4-5: Slossan Oral Reading Assessment (Sept., May), 1,000 Assessment (monthly), The Wilson Periodic Fluency Inventory (Nov., March, May), Recipe for Reading Phonetic Assessment (September).
- ESL assessments including the Diagnostic Developmental Checklist of Language Patterns (K-5), LAB-R (Kindergarten only), NYSESLAT (Grades 1-5).
- Predictive School Based Standardized Exams in Reading and Math (with question/skill analysis).
- Standardized Test results.
- Student goals in Reading and Mathematics.
- Educational Intervention Plans 5X a year for students identified as at-risk of not meeting promotional criteria (Tier I) or of not meeting grade level standards (Tier II).
- Kindergarten assessment: letter/sound assessment (administered monthly), Book Handling Assessment, Sight word assessment (Nov., Feb., April) \*Students receiving intervention services in Kindergarten are assessed weekly.
- Grades 1 & 2 assessments include: Word Study Spelling Stage Assessment (administered in Sept., Nov., Jan., April, June), Sight Word Assessment.
- Parent input – at the beginning of each school year, teachers schedule two opportunities for parents to visit their child's "new" classroom and meet their "new" teacher. These meetings allow teachers to share information with parents, and offer parents the opportunity to discuss their child as a learner.
- Intervention Plans and information generated as a result of parent meetings around these plans.

Supervisors and coaches met weekly with grade level teachers to look at assessment data and revise current and future units of study and make decisions about the skills and strategies that will be used to teach those units. This planning and revision work is necessary to better reflect the needs of learners in each class and grade.

## **I. Finding Summary: Redefining the “Intervention” Instructional Program with the focus on Guided Reading**

A review of the reading level data shows an increase in the number of students in Grades 3-5 reading at or above grade level. When comparing September 2008 reading levels to September 2009 reading levels, the following trends were noticed:

**Grade 3** The percentage of Grade 3 students reading at/or above grade level increased by 3%. The percentage of Grade 3 students reading 2 or more levels below grade level decreased by 12.4%.

**Grade 4** The percentage of Grade 4 students reading at/or above grade level increased by 11.85% while the number of students reading 2 or more levels below grade level decreased by 1.7%.

**Grade 5** The percentage of Grade 5 students reading at/or above grade level increased by 2.5%, while the number of students reading 2 or more levels below the grade level increased by 0.7%.

The September reading level data collected supported the 2008/09 redesign of our intervention program services. The redesign refocused our reading intervention efforts into flexible guided reading groups.

In the 2009-2010 school year, our intervention program services will continue to focus on guided reading groups due to the promising results shown. We will continue to work with Teachers’ College Reading and Writing Project Staff Developers to provide at least one 4-6 week cycle of professional development in grouping and planning for guided reading groups that push our students as readers. To further support our work of moving readers up the levels, a study group will investigate how specific guided reading level books can be banded together. The study group will examine the complexities presented by each “guided reading band” of texts and whether or not this knowledge will be useful to teachers as they work with students to push them ahead as readers.

## **II. Finding Summary: Increasing Kindergarteners’ end-of-year reading level standards and modifying literacy curriculum for Kindergarten ELLs.**

A review of the reading level data shows an increase in the number of Kindergarten students reading at levels C and beyond, generating a change in the end-of-year reading level standards from A/B to C/D. In March 2009, 96% of all Kindergarten students were reading at levels B and beyond compared to March 2008 65%.

In June 2009, 100% read at level C and beyond compared to 85% in June 2008.

As such, for the 2009-2010 school year the end-of-year reading level standard has been increased from A/B to C/D. It shows that the curricula adaptations and the restructured instructional approaches of the intervention teachers adapted for 2008-2009 has been successful and will be continued.

Further, we examined NYSESLAT data generated by our ELLs in Kindergarten during the past three school years (2006-2009). The findings included: A yearly increase of 3% on the speaking performance, zero increase on the listening performance.

As a result, our Kindergarten literacy curriculum has been modified to build vocabulary, language and communicative skills.

Oral story-telling activities have been incorporated in all reading units of study. Language patterns and vocabulary have been integrated in interactive writing, reflecting the reading texts level A-C used in shared reading and independent reading.

Drama Techniques and visuals, video projection, pictures, smart boards have been integrated in the read aloud, in the writers’ workshop, and in lessons of the emergent story book reading unit.

Review of each independent reading text for sight word and vocabulary as well as overall reading level for the purpose of successful differentiation.

## SECTION V: ANNUAL SCHOOL GOALS

1. **By June 2010** Eighty percent (80%) of students in Grades 1-5 will read at one guided reading level higher than students in similar grades the preceding school year.
2. **By June 2010** The number of K-5 students making at least one (1) year progress in reading will increase by 1% over the preceding year.
3. **By June 2010** Five percent (5%) of the ELLs in K-5 will attain an increase of at least one level in the NYSESLAT over the preceding school year and the ELLs in grades 3-5 will attain at least 1% increase in Levels 3 & 4 reading performance over the preceding school year in the NYS ELA Exam.
4. **By June 2010** There will be a seven percent (7%) decrease in the number of K-5 students who are presently overweight (22%) or obese (20%).
5. **By June 2010** There will be a five percent (5%) increase in last year's 62% active parental involvement as evidenced in the participation of the parent environment survey, parent workshops and parent meetings.
6. **By June 2010** There will be a decrease of two percent (2%) in the referral rate of English Language Learners and a decrease of two percent (2%) in the referral rate of General Education students over the previous year's rate of 7%.

**SECTION VI: ACTION PLAN**

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2010 eighty percent (80%) of students in grades 1-5 will read at one guided reading level higher than students in similar grades the preceding school-year.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Supervisors, coaches, classroom teachers and grade level intervention teachers will evaluate end of units assessments, analyze the results of running records and DRA as well as conference notes, and jointly make adjustments to the current units of study and teaching/learning approaches used so that each student is supported in the acquisition of specific skills and strategies in each unit of study.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><b>School Wide Project School. Tax Levy, title I, Contract for Excellence Time on Task, and Teacher Quality funding will support coaches, intervention teachers and per session after school services.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><b>D.Y.O Periodic Assessments and End of Unit assessments with matching rubrics in reading. Establishment of deeper and more accurate assessments of reading levels through teacher selection of a “Benchmark Book” assessments system. Individual reading student portfolios.</b></p>

**SECTION VI: ACTION PLAN**

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2010 the number of K-5 students making at least one year progress in reading and writing will increase by 1% over the preceding school-year.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Analyze end of units assessments results, running records, D.Y.O Periodic assessment data, conference notes against expected individual student progress.</b>  <b>Group for small group instruction by classroom teacher, intervention teacher, after school teacher.</b>  <b>Make collaborative adjustments to teaching/learning upgrades as well as to current curriculum units of study.</b>  <b>Establish short term goals for individual student’s needed skills and strategies.</b>  <b>Provide professional support to all teachers in assessing fluency and comprehension of our students as readers and writers.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><b>Tax Levy, Title I School Wide Projects, Contract of Excellence Teacher Quality and Time on Task.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><b>D.Y.O Periodic Assessment.</b>  <b>End of Units reading assessments with matching school developed rubrics Benchmark Book assessment.</b>  <b>School based Standardized Test System analysis including our specific question/skill analysis and error analysis.</b></p>

**SECTION VI: ACTION PLAN**

**Subject/Area (where relevant):** ELLS IN LITERACY

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2010 five percent (5%) of ELLs in K-5 will attain an increase of at least one level in the NYSESLAT over the preceding school year and the ELLs in K-5 will attain at least one percent (1%) increase in Levels 3 and 4 reading performance over last year’s 94%.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Provide additional differentiated instruction. Increase the effectiveness of conference results as a tool for greater academic rigor through professional development. Focus on developing further inference skills in comprehensive and writing strategies. Provide an additional read aloud small group daily. Integrate language structures in lesson planning. Repetition of mini-lesson with language skills weekly. Intense intervention instruction by F-status teachers in addition to ESL. After school and Saturday small group intervention.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><b>Tax Levy, Title I School Wide Projects, Contract of excellence Time on Task, Model programs for ELLs, Time on Task.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><b>D.Y.O Periodic assessment results. PASS Assessment. School based Student Portfolios. School based Standardized Test analysis including our specific fluency, sentence structure and comprehensive analysis. End of units assessments.</b></p>

**SECTION VI: ACTION PLAN**

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2010 there will be a seven percent (7%) decrease in the number of K-5 who are presently overweight (22% of the total school population) or obese (20% of the total population).</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Double the number of physical education/health education teachers from 1 to 2 full time.</b>  <b>The dance teacher will, in cooperation with the 2 PE.HE teachers, develop a “provement” Social Studies connected curriculum to be implemented throughout the school during and after school time.</b>  <b>Purchase “Dance Revolution” and other “physical” oriented teaching/learning materials and integrate in the curriculum.</b>  <b>Provide health related sessions to all our students via HE and Science teachers.</b>  <b>Provide counseling nutritional services in cooperation with the Family Lutheran Health Services.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><b>Tax Levy, Title I School Wide Projects, Tax Levy FAF Legacy.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><b>Loss of weight via B.M.I (Body Mass Index).</b>  <b>Higher academic performance.</b>  <b>Increased attendance.</b></p>

**SECTION VI: ACTION PLAN**

**Subject/Area (where relevant):**     PARENT INVOLVEMENT    

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2010 there will e a five percent (5%) increase in last year’s 62% active parental involvement as evidenced in the participation of the parent environment survey, parent workshops and parent meetings.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Weekly debriefing with Parent Coordinator and Parent Leaders. Monthly consultations with PTA Executive Board focusing on parent education and partnership. Twice monthly letters to parents in multi-languages. Grade level curriculum and mentoring workshops twice a month.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><b>Tax Levy Funding, Title I School Wide Projects, Title I Translation, Tax Levy Translation.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><b>Tally the parent survey results. Maintain and compare records of parent attendance in curricula workshops, class visits, conferences and meetings. Increase in student academic performance. Increase in student attendance rate.</b></p>

**SECTION VI: ACTION PLAN**

**INITIAL REFERRAL RATE OF  
ELLS AND GENERAL EDUCATION  
LEARNERS**

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

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>By June 2010 there will be a decrease of 2% in the referral rate of English Language Learners and a decrease of 2% in the referral rate of General Education students over the previous year’s rate of 7%.</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Effective and efficient differentiated instruction by classroom teachers, intervention teachers ESL teachers, and service providers supporting targeted students on an at-risk basis. Regular school day and after school academic intervention in small group. Instruction focus on guided reading, strategy lessons with at-risk counseling, at-risk speech providers and at-risk IEP teacher services. Monthly assessment of educational plan. Revisions, based on expected and actual outcomes. Referral to Pupil Improvement Committee composed of instructional specialists, i.e. Supervisors, coaches, IEP teacher, psychologist, counselor, speech providers, etc...</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Tax Levy, Title I School Wide, Contract for Excellence Teacher Quality and Time on Task.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Monthly performance assessments measured vs. Individual Educational Plan. Monthly revision of Individual Educational Plan measured vs. actual performance results. School Based Standardized Test system analysis. PASS Assessment. D.Y.O. Periodic assessments.</b></p>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	28	22	N/A	N/A	8	4	14	6
1	26	23	N/A	N/A	5	2	12	4
2	25	18	N/A	N/A	15	5	11	5
3	19	13	N/A	N/A	19	2	4	3
4	13	6			18	5	7	2
5	11	7			13	2	3	2
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)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b> <b>Mathematics:</b>	<p><b>Classroom teacher, grade level intervention teacher, mandated service provider, coach and supervisor plan for individual students to ensure differentiation on a particular skill or strategy to accelerate learning.</b></p> <p><b>Technology is used to strengthen work study with computer games. Students at-risk are grouped in a number of 6-8. Groups are flexible and group membership is defined by measurable results. These results are articulated in each student’s intervention plan which specifies both long and short range goals for each student and revises those goals along with the instructional skills and strategies that will be used to address them. An intervention teacher by grade pushes-in to support all at-risk students in ELA and mathematics. They are visual and/or tactile aids in order for at-risk learners to retain and apply knowledge, skill and strategies more effectively. For example, the Kindergarten learners reinforce letter/sound recognition with play-dough, glitter and sand, and use dramatic play with puppets and props to support early emergent work. Additionally, assessments like benchmark texts for fluency, accuracy and comprehension in reading, are used monthly to measure learning progress in attaining short range and long range goals. After school and Saturday classes for at-risk students are offered year-round.</b></p>
<b>Science:</b>	<p><b>The Science lab provides AIS instruction during the school day. Science instruction will be part of the content area literacy support.</b></p>
<b>Social Studies:</b>	<p><b>Social Studies is integrated in our literacy work as well as connected with grade level arts daily during the school day and twice weekly in the After school program.</b></p>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<p><b>Bilingual Crisis Intervention, Bereavement Counseling, behavioral modifications, short-term therapeutic counseling related to issues interfering with academic performance and home life.</b></p>
<b>At-risk Services Provided by the School Psychologist:</b>	<p><b>Family Counseling, individual and group counseling of students displaying academic difficulties. Address emotional and social factors. Management of students on medication for ADHD.</b></p>

<b>At-risk Services Provided by the Social Worker:</b>	<b>Family crisis intervention, Social Services referrals for public assistance and immigration issues. Coordination of special education services including OT, PT, etc.</b>
<b>At-risk Health-related Services:</b>	<b>Counseling and health education sessions for asthmatic, diabetic, overweight children and respective families, are offered during the school day and after school. Students are assisted on how to understand and make sense of health issues.</b>

## **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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REGION 8

PS 172

2009-2010 Language Allocation Policy

The Language Allocation Team at P.S. 172 consists of the following people: G. Jack Spatola, Principal; Margo Jacovino-Mannari, Assistant Principal and Intervention Coordinator; Erika Gundersen, Assistant Principal; Dione Richards, Maria Zito and Maria Doscocil- ESL teachers; Ivone Garcia, Guidance Counselor; Annette Hendrickson, Parent Coordinator. These members participated in the development of the Language Allocation Policy, and will be involved in its twice-yearly review.

Of the 196 ELL students at P.S. 172, 100% are serviced through a Push-In ESL program. We currently have two full time and one part time ESL teachers. All 2.5 of the teachers are certified in Teaching English to Speakers of Other Languages (TESOL). The ESL program at P.S. 172 provides a nurturing environment, one that promotes effective teaching and learning, provides equitable opportunities for learning, encourages and respects the diversity of students, staff and community, and meets the linguistic, social, academic, physical and emotional needs of our ELLs. We believe that a student's native language supports achievement in English literacy and therefore all ELLs are provided with the same high quality instruction and academically complex content that monolingual students receive.

P.S. 172 is a Pre-K to 5 elementary school located in Sunset Park, Brooklyn. P.S. 172's school population is reflective of its surrounding community, with a student body that is largely minority in composition. The school is located in a high-poverty area in Sunset Park, with 88% of its 588 students receiving free lunch and 34% categorized as English Language Learners (ELL). Ninety percent of the students are from immigrant families from Mexico, Colombia, Ecuador, Puerto Rico, the Caribbean, Middle East, and Eastern Europe. According to the latest available ethnic data on the current 2009 Annual School report, of the entire student population, 79.4% are Hispanic, 12.8% are white, 2.0% are African-American, 1.7% are multi-racial, 3.2% are Asian/others and .5 % refused to comment on their ethnicity.

Of the 588 students, 196 students are classified as English Language Learners (ELLs). While Spanish is the dominant language among the vast majority of ELLs, also included in the native languages spoken by our students are Arabic, Polish, and Bengali. The total number of mandated ELLs per grade is as follows: Kindergarten - 30, 1st grade - 53, 2nd grade - 39, 3rd grade - 30, 4th grade - 26, 5th grade - 18. Of these 196 ELLs, 6 are in the 1st grade CTT class, 6 are in the 2nd grade CTT class, 7 are in the 3rd grade CTT class and 6 are in the 4<sup>th</sup> grade CTT classes. Among our 196 ELLs none are considered students with Interrupted Formal Education (SIFE).

Upon receiving the Home Language Identification Survey (HLIS) from the parent of the student, the survey is reviewed by a trained ESL teacher who establishes each student's eligibility for testing through the revised Language Assessment Battery Test (LABR). If a child scores at or below the English language proficiency level, they are entitled to mandated service for ELLs. A translator is provided to parents/guardians as well as the HLIS is given in the native language according to New York State ELL requirements. The ELL identification process must be completed within 10 school days of initial enrollment as per CR Part 154.

The following licensed pedagogues have been trained in the process and administration of screening for potential ELL services: Dione Richards, Cynthia Rotella (who is on an academic study leave) and Maria Zito. Translation services are available during the ELL Identification Process in the parent/guardian's native languages both orally and in written documents. The above pedagogues are also responsible for the packaging and delivery of exam to the Integrated Service Center. Based on the students scoring at and/or below the English Proficiency level, they are entitled to receive mandated ELL services. The student's parent/guardian is notified in a timely manner and informed of an informational meeting to discuss the options of ELL program choices in their native language.

In accordance with the NYS Department of Education all ELLs are administered the NYSESLAT during the spring of each year. The NYSESLAT measures the progress and language proficiency in the four modalities of (listening, speaking, reading and writing) in English. Parents and/or guardians are given advanced notice that explains the purpose and dates of administering the NYSESLAT. Parents and or guardians are given the time line of the NYSESLAT administration in a timely manner. Students with Individual Educational Plans (IEP) are given the NYSESLAT with testing modifications as per their IEP.

Parents/guardians of students who are eligible for state mandated services for ELLs based on the results of the Language Assessment Battery Exam (revised) are notified in a timely manner to attend a meeting at the school for an ELL Parent Orientation meeting. Information on the three program choices (ESL, Transitional Bilingual Education, Dual Language Education) are provided through translated materials (DVD and Parent Choice forms) to ensure that parent/guardian understand their child's options for ELL service. Trained personnel, Ms. Dione Richards distributes and collects the Parent Survey and Program Selection forms after the translated material has been viewed (DVD) in the parent/guardian's native language. Follow-up phone calls and face to face contact is made to any parent/guardians who is unable to attend the meeting. In addition, parents/guardians are informed of alternative times and days to view the translated material (DVD) in order to complete and return the Parent Survey and Program Selection forms in a timely manner. Original copies of the completed Parent Survey and Program Selection forms are kept on file in a secured location for review. The parent coordinator and family worker work closely and diligently with the ESL teachers to contact and inform parents/guardians of ELLs through out the year through one-on-one conversation and follow up phone calls.

Based on conversations with parents as well as their program selection of services for ELLs from the Parent Survey and Program Selection forms, identified ELL students are placed in ESL instructional programs. Materials and conversations are provided in the parents' native language. Any parent/guardian, who chooses an ELL service education program other than ESL, is given the needed material and/or list of schools in the area that provide the parent/guardian choice based on their completed parent survey and program selection forms. Translated services are provided through materials in parent/guardian's native language.

Based on the parent/guardian completion of the Parent Survey and Programs Selection forms since fall 2005, the overwhelming majority (96%) of parents select ESL instruction for their children rather than Dual Language or Bilingual Transitional programs.

Based on research gathered data at our school and published research across the country, students receive the highest quality of instructional services as measured by students' academic gain through the push-in instructional model. Additionally, in the past our parents/guardians have voiced concern of the children being pulled out of their classroom and missing vital information. As such, the push-in ESL program model is offered to students to align with academic

curricular gains and parent/guardian requests. Students are instructed using ESL methodologies to ensure success in Literacy, Math, Social Studies and Science. Steps to align parent choice and program offerings are as follows: provide information of program options to educate ELLs, list of schools that offer Transitional Bilingual Education and Dual Language Education when applicable and annual opportunities to change to a different program for ELLs. The above mentioned steps are given using translated materials (written audio-visual DVD).

According to the data from Automated The Schools (ATS), there are 196 ELLs at PS 172. Of the 196 ELLs at PS 172, there are no Students with Interrupted Formal Education (SIFE) 4 newcomers, 69 ELLs in years 4 -6, 23 ELLs in special education and no long term ELLs (ELLs with more than 6 years of ELL services).

Since P.S. 172 ELL program choice is English as a Second Language, there is no breakdown of ELLs in Transitional Bilingual Education by grade and language.

According to data from ELLs Home Identification Survey (HLIS) and ATS, the breakdown of ELLs in ESL by grade and language are as follows: Kindergarten - 1 ELLs native language is Arabic, 2 ELLs native language is Bengali, 1 ELLs native language is Polish and 30 ELLs native language is Spanish. In Grade one - 1 ELLs dominant language is Arabic, 2 ELLs are Bengali and 50 ELLs are Spanish. In Grade 2 - 38 ELLs native language are Spanish. In Grade 3 - 2 ELLs native language are Arabic, and 19 ELLs are Spanish. In Grade 4 - 1 ELL native language is Arabic, 1 ELL is Polish, and 24 ELLs are Spanish. In Grade 5 - 1 ELLs native language is Arabic, 2 ELL native language are Polish, 1 ELLs native language is Portuguese and 14 ELLs native language are Spanish.

Instruction of the program delivery for ESL is based on a push-in model. The push-in ESL program was organized to service ELLs in groups based on their English Language Proficiency levels. Utilizing various ESL methodologies and approaches, ELLs are provided scaffolds to support their comprehension of strategies and skills in literacy, math and other content areas such as Social Studies and Science. On-going collaboration with classroom teachers, service providers and administrators are made to ensure that data collected from end of unit assessments/observations are shared to ensure success of all ELLs. Instruction is focused on supporting language and literacy development of ELLs. All services are provided in English. The strategies that will be used are part of the balanced literacy effective teaching practices: individual assessment through conferencing, scaffolding, multi-cultural and literature rich classroom libraries in English (with texts available in ELLs native language as well), audio/listening centers, word walls, charts, modeling correct language use, and strategy charts that reflect the current units of study in reading, writing, math and other content areas.

In order to meet the mandated number of instructional minutes according to English Language Proficiency levels per the CR Part 154, 360 minutes of ESL instruction is provided throughout the week during Literacy (Readers Workshop, Writers Workshop) content areas (Math and Social Studies) to ELLs who are at the beginning and intermediate level of English language proficiency, as well as 180 minutes of ESL instruction to ELLs who scored at the advanced level of English Language Proficiency according to the New York State English as a Second Language Achievement Test (NYSESLAT). Careful attention to scheduling is made to ensure that ELLs receive the same instruction as non ELLs in all curriculum areas.

All ELLs are provided with full access to curriculum instruction. In order to provide differentiated instruction to different types of learners, technology is used through Smart boards, overhead projectors to display, organize and explain curriculum in all content areas. Teachers use different strategies and/or methodologies such as mnemonic and visual aids to acquire information. Furthermore, homework, end of the unit assessments are modified to evaluate the comprehension of content through manipulatives, hands-on projects and performances. English Language Learners language

acquisition is also supported by the arts through songs, interactive performances that include dramatization and theme-based projects.

In addition, testing modifications such as separate location, extended time and material read aloud are integrated throughout the instructional day in all content areas to ensure that ELLs continue to develop their academic vocabulary skills as per their Individualized Educational Plan (IEP).

Based on data from NYSESLAT, standardized math and ELA exams on ELLs, intervention programs for ELLs are developed. These intervention small groups occur during Readers Workshop through mini-lessons, guided reading groups and one on one teacher/student conferences. Additionally, targeted intervention programs in ELA, math and writing take place to support word study, academic vocabulary development as well as syntax. These targeted intervention groups are created to provide continued individualized literacy and math instruction.

Every year, ELLs achieve proficiency in the English Language according to the NYSESLAT. Although these students are not identified as current ELLs, they (former ELLs) are permitted testing accommodations for up to two years after testing out on the NYSESLAT. Former ELLs continue to receive intervention programs during and/or after school to further increase their academic language in literacy, math and other content areas.

Upon review of current programs for ELLs no programs/services for ELL, will be discontinued. Results from end of unit assessments, observations and standardized exams have shown that the various programs implemented have greatly supported the ELLs in literacy, math and other content areas.

All ELLs have equal access to all school programs. All ELLs are considered for small group intervention, after school intervention, enrichment through the Arts as well as the Saturday Academy. Teachers use data from the NYSESLAT, standardized exam, end of unit assessments, observation and conference notes to implement instruction to ensure that ELLs meet all state standards in literacy, math and other content areas. On-going communication between parent/guardian is made through letters and/or phone calls in their native language.

Based on data from assessments, NYSESLAT and conference notes, most ELLs develop oral language skills before developing academic language and written skills. Collaborative planning between ESL, classroom teachers and school administrators allow the sharing of ESL methodologies along with effective strategies that help all ELLs to succeed in literacy, math and content areas. ELLs participate in various after school groups that support literacy and math through technology, computer software, interactive activities, and texts with audio tapes. ELLs also participate in enrichment Through the Arts which allows them to engage in theme-based projects that facilitate further development of social and academic language.

Research has shown that students learn a second language more successfully when language is used to acquire information (content) rather than just the language itself (Richards and Rodgers). ESL methodologies using realia, visual aides, and texts with audio support as well as manipulatives are used to strengthen ELLs academic oral and written skills.

Native language support is given utilizing bilingual lending libraries, flashcards and computer software such as the Rosetta Stone to extend social and academic language. Both classroom and small group intervention teachers use the previously mentioned materials to support ELLs native language.

In order to meet the linguistic needs of ELLs, each grade level unit of study (Literacy, Math and other content areas) are evaluated for future modification as well as implications for instruction. For example, the linguistic support in early literacy texts might be theme-based to strengthen vocabulary skills. As the ELLs progress through the levels of language acquisition, resources such as visual aids, technology (smart boards), realia and manipulatives are further modified to support academic oral and written skills.

Professional development is a key element at P.S. 172 for ensuring social and academic success for all ELLs. Congruence in professional periods among staff provide the collaboration of effective teaching practices, ESL methodologies and scaffolding of curricula. On-going professional development with Columbia University's Teachers College Reading, Writing Project with classroom teachers, intervention teaches, ESL coordinator/teachers, and special education teachers provide meaningful practices that support social and academic language development. In addition, workshops attended by personnel who work with ELLs such as assistant Principals, ESL coordinators/teachers, common branch teachers, guidance counselors, special education teachers, psychologists, speech and language therapists as well as parent coordinators provide information on effective approaches to meet the emotional, linguistic, social, physical and cultural challenges that English language learners face when learning a second language. Approaches on reducing cultural bias, linguistic letter/sound relationships and policies for ELLs are disseminated to meet the needs of ELLs.

The ESL coordinator/teacher meets with classroom and school personnel to plan curricula goals using ESL methodologies and scaffolding. Literature and texts are discussed and given to school staff on the ELLs acquisition of a second language, the process and effective approaches to scaffold ELL language learning. In addition, on-going collaboration between school staff and the ESL teacher/coordinator takes place in inquiry groups that meet to evaluate ELLs data and the implication for instruction in literacy, math and other content areas.

Parent involvement plays a vital role in helping all ELLs achieve social and academic success. Partnerships with Cornell University provide workshops on nutrition and financial management. The Brooklyn Museum sponsors Family Night throughout the year that connects school curriculum with cultural and engaging activities. Charles Hynes' office (Borough District Attorney) provided a workshop on internet safety that informed parents of child-friendly websites that reinforce academics. The local YMCA provides classes for free GED classes to parents/guardians of ELLs. The above mentioned workshops were provided based on the following: one-on-one conversations with school personnel and parents, parent surveys and feedback from Parent teacher Association meetings. All information is presented through translated material as needed.

An analysis of available ELA and math standardized test results show continued high academic performance by all students, including ELLs. The grade 4 ELA data from 2009 shows 99% of the students performing at levels 3 and 4 compared to 99% in 2008. The Grade 4 ELA 2007-2008 data shows a consistency of high performance since 2008. The spring 2007 and spring 2008 ELA grade 4 standardized test results demonstrate that 0% of students scored at Level 1.

The State and City test results in grades 3, 4, and 5 demonstrate a significant increase in the ELA exam from the 2006-2007 to the 2007-2008 school year. On the 2008 ELA, 98% of 3rd, 4th, and 5th grade students scored at levels 3 and 4, up from 92% in 2007. On the 2007 and 2008 Math exams, 100% of students achieved scores of 3 and 4. Additional exemplary proficiency gains were made by P.S. 172's ELLs of 41.7% on the ELA exam and 2.8% on the Math exam. These gains made by the ELLs in ELA and Math prompted extra credit to our school. In 2009, students performing at Level 1 continued to decrease from 3.8% in 2003, to 0% on the 2007 2008 and 2009 ELA exams. On the Math exam, students performing at Level 1 also decreased from 7.1% in 2001, 2.2% in 2004, to 0% in 2008 and in 2009.

Reviewing 3rd and 4th grade ELL subgroup performance in 2009, one sees that in the State ELA Exams 92% of ELLs scored at Levels 3 and 4; 8% scored at Level 2 and 0% at Level 1. The implication for designing instruction is to provide additional differentiated instructional opportunities, increase the effectiveness of conference results as a tool for greater academic rigor, and continue to provide additional professional development opportunities. The implications for ELA instruction point to the need to further develop comprehension skills and word recognition phonetic skills. Our efforts to further develop inference skills in reading comprehension and in writing strategies must continue. Reviewing the grades 3 and 4 ELA and math student performance, we see gains in all students. English Language Learners improved their levels from 84.6% in 2004 performing at Levels 3 and 4 to 92% in 2009. In Math, 89% of ELLs in grades 3 and 4 scored at Levels 3 and 4 in 2004 compared to 100% in 2008 and again in 2009.

A review of the subgroup performance in the 2008 New York State Science exam reveals that out of the ELLs that were tested on the ELA, 100% scored at and above grade level (Levels 3 and 4).

The early literacy assessments used in Grade K-2 are as follows:

- Fountas and Pinnell Reading assessment to determine reading level
- Teacher's College letter sound assessment, book handling assessment, sight word assessment
- Words their way (Bear) for ELLs Spelling Inventory to determine their developmental spelling stage.

The Spring 2009 NYSESLAT results determined that more than ninety percent of Kindergarten students tested require ELL services, indicating a great need for authentic language/vocabulary instruction. In K & 1, Listening & Speaking, 18% performed at the beginning level, 52% at the intermediate level, 30% at the advanced and 11% at the proficient level. When compared to NYSESLAT results from the 2008-2009 NYSESLAT exams, one sees a 1% increase in ELLs performing at the proficient level. Further results of the NYSESLAT in grade kindergarten from Spring 2007, Spring 2008 and Spring 2009 shows an increase of 3% in the mean raw score of each year on the Speaking portion. During the same three year period, no increase in mean raw score on the Listening portion was made on the exam. The data shows that 41.7% of ELL students improved their score by at least .5 of a proficiency level. ELLs also made an exemplary proficiency gain of 2.8% in Mathematics.

A review of the NYSESLAT results reveals that ELLs at all grade levels develop oral language skills before developing written language skills. ELLs at the beginning level in all grades tend to exhibit stronger listening comprehension and speaking skills than reading or writing skills. ELLs at the intermediate fluency level in all grades demonstrate growing ability in reading and writing, whereas ELLs testing at the advanced level often maintain their strong listening and speaking skills, and continue their growth in reading and writing. These NYSESLAT results are consistent with current research regarding the order of acquisition of a second language as pertaining to the four modalities. These findings influence our ESL instruction in many ways. Specifically, we place a strong emphasis on reinforcing and improving the ELLs' grasp of reading and writing strategies taught in the classroom. Based on the finding of no increase in the mean raw score in grade kindergarten in the listening portion of the NYSESLAT, changes were made to the Kindergarten curriculum in order to further develop ELLs' academic language as well as their comprehension during listening activities. The changes to the kindergarten curriculum were as follows: incorporating dramatizations which include text representations, modifying lessons in emergent storybooks by including additional visual aids for support, implementing oral storytelling opportunities to assist the development story language when discussing texts and creating books during interactive writing that include language patterns, vocabulary based on the students reading and/or language proficiency level.

In order to meet the linguistic needs of our ELLs, parental choice and Part 154 mandates, P.S. 172's language allocation policy will consist of an ESL program in which beginners and intermediate level students will receive 360 minutes of ESL instruction and those students who tested at the advanced level of proficiency will receive 180 minutes of both ESL and ELA instruction separately. The strategies that will be used are part of the balanced literacy effective teaching practices which include: individual assessment through conferencing, scaffolding, multi-cultural and literature-rich classroom libraries in English (with texts available in the native language as well), lending libraries for home, audio/listening centers, word wall (with visual aids), flow of the day (with visual aids), charts modeling correct language use, and strategy charts reflective of current units of study in reading, writing and math.

Support of native language is used through bilingual dictionaries with audio tapes, bilingual texts in ELLs native languages that are represented in the school as available.

Reviews of parent surveys indicate that the majority of parents select ESL instruction for their students, rather than dual language or bilingual transitional programs. Although they are given the choice of transferring to other schools with bilingual programs, very few parents chose this option.

At P.S. 172, ELLs range in ability from newcomers with little to no English in any of the four modalities, to long-term ELLs who have strong verbal fluency but require continued strengthening of their reading and writing skills.

Following the previously mentioned order of language acquisition, the ESL curriculum will focus on helping newly arrived ELLs gain a command of Basic Interpersonal Communicative Skills (BICS), in order to create a foundation upon which to develop reading and writing strategies. For these newcomers, we will also provide after school enrichment programs, and use available technology, such as the Rosetta Stone Language program. While we do not have bilingual classes at P.S. 172, we will provide Native Language Art (NLA) support by utilizing bilingual lending libraries which include audiotapes in order to support the ELLs' native language literacy at home. To further extend good learning practices into the home, we will also organize Parent workshops, parent-as-reading-partner sessions, parent involvement in writing celebrations, and, in general, a high level of communication between parents and teachers in their native language.

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

**Form TIII – A (1)(a)**

**Grade Level(s) K - 5      Number of Students to be Served: 102    LEP 0    Non-LEP**

**Number of Teachers 5      Other Staff (Specify) + 1 Teacher for Parents Class**

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

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

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**As per the most recently administered NYSESLAT, one hundred and ninety-six (196) students at P.S. 172 have been identified as English Language Learners (ELLs). The break down of English Language abilities on a grade level is as follows:**

**In Kindergarten 10 are beginners, 3 are intermediate, and 17 are advanced performers;**

**In Grade one 14 are beginners, 32 are intermediate, and 7 are advanced performers;**

**In Grade two 4 are beginners, 14 are intermediate, and 20 are advanced performers;**

**In Grade three 0 are beginners, 19 are intermediate, and 14 are advanced performers;**

**In Grade four 0 are beginners, 8 are intermediate, and 18 are advanced performers;**

**In Grade five 2 are beginners, 3 are intermediate, and 13 are advanced performers.**

**All our K-5 English Language Learners perform extremely well in the standardized state ELA, Math and Science Exams and move rapidly through the English language acquisition levels as per the NYSESLAT results. This is due to our comprehensive regular school day academic instruction and a very individualized After School and Saturday programs for all our ELLs. Both the regular day and the After School/Saturday programs contain a strong professional development component which focused on differentiated teaching/learning strategies for ELLs.**

**The most recent 2008-09 ELA Standardized State exams show our students' performance results at high levels.**

**In Grades 3-5 of the 100% ELLs tested 8% scored at Level 2, 81% at Level 3, 11% at Level 4; of the 100% Former ELLs tested 0% scored at Level 2, 81% at Level 3 and 19% at Level 4. This analysis compares very positively to the 100% non-ELLs tested where 75% scored at Level 3 and 24% at Level 4. It is to be noted that none (0%) of the ELLs, Former ELLs and non-ELLs scored at Level 1. Furthermore, in the school report card our ELLs' performance generated 0.75 additional credits due to their 35.7% exemplary proficiency. Equally important is our ELLs and Former ELLs performance in the State Math Exam and Science Exams, in which 100% scored at Levels 3 and 4 (at and above grade level).**

**These achievements are made possible by the differentiated services provided to our ELL students during the school**

day as well as in the after school and Saturday programs.

The Title III After School program consists of two team teaching classes two afternoons a week. One teacher is certified in common branches, the other is a certified bilingual education/ESL teacher. This team teaching model targets individual ELL students in all academic areas with particular support in developing academic language. The two classes are held on Tuesday and Thursday afternoons from 3:10 p.m. to 5:10 p.m. Another team teaching class is held on Saturdays from 9 a.m. to noon for the English Language Learners identified as beginners. To further support our ELLs at home, our program provides English as a Second Language Instruction to the parents on Saturdays during two 90 minute sessions. ( 9 – 10:30 a.m. and 10:30a.m. – 12 noon).

Students for the Extended Day and Saturday programs are selected based upon the results of the LABR, the N.Y.S. English as a Second Language Achievement Test (NYSESLAT), and their individual academic performance in the classroom. Activities are developed with regard to each student's language proficiency and academic performance levels. Furthermore, an analysis of conference notes, reading levels and end of units assessments has shown the need to support our ELLs' cognitive academic language proficiency. Our programs' models of small group and one-on-one teaching/learning will focus on content curricula and language structure through computer programs, hands-on manipulative/activities, visuals, etc.

As the budget clearly presents, in the after school program the four teachers in each of the two classes focus on the development and strengthening of English language skills in Literacy and Mathematics. Most beginning ELLs will strengthen their listening skills. Materials, approaches and teaching points will be directed to build vocabulary, language and communicative skills. Oral story-telling activities, language patterns and vocabulary will be integrated in interactive writing, shared reading and independent reading. Additional support will be provided through drama techniques, and visuals such as pictures, video projections and smart boards. Furthermore as part of our professional development each text used will be reviewed for sight words, vocabulary and sentence structure.

Instructional materials to support the literacy development of our Title III student participants include rich literature texts like *Bebop Books Multicultural series* by Lee and Low Books, Inc.; *Scholastic's Text Talk Program* to build vocabulary and comprehension strategies, *The Earobics Helping ELLs Readers* by Houghton Mifflin; *Time for Kids Lectures for Social Studies Academics in English and in Spanish* by Harcourt, and the *Great Americans for Children D.V.D. series* by Schlesinger Media.

In Math our Title III students will be supplemented by grade appropriate math books, games, manipulatives, software like *Mighty Math Carnival Countdown*, *Math Adventures*, *Math Town*, *Tenth Planet Explores Math*, *Math Mysteries*, as well as the *Smart Board notebook*.

The parents learning will be augmented by the *Rosetta Stone Language Program*, as well as the *Core Knowledge series* by *Boutan Dell Publishing* and *How to Help Your Child with Homework* by *Free Spirit Publishing*.

To further extend good learning practices at home for our ELLs, Parent ESL classes will be provided each Saturday from October through May, to coincide with the extended day and Saturday services. Of course, instructional materials for students' language and content learning, as well as for Parents' English Language Learning will total \$4,594.12, as

broken down in the budget.

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

**Professional Development** or as we refer at P.S. 172 **Collaborative Professional Growth is a most important component of our academic success at P.S. 172. It’s a key element to the academic learning of our English Language Learners. The six (6) teachers in the Title III After School and Saturday funded services will receive support from the supervisors, from colleagues and from T.C. Specialists who regularly work with our professionals on effective strategies to differentiate teaching for ELLs. As delineated previously, literacy skills and content knowledge will be broken down on the basis of the analysis conducted of the LABR, NYSESLAT and end-of-units assessments results. Professional Development decisions will be made on the basis of the results. It is anticipated that specific areas of growth include: analyzing texts for sentence structure and vocabulary; phonemic awareness skills, assessment methods. Title III funds will be used for ten one hour sessions over the course of the eight month period of the programs.**

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**Form TIII – A (1)(b)**

**School: P.S. 172 BEDS Code: 331500010172**

**Title III LEP Program**

**School Building Budget Summary**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b>  <ul style="list-style-type: none"> <li>- Per Session</li> </ul>	<b>\$24,545.88</b>	<u><b>Literacy and Math Extended Day Per Session</b></u> <b>(2 classes with Team Teaching)</b> <b>Four (4) Teachers X 2 Hours X 27 sessions = 216 hours</b> <b>216 Hours X \$49.89 = \$10,776.24</b> <u><b>Saturday Program</b></u> <b>For Children: Two (2) Teachers(Team Teaching) X 3 Hours X 24 sessions =144 hours</b> <b>For Parents: Teacher for ESL classes</b> <b>One (1) Teacher X 3 Hours X 24 sessions = 72 hours</b> <b>72 Hours X \$49.89 =\$3,592.08</b> <b>144 Hours X \$49.89 = \$7,184.16</b> <b>Professional Development, Literacy and Math</b> <b>Six (6) Teachers X 10 Hours = 60 Hours X \$49.89=\$2,993.40</b> <b>Total Per Session = \$24,545.88</b>
<b>Instructional/Learning materials</b> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials.</li> <li>- Must be clearly listed.</li> </ul>	<b>\$4,594.12</b>	<b>Instructional Materials for Children’s Literacy = \$2,620</b> <b>The materials include: Multicultural Books, Weekly Readers, Bebop Books, and Great Americans D.V.D. series, software, etc.</b> <b>Instructional Materials for Children’s Math = \$1.042</b> <b>The materials include more books, games, manipulatives, and software programs.</b> <b>Instructional Materials for Parents’ Literacy = \$932.12</b> <b>The materials include Core Knowledge Series, videos, and software programs such as the Rosetta Stone Language Program.</b> <b>Total Amount for Instructional/Learning Materials = \$4,594.12</b>
<b>TOTAL</b>	<b>\$29,140.00</b>	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

*Requirement under Chancellor's Regulations – for all schools*

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

#### **Part A: Needs Assessment Findings**

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

**P.S. 172's written translation and oral interpretation needs are assessed using data that is collected from the following sources: the Home Language Identification Survey (HLIS), which is completed upon a child's admission to a New York City public school; parents' biographical information provided in students' cumulative record folders and on students' emergency cards; and feedback offered by parents at Parent teacher Association meetings and during parent workshops. ESL teachers and other school faculty analyze this information and determine into which languages, school documents, addresses and announcements must be translated.**

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.

**Based upon the data collection and analysis described in the section above, and in consideration of school demographics, P.S. 172 has found that school documents, addresses, and announcements must be translated or interpreted into the following languages (in order of dominance): Spanish, Arabic, Polish, Bengali, and Cantonese. The ESL teachers reported these findings to classroom teachers at the beginning of the school year in relation to their class population. Additionally, the Parent Coordinator and school administrators were made aware of P.S. 172's linguistic diversity in order to make the appropriate accommodations for communicating with students' families.**

#### **Part B: Strategies and Activities**

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

**P.S. 172 provides in-house translation services tapping into the extensive resources that exist within the school. These resources include school-staff and parent volunteers who also speak the very same languages that are spoken by our students' families. School staff translates progress reports, at-risk forms, field trip notices, and any other documents that are sent home to students' families. Additionally, the ESL teachers look**

to the department of education website to retrieve common forms and applications that have been translated by New York City's Office of English Language Learners into various languages.

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.

**P.S. 172's oral interpretation service needs are met by school staff and parent volunteers. In-house interpreters are available during Parent Teacher Association meetings and parent workshops, Parent Teacher Conferences, curriculum teas, IEP meetings, and during meetings for children who are at-risk of meeting promotional criteria.**

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>.

**In addition to the above description of P.S. 172's commitment to the assessment and identification of our student's parents' linguistic needs and the strategies we have planned to meet these needs, the school further fulfills Section VII of Chancellors' Regulations A-663 in the following ways: by making our school a welcoming atmosphere for parents who speak languages other than English through the use of multilingual signage and public address, by informing parents of their Parental Rights and responsibilities, including their right to translation and interpretation services, by informing parents of upcoming citywide educational events, and by offering information to parents about students' health, safety and conduct in their native language.**

**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:	<b>562,613</b>	<b>97,171</b>	<b>659,784</b>
2. Enter the anticipated 1% set-aside for Parent Involvement:	<b>5,626</b>		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		<b>971</b>	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	<b>28,131</b>		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		<b>4,858</b>	
6. Enter the anticipated 10% set-aside for Professional Development:	<b>56,261</b>		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		<b>9,717</b>	

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

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

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

#### **Title I Parent Involvement Policy**

#### **1. P.S. 172, the Magnet School for Leadership in the 21<sup>st</sup> Century, will take the following actions to involve parents in the joint development Plan.**

- a. By having two Title I school parent representatives participate in the monthly Parent Involvement Council**
- b. The two representatives will participate in the monthly meetings of the school’s P.T.A., of the P.A. executive Board and in the Principal/PTA Executive Board consultation.**
- c. Share the Parent Involvement Plan with the school parents.**

#### **2. P.S. 172 will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:**

- a. Have all parents including those of children with limited English proficiency (LEP) and with disabilities involved in the planning, review and improvement of our school wide program plan.**
- b. Use the monthly meetings of the School Leadership Team, P.T.A., Title I Parent Involvement Committee as well as parent survey to gather needs data, share and assess the data, and develop a plan to successfully meet the students, parents and overall school needs.**
- c. Communicate with parents through multi-lingual letters, workshops in data analysis, curriculum learning and performance standards, curriculum nights, parent conferences, monthly writing publishing and quarterly social studies celebrations.**
- d. Have parents play an integral role in assisting their child’s learning through such activities as Parents as Reading Partners and Learning Leaders, as well as through workshops that support parents’ knowledge of the curriculum and standards.**
- e. Promote for parents opportunities for decision making and advisory input in committees and meetings which operate with the voting process.**

#### **3. As a Title I school wide school, P.S. 172 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies in all teaching/learning decisions. P.S. 172 will also involve our Title I parents in the district wide programs not present at P.S. 172. these District programs include Head Start Parents as Teachers, Pre-school youngsters by:**

- a. Using workshops on these programs’ educational purposes, functions and performance data.**
- b. Facilitating inter-visits.**
- c. Providing all available literature.**

**4. P.S. 172 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.**

**The evaluation will be based on data gathered from parent participation at PTA meetings, curriculum conferences, academic (writing, the arts, social studies) celebrations individual parents conferences on student performance, and workshops.**

**Additionally, we will use parent response to surveys and evidence of students' academic performance.**

**The Parent Coordinator, Guidance Counselor and PTA Executive Board members will conduct the evaluation with the active supervision of the Assistant Principal and Principal.**

**5. P.S. 172 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:**

- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following by undertaking the actions described in this paragraph—**
  - i. The State's academic content standards**
  - ii. The State's student academic achievement standards**
  - iii. The State and local academic assessments including alternate assessments**
  - iv. The requirements of Title I, Part A**
  - v. How to monitor their child's progress, and**
  - vi. How to work with educators**

**This will be achieved by providing workshops on curriculum and performance standards, data analysis, programs' guidelines and effective practice for at-home tutoring. Sets of workshops will be offered monthly at the completion of the evening PTA meetings, another set of workshops following the monthly Parents as Reading partners, and a variety of workshops at the quarterly year long curriculum nights. Additionally, Saturday classes are offered on parenting, English as a second language and computer technology to address home monitoring of their child's academic progress and appropriate mentoring of their child at home.**

- b. P.S. 172 will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by holding workshops, classes and opportunities for parents to serve as learning leaders in the classroom.**

- c. **P.S. 172 will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by providing all staff with professional development in the areas of Title I, ESL, CTT and general education requirements and by creating communication opportunities between the parents and teachers on how to assess and design instructional strategies for students, i.e.: portfolio sharing, celebrations planning and participation, etc...**
  
- d. **P.S. 172 will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Pre-school Youngsters, the Parents as Teachers Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:  
All the parents of our Pre-Kindergarten will participate as all parents of students in Kindergarten through fifth grade. We do not have any of the other initiatives at P.S. 172, i.e. Head Start, Reading First, etc...**
  
- e. **P.S.172 will take the following actions to ensure that information related to the school and parent programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language the parents can understand:**

**All letters, newsletters, forms, invitations, program definitions and handbooks are translated in the languages parents understand. The most prevalent languages at P.S. 172 are Spanish, Arabic and Chinese.**

#### **Adoption**

**This School Parental Involvement Policy and the School Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs as evidenced by PTA Vice President Amanda Umbria**

**This policy was adopted by P.S. 172 on September 8, 2009 and will be in effect for the period of 2009-2010 school year. This school will distribute this policy to all parents of participating Title I Part A children on or before September 14, 2009.**

**Principal – G. Jack Spatola**

**Date – September 9, 2009**

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

**School Parent Compact**

**School Responsibilities**

**P.S. 172 will provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

- 1. Our school exceeds state standards in reading and math with a child centered instructional program driven by assessment, shaped by effective professional development and aligned with appropriate resources. The instructional program builds on the strong foundations established in the early grades. Skilled teachers implement the balanced literacy program, "living" the high scope philosophy and experiencing the integration of social studies and science with grade appropriate fiction and non-fiction rich literature. In the higher grades reduced class size with push-in intervention teachers in the areas of literacy and math provide developmentally appropriate instruction adapted to each child's strengths, needs and interests. Our teachers' competencies are strengthened by a comprehensive professional development program that includes Teachers College consistent exemplary practices.**
- 2. Parent Teacher Conferences will be held twice annually: the week of November 9, 209 and March 15, 2010. Additionally, Curriculum Nights will provide greater opportunities for parent training and for compact evaluation.**
- 3. The school will provide progress reports on individual children's performances as follows: report cards three times a year, monthly progress reports in the major academic areas of literacy and mathematics, quarterly conferences with parents, continuous assessment of homework, monthly writing celebrations, etc.**
- 4. All staff is consistently available to consult with and be consulted by parents. Appointments requested by parents and/or by teachers will be established and consultations conducted on an "as need" basis.**
- 5. Parents are the Educational Partners at P.S. 172. Information, training and decision-making opportunities are high priority goals. Parents are informed of school programs and services and particularly their child's curriculum and performance standards. Parents are offered learning opportunities on a year-long basis through workshops at twice-a-year Curriculum Nights, monthly PTA meetings, monthly Parents as Reading Partners initiatives and twice-a-year Parents Learning Fairs. Additionally, parents are invited to observe the teaching/learning classrooms, monthly writing publishings, quarterly social studies celebrations.**

**Parent Responsibilities**

**We as parents will support our children's learning in the following ways: Supporting my child's learning by making education a priority in our home by:**

- Making sure my child is on time and prepared everyday for school**
- Monitoring attendance**
- Talking with my child about his/her activities everyday**

- Scheduling daily homework time
- Providing an environment conducive for study
- Making sure that homework is completed
- Monitoring the amount of television my children watch
- Volunteering in my child’s classroom
- Participating, as appropriate, in decisions relating to my children’s education
- Participating in school activities on a regular basis
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate.
- Reading together with my child everyday
- Providing my child with a library card.
- Communicating positive values and character traits, such as respect, hard work and responsibility
- Respecting the culture differences of others
- Helping my child accept consequences for negative behavior
- Bring aware of and following the rules and regulations of the school and district
- Supporting the school’s discipline policy
- Express high expectations and offer praise and encouragement for achievement

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

**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.

## 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.

**See Page 10**

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

**See Pages 10 – 12**

3. Instruction by highly qualified staff.

**See Pages 10 - 12**

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

**See Pages 10 - 12**

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

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

**See Pages 10 - 12**

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. N/A

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.

**See Pages 10 - 12**

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

**See Pages 10 - 12**

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

**See Pages 10 - 12**

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

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

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

c. Minimize removing children from the regular classroom during regular school hours;

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

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

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

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

**Part A: For All Schools Identified for Improvement**

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

**Part B: For Title I Schools Identified for Improvement**

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

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

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

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

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

*All schools must complete this appendix.*

**Background**

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

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

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

***1A. English Language Arts***

**Background**

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

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

### ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

**For many years we have seen the disconnect. As such, our school grade level teams work together with coaches and supervisors to develop year long curriculum and curriculum calendars in Reading, Writing and Math. These meetings begin with the study of state and city-wide curriculum mandates and performance standards, cumulative assessment data collected throughout the school year. After this analysis, the planning process for each separate unit of study begins by asking and answering two essential questions: First, what is it that our students should know and be able to do at the end of each unit of study, and by extension, the end of the school year? Second, what kind of assessments need to be build into each unit of study to provide tangible evidence of student learning?**

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?

**Our curriculum and our curriculum maps have been designed around the analysis of a variety of achievement data that includes annual large scale assessment data, periodic assessment data and on-going classroom assessment data.**

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.

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## 1B. Mathematics

### Background

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

### Specific Math Alignment Issues:

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

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

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

**On-going grade level teams of teachers, coaches and supervisors' developing, implementing, assessing, re-developing and re-assessing curricula.**

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?    **100% of our Grade 3 – 5 students scored at or above grade level. (Levels 3 and 4)**

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

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## **KEY FINDING 2: INSTRUCTION**

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

### **2A – ELA Instruction**

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

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

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

**Our students' academic excellence as demonstrated in the standardized test results and our school's Progress Report and Quality review are sufficient proof that all these findings are not relevant to our school.**

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

Applicable     Not Applicable

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

**See our school's statistics.**

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.

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### **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM<sup>3</sup>)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

**Our students' academic excellence and our school's results and standing clearly demonstrate the irrelevance.**

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

Applicable     Not Applicable

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

2B.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?

**Look at our Progress Report Card and our Quality Review findings.**

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

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

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

Please respond to the following questions for Key Finding 3:

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

**We are truly capable of witnessing the movement of a total of 46 teachers in our school.**

**As such, we have assessed that none of the 46 teachers have moved.**

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?   **There has been zero movement.**

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.

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#### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

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

Please respond to the following questions for Key Finding 4:

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

**Our professional development opportunities are differentiated and designed on student performance assessment. Our daily Common preparations on grade levels and our weekly extended professional sharing initiatives effectively prepare our teachers of ELLs.**

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

Applicable     Not Applicable

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

**Our ELLs performance in the NYSESLAT indicates expected growth from beginners to next levels  
Our ELLs performance in the ELA and Math State Tests indicate outstanding results with similar 98% in ELA and 100% in Math performers at Levels 3 and 4.**

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

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## KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

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

**Our 31% of ELLs are closely assessed and instructed. In all grades they made exemplary gains as evidenced by their performance in the NYSESLAT and in the ELA and Math Standardized Tests.**

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

Applicable    Not Applicable

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

**Our progress report 2008-2009 demonstrates exemplary gains by ELLs.**

**In the ELA 35.7% made exemplary proficiency gains generating + 0.75 credits. In Mathematics, 14.3% achieved similar exemplary proficiency gains.**

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

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## KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

**Our on-going grade level teams of classroom and out-of-classroom teachers, coaches and supervisors closely monitor each student's performance. Portfolios are regularly shared among all teachers and service providers.**

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?

**The fact that 43.2% of our special education students made exemplary proficiency gains in ELA earning 0.75 credits, and 5.4% in Mathematics, as per the 2008-2009 Progress Report.**

**Additionally 96% of our students with an IEP scored at Levels 3 and 4 in ELA and 100% in Mathematics.**

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.

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

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

Please respond to the following questions for Key Finding 7:

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

**It's absolutely not relevant to our school's educational program**

**Grade Level Teams and Intervention Teachers meet regularly – every month – to assess each student's progress against Expected progress, and subsequently redesigns each student's educational plan for the next month.**

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?

**Same as 6.3 response.**

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.

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

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

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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

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

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

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