



[PS 179]

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

**SCHOOL: (20/BROOKLYN/ P.S. 179)
ADDRESS: 202 AVENUE C
TELEPHONE: 718-438-4010
FAX: 718-871-7484**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 718-438-4010 SCHOOL NAME: Kensington

SCHOOL ADDRESS: 202 Avenue C

SCHOOL TELEPHONE: 718-438-4010 FAX: 718-871-7484

SCHOOL CONTACT PERSON: Jodi Contento EMAIL ADDRESS: Jcontento@schoo
ls.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Lisa Kontarinis

PRINCIPAL: Valerie Joseph

UFT CHAPTER LEADER: Joann Pagano

PARENTS' ASSOCIATION PRESIDENT: Maria Garner

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

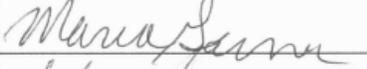
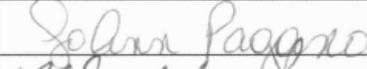
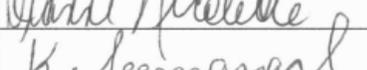
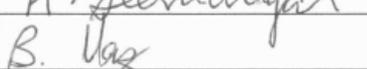
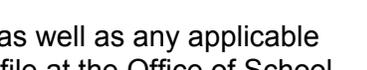
DISTRICT: 20 SSO NAME: ESO 1

SSO NETWORK LEADER: Sandy Litrico

SUPERINTENDENT: Karina Costantino

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Valerie Joseph	*Principal or Designee	
Lisa Kontarinis	*UFT Chapter Chairperson or Designee	
Maria Garner	*PA/PTA President or Designated Co-President	
Sheila Lee	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Joann Pagano	U.F.T Representative	
Lorraine Sabbagh	Science Teacher	
Diane Nicolette	First Grade Teacher	
Khaimpattie Seemangal	Parent	
Bhanmattee Vaz	Parent	
Gisela Arroyo	Parent	

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Vision Statement of P.S. 179

It is P.S. 179's vision to develop a collaborative learning environment that maintains a rigorous academic curriculum, which will focus on the New York City and New York State Standards.

Mission Statement of P.S. 179

It is our school's mission that all stakeholders will work together to provide a standard based education to all students, including our English language learners and students with disabilities in order to create a community of learners who will become independent thinkers and learners.

P.S. 179 is located in the Kensington section of Brooklyn, New York near the major intersection of Church and McDonald Avenues. We are the Magnet School of Math, Science, and Technology.

It is P.S. 179's vision to develop a collaborative learning environment that maximizes a rigorous academic curriculum, which will focus on the New York City and New York State Standards.

It is our school's mission that all stakeholders will work together to provide a standard-based curriculum for all students, including our English Language Learners and students with disabilities, in order to create a community of learners and enable them to become independent thinkers and learners.

Our pre-kindergarten to fifth grade elementary school is a Title I School Wide Programs school. We serve a population of approximately 900 students from culturally diverse backgrounds. The community is home to immigrants from South Asia, specifically Bangladesh and Pakistan, the Caribbean, Mexico, the Middle East and Uzbekistan and Kaziskan. There has been a change in demographics. The student population has fallen below 950 students for the first time in approximately seven years. Our special needs program which consists of 12:1:1, Collaborative Team Teaching and Special Education Teacher Support Services has expanded.

An analysis of the demographics of the neighborhood indicates that some families have moved to other neighborhoods, because they have been able to purchase homes in those neighborhoods.

In addition, there has been an influx of families into the Kensington area who send their children to parochial schools i.e. Yeshivas.

We are a universal meals school, which makes all students eligible for free lunch. Students in grades 4 and 5 have the opportunity to be inducted into the Arista and Archon societies based on high academics and school service. In order to further self-esteem and promote positive behavior, students are recognized through the following initiatives: Student of the Month, 100% School Uniforms, 100% Attendance, a celebration of student work on external and internal bulletin

boards, best behaved table at lunch. We are initiating a Respect for All, school wide program of respect, caring and compassion, called *Don't Laugh at Me*, Operation Respect. We hope to create a ridicule free zone. *Don't Laugh at Me* is intended to serve as an introduction to an enrichment of ongoing efforts that nurture children's emotional, social and ethical development, such as character development, conflict resolution and teaching tolerance programs.

We have a free standing visual arts program which all students have the opportunity to participate in. This year we are concerned due to severe budget cuts how to maintain our instrumental music program. We will continue to have an after school chorus who will participate in special assemblies. Through our outside partnerships and collaborations, we have been able to offer our students dance through Ballet Tech and movement/dance through Marquis Studios. In order to provide all students with a safe and supportive environment, we will be training staff in the Respect for All initiative to prevent bullying and biased based behaviors. We support this initiative through special assemblies, which parents are invited to attend.

This is the third year that P.S. 179 is implementing the NYC Fitnessgram. All students will receive individualized reports known as fitnessgrams regarding their personal level of fitness. Various exercises, activities, and sports such as basketball, soccer and football are included in the physical education program throughout the school year.

Ongoing efforts to increase parental and community involvement are beginning to take hold. With the cooperative efforts of parents and organizations such as, YMCA Virtual Y Program, Ditmas Intermediate School 62-Community Service and Tutorial Program, The New York Stock Market Game, PENCIL Corporation's Principal for a Day, Barnes and Noble and the Kensington Branch of The New York Public Library, we have been able to provide our students with supplemental activities to enhance their education. Brienza Academic Advantage provides Supplemental Educational Services (SES) for free which allows parents the opportunity to provide additional educational support so that their children may meet the State Education Department's Standards and assist our school in meeting our Annual Yearly Progress. Some innovative programs that include and encourage parent involvement are Literacy Initiatives, Adult English Classes, and Learning Leaders.

For 2009-2010, we have introduced the Principal's Program for our highest achieving students in grades 3, 4, and 5. In addition, we have rescheduled the Extended Day program so that there are three, fifty minute instructional blocks of time each week to support at risk learners and to provide enrichment and instructional clubs to our higher achieving students. We continue to maintain the early intervention literacy support programs of Reading Recovery and Wilson.

Part B. School Demographics and Accountability Snapshot

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

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	P.S. 179 Kensington						
District:	20	DBN:	20K179	School BEDS Code:	332000010179		
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	72	71	71		92.9	94.3	94.5
Kindergarten	137	156	147	Student Stability - % of Enrollment:			
Grade 1	144	141	153	(As of June 30)	2006-07	2007-08	2008-09
Grade 2	148	141	136		92.1	89.8	89.7
Grade 3	154	144	136	Poverty Rate - % of Enrollment:			
Grade 4	141	144	136	(As of October 31)	2006-07	2007-08	2008-09
Grade 5	167	140	138		84.3	84.3	84.3
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 8	0	0	0		1	2	35
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 11	0	0	0		59	32	56
Grade 12	0	0	0	Special Education Enrollment:			
Ungraded	0	1	0	(As of October 31)	2006-07	2007-08	2008-09
Total	963	934	906				
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	15	27	42	Principal Suspensions	5	0	8
# in Collaborative Team Teaching (CTT) Classes	0	0	3	Superintendent Suspensions	2	0	1
Number all others	48	36	33	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09
English Language Learners (ELL) Enrollment:				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	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	10	54	0	(As of October 31)	2006-07	2007-08	2008-09
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	406	307	350	Number of Teachers	59	64	69

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	16	0	4	Number of Administrators and Other Professionals	7	9	12
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	8	8
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	98.4	98.6
				% more than 2 years teaching in this school	74.6	75.0	72.5
				% more than 5 years teaching anywhere	66.1	79.7	71.0
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	95.0	94.0	93.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	86.1	98.5	100.0
American Indian or Alaska Native	0.7	1.1	1.1				
Black or African American	7.2	7.2	4.6				
Hispanic or Latino	31.2	30.4	30.2				
Asian or Native Hawaiian/Other Pacific Isl.	31.7	34.3	37.0				
White	29.3	27.1	26.8				
Male	52.5	52.4	53.1				
Female	47.5	47.6	46.9				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	SINI 2			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native		-	-	-			
Black or African American		√	√	-			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander		√	√	√			
White		√	√	√			
Other Groups							
Students with Disabilities		X	√	-			
Limited English Proficient		√	√	√			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		7	8	6	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	A	Overall Evaluation:	▶
Overall Score:	79.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment:	9.2	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:	15	Quality Statement 4: Align Capacity Building to Goals	√
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	▶
Student Progress:	46.6		
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:	9		

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Needs Assessment 2009

A comprehensive needs assessment was conducted in spring of 2009. The following instruments were used to assess and inform instruction.

- Fountas and Pinnell Benchmark Assessment (Grades K-5)
- NYSTART Data
 - NYS Standardized Test Results in ELA and Math (Grades 3-5)
- NYSESLAT (Grades K-5)
- Acuity: Predictive Assessments and Instructionally Targeted Assessments (Grades 3-5)
- ARIS
- New York State Accountability Overview Reports
- Progress Reports
- School Quality Review Reports
- School Developed Surveys
- New York City School Survey
- Inquiry Team Research/Targeted students
- ATS Reports (RLAT, RSFE, RYOS, Gains Report)
- Principal's Performance Review

What have been the greatest accomplishments over the last couple of years?

- Increased our 2008-2009 New York City Progress Report from a high C to an A
- Certified teachers received professional development in New York State Reading Academy Course
- Awarded \$62, 000 ELL Success Writing Initiative Grant 2008-2009
- Established Principal's Performance Program for higher achieving student
- Participation in the Stock Market Game in Grade 5 since 2007
- Participated in storytelling and essay contests, we had winners in grades 3, 4, 5
- Implemented tiered instruction (Intensive, Strategic, and Benchmark and above). A representation of our data collection is displayed using data folders (Red-Intensive, Yellow-Strategic, green-Benchmark)

- 12% gain from 2008 to 2009 in the number of students performing at levels 3 and 4 in grades 3, 4 and 5 in English Language Arts.
- Implementation of *Good Habits, Great Readers*, Pearson in Kindergarten
- Implementation of a school wide reading program, *Reading Street*, Pearson Scott Foresman in grades 1-5 and *My Sidewalks* for students with disabilities and an ELL component for our English Language Learners.
- Increased of approximately 1% in Average Daily Attendance from last school year, 92%-94%
- Increased parental involvement
- Established a new UFT Teacher Resource Center
- Utilize the *Fountas and Pinnell* Benchmark Assessment tool in all grades in order to monitor student success and achievement in reading and writing.
- Established short and long term goals which are reflected upon and revised as needed throughout the school year.
- Maintained the Reading Recovery Program, with three teachers to target students at risk in grade 1
- Maintained Wilson Reading Program, targeting Level 1 and low Level 2 students in grade 3
- Increased Extended Day instructional block to up 50 minutes to provide additional support to Level 1 and 2 students and provide enrichment activities to higher performing Level 4 students.
- Increased Differentiated Professional Development by working closely with consultants from Center for Integrated Teacher Education (C.I.T.E) and Literacy Support
- Participation in the NYS Reading Academy Response to Intervention, a school wide framework to implement effective practices, match needs and resources of students
- Provided Professional Development to match the needs of teachers' ability level in Balanced Literacy, Reader's and Writer's Workshop, Math, ESL Methodologies, and Differentiated Instruction.
- Aligned Curriculum Maps across all subject areas with the state standards, are reflected upon and modified by teachers according to the needs of the school created by teachers to provide consistency across grades.
- Participation across all grades and subject areas in curriculum planning for the 2009-2010 school year.
- Participation in Tripod project which documents attitudes, perceptions, experiences and practices through surveying students and teachers. The resulting data are returned and reviewed by the principal and influence ways to improve school environment and raise student achievement and performance.
- Coherent planning in social studies with Cambridge Education in grades 3, 4 and 5.
- Evening Adult English Language Classes for parents
- Maintain a Physical Education Program which implements the FITNESS GRAM and Peaceful Playgrounds initiatives without a gymnasium.

- A Visual Arts Program consisting of two art rooms
- Saturday Program; Literacy through Theatre Arts
- 4th and 5th Grade after school chorus, Concerts held for students, parents and community members
- Improvement by teachers in collecting, analyzing, and using data to inform instruction and to evaluate and improve student progress and performance.
- Ongoing collaboration between different constituencies and among grades to create consistency and to establish a professional learning community.
- **Aids**
 - School Quality Review
 - New York City School Survey
 - New York City Progress Reports
 - New York State Accountability Overview Report
 - ACUITY Test assessments, ITA and Predictive Assessments
 - ARIS and ARIS Parent Link
 - Parent Teacher Association (PTA)
 - UFT Professional development from outside consultants
 - UFT Resource Center/ Central Book Room
 - Parent Coordinator to support communication between parents and teachers and administration
 - Additional AIS Personnel to support classroom teachers and improve student achievement
 - Literacy Coach, Mathematics Coach and Data Specialist
 - Extended Day Program and Enrichment Programs in Art, Science, Technology, Literacy and Community Service
 - Distribution of materials and resources are based on teacher needs
 - Inquiry Team
 - School Leadership Team
 - Pupil Personnel Team
 - New York State ELA and Math exam administered in May
 - New York City Funding for Inquiry Work
 - Use of translation services to assist and increase parent involvement
 - Teacher's College Collaboration for student teachers in TESOL
 - Long Island University; New York City Teaching Fellows Partnership
- **Barriers**
 - Insufficient funds for additional support staff and AIS providers due to recent budget cuts
 - Transient/high mobility population, many students leave to return to their homeland for extended times throughout the school year
 - High percentage of Beginner and Intermediate ELLs taking the NYS ELA Exam

Progress Report 2008-2009

After reviewing the Progress Report, we have received an A on the New York City Progress Report, (79.8 out of 100). We found that we have made a significant amount of student progress (46.6 out of 60) among all student subgroups. In addition, results indicate an improvement in student performance (15.0 out of 25) and in school environment (9.2 out of 15). Continued efforts will be made to gain more progress in these two areas.

New York City School Survey 2008-2009

After reviewing the New York City, Department of Education, School Survey, results indicate that we have an increase in all four categories [Academic Expectations (7.7), Communication (7), Engagement (6.9) and Safety and Respect (8.2)] in comparison to last year. However, we would like to increase the number of teachers who participate in the survey. The two areas we need to continue to improve in fall under the categories of communication and engagement.

Quality Review 2008-2009

After reviewing the Quality Review, we found the need to put additional focus on the progress of higher achieving students and other subgroups. Students' goals will need to be refined to show that they have been derived from the students' different starting points. Student progress must be evaluated by measurable, time- framed interim goals. Rubrics will need to be developed to make expectations more apparent for students. The use of data will need to include the planning of differentiated instruction for all students, including higher achievers.

After studying the results of the Quality Review, positive findings show that our school provides a clear picture of students' strengths and weaknesses through the collection and organization of a good range of data across subjects. Collaboration and the use of this data ensures accurate identification of student needs and the effectiveness of school improvement initiatives. Our school maintains a culture whereby the members of our staff are committed to improving their craft and respecting school leaders. There are strong relationships between guidance and support services and parents and families, which impacts positively on student attendance.

Accountability Overview Report 2008-2009

According to the 2008-2009 Accountability Overview Report, our Students with Disabilities did not meet our Annual Measurable Objective in English Language Arts. As a result, we are a School In Need of Improvement Year 2. For the 2009-2010 school year, we will implement My Sidewalks, Pearson Scott Foresman to differentiate instruction and support the academic needs of our students with disabilities. We implement 12:1:1, Special Education Teacher Support Services, and Collaborative Team Teaching models.

Accountability Overview Report 2009-2010

According to the 2009-2010 Accountability Overview Report, all students and subgroups met our Annual Measurable Objective in English Language Arts and Mathematics. As a result, we are a School In Need of Improvement Year 2 (Holding). We will continue to meet the needs of all students including our subgroups, Students with Disabilities and English Language Learners.

Chapter 57 School Quality Indicators 2008

According to the Chapter 57 School Quality Indicators, it is recommended that there should be a stronger link between lessons and results and data informing instruction. An increase in ESL push in was recommended so students will not miss classroom work. There should be a school wide plan to address English Language Learners which includes professional development. Schools should have print rich environments to support the English Language Learners. School wide teams should be goal focused toward student achievement.

Summary of School Performance Trends

We have analyzed the New York State English Language Arts and Mathematic results from the past three years looking for performance trends.

Today, 71% of our students are now meeting or exceeding New York State standards in English Language Arts. That is a gain of almost 11 percentage points since last year.

Today, 69% of our third graders are performing at levels 3 and 4 combined. This year's third graders gained over 14 percentage points since last year.

Our fourth graders showed a slight decrease where 63% of them are performing at levels 3 and 4. However, when comparing this percentage to 2007, there has been a 12.6 percentage point gain.

Today, 82% of our fifth graders are performing at levels 3 and 4 and show a gain of more than 22 percentage points.

Overall results of the New York State ELA exam for all tested students in grades 3, 4 and 5 showed a sharp decrease at levels 1 and 2 of 22.6%. Level 1 scores decreased 6.6% (from 10.6% to 4.0%), while level 2 scores decreased 16.0% (from 40.0% to 24.0%). At levels 3 and 4 combined, scores rose 21.6% (from 49.4% to 71.0%). At level 3 there was an increase of 19.6% (from 46.4% to 66.0%) and level 4 scores increased 1.9% (from 3.1% to 5.0%).

ELA All Grades	Number Tested	Level 1		Level 2		Level 3		Level 4		Levels 3/4	
		#	%	#	%	#	%	#	%	#	%
2007	425	45	10.6	170	40.0	197	46.4	13	3.1	210	49.4
2008	399	27	6.8	129	32.3	234	58.6	9	2.3	243	60.9
2009	361	14	4.0	87	24	238	66	18	5.0	256	71.0

In third grade there was a decrease in scores at levels 1 and 2 of 16.3%. Level 1 scores decreased sharply by 9.4% (from 14.4% to 5.0%). At level 2 there was a decrease of 6.5% (from 32.9% to 26.0%). At the same time scores increased sharply by 12.4% (from 48.6% to 61.0%) at level 3. Scores at level 4 also increased by 3.9% (from 4.1% to 8.0%). Levels 3 and 4, when combined, showed a sharp increase of 16.3% (from 52.7% to 69.0%).

ELA Grade 3	Number Tested	Level 1		Level 2		Level 3		Level 4		Level 3 & 4	
		#	%	#	%	#	%	#	%	#	%
2007	146	21	14.4	48	32.9	71	48.6	6	4.1	77	52.7
2008	120	15	12.5	39	32.5	63	52.5	3	2.5	66	55.0
2009	112	6	5	29	26	68	61	9	8	77	69

In fourth grade level 1 and 2 scores decreased by 12.7%. Level 1 scores decreased by 7.3% (from 15.3% to 8.0%), while level 2 scores decreased by 5.4% (34.4% to 29.0%). In contrast, there was a sharp increase at levels 3 and 4 combined of 12.6% (from 50.4% to 63.0%). Level 3 increased by 17.2% (from 45.8% to 63.0%). At level 4 there was a decrease of 4.6% (from 4.6% to 0.0%).

ELA Grade 4	Number Tested	Level 1		Level 2		Level 3		Level 4		Levels 3 & 4	
		#	%	#	%	#	%	#	%	#	%
2007	131	20	15.3	45	34.4	60	45.8	6	4.6	66	50.4
2008	140	6	4.3	40	28.6	93	66.4	1	.7	94	67.1
2009	119	10	8	35	29	75	63	0	0	75	63

ELA Grade 5	Number Tested	Level 1		Level 2		Level 3		Level 4		Levels 3 & 4	
		#	%	#	%	#	%	#	%	#	%
2007	148	4	2.7	77	52.0	66	44.6	1	0.7	67	45.3
2008	139	6	4.3	50	36.0	78	56.1	5	3.6	83	59.7
2009	130	0	0	23	18	90	74	10	8	107	82

Fifth grade students showed a substantial increase in scores at levels 1 and 2 of 36.7%. At level 2 scores decreased 2.7% (from 2.7% to 0.0%). No grade 5 students scored at level 1. At level 2 scores decreased by 34.0% (from 52.0% to 18.0%). Levels 3 and 4, when combined, showed a dramatic increase of 36.7% (from 82.0% to 45.3%). Level 3 scores rose 29.4% (from 44.6% to 74.0%). At level 4 there was an increase of 7.3% (from 0.7% to 8.0%).

MATH All Grades	Number Tested	Level 1		Level 2		Level 3		Level 4		Levels 3/4	
		#	%	#	%	#	%	#	%	#	%
2007	451	34	7.5	68	15.1	242	53.7	107	23.7	349	77.4
2008	411	22	5.4	58	14.1	250	60.8	81	19.7	331	80.5
2009	388	19	5	38	10	213	55	116	30	329	85

An analysis of third, fourth and fifth grade achievement on the New York

State Mathematics exam from 2008-2009 reveals the following.

Today, 85% of our students are now meeting or exceeding New York State standards in math. That is a gain of over 4.5 percentage points from last year and 7.6 percentage points since 2007. 88% of our third graders are now meeting or exceeding New York State standards in math that is a gain of almost 2 percentage point since last year. 78% of our fourth graders are now meeting or exceeding New York State standards in math. 87% of our fifth graders are now meeting or exceeding the New York State standards in math. That is a gain of 10.7 percentage point since last year.

Overall results of the New York State math exam for all tested students in

grades 3, 4 and 5 indicate a decrease in performance of 7.6% at levels 1 and 2. Level 1 decreased by 2.5% (from 7.5% to 5.0%), while level 2 decreased 5.1% (from 15.1% to 10.0 %.) Students performing at levels 3 and 4 increased 7.6% (from 77.4% to 85.0%). Students at level 3 increased 1.3% (from 53.7% to 55.0%), while level 4 increased 6.3% (from 23.7% to 30.0%).

In third grade there was a decrease in scores at levels 1 and 2. Level 1 scores decreased by 2.3% (from 5.3% to 3.0%), and students' performance at level 2 decreased slightly by 0.3% (from 9.3% to 9.0%). At level 3 and 4 there was an increase of 2.6% (from 85.4% to 88.0%). At level 3 there was an increase of 2.0% (from 57.0% to 59.0%). At level 4 scores increased slightly by 0.5% (from 28.5% to 29.0%).

MATH Grade 3	Number Tested	Level 1		Level 2		Level 3		Level 4		Levels 3/4	
		#	%	#	%	#	%	#	%	#	%
2007	151	8	5.3	14	9.3	86	57.0	43	28.5	129	85.4
2008	140	4	2.9	14	10.0	93	66.4	29	20.7	122	87.1
2009	124	4	3	11	9	73	59	36	29	109	88

In

fourth grade scores increased slightly at level 1 by 0.6% (from 9.4% to 10.0%). However, at level 2 there was a sharp decrease of 11.0% (from 23.0% to (from 23.0% to 12.0%). Students at level 3 decreased slightly by 0.9% (from 48.9% to 48.0%). At level 4 there was a dramatic increase of 11.3% (from 18.7% to 30.0%). At levels 3 and 4 combined there was an increase of 10.4% (from 67.6% to 78.0%).

Math Grade 4	Number Tested	Level 1		Level 2		Level 3		Level 4		Levels 3/4	
		#	%	#	%	#	%	#	%	#	%
2007	139	13	9.4	32	23.0	68	48.9	26	18.7	94	67.6
2008	141	9	6.4	22	15.6	82	58.2	28	19.9	110	78.0
2009	130	13	10	16	12	62	48	39	30	101	78.0

In fifth grade students at levels 1 and 2 combined decreased by 8.8%. Students at level 1 decreased 5.1% (from 8.1% to 3.0%). At level 2 scores decreased 3.7% (from 13.7% to 10.0%). Performance at levels 3 and 4 combined showed an increase of 8.7% (from 78.3% to 87.0%). At level 3 scores rose 2.3% (from 54.7% to 57.0%). At level 4 there was an increase of 6.4% (from 23.6% to 30.0%).

MATH Grade 5	Number Tested	Level 1		Level 2		Level 3		Level 4		Levels 3/4	
		#	%	#	%	#	%	#	%	#	%
2007	161	13	8.1	22	13.7	88	54.7	38	23.6	126	78.3
2008	131	9	6.9	22	16.8	76	58.0	24	18.3	100	76.3
2009	134	4	3	13	10	76	57	40	30	117	87

Nystart Performance Data was analyzed to determine where our students were in relevance to the English Language Arts standard strands as well as the Mathematics Content Strands.

GRADE 3 STUDENTS Number of students tested: 112

English Language Arts	Information and Understanding	Literary Response/Expression	Critical Analysis & Evaluation
Above Target Range	59	60	63
Within Target Range	33	32	29
Below Target Range	20	20	20

We found that in grade 3, there were 20 students who were below target range in **Information and Understanding**. In **Literary Response and Expression**, we found that 20 students were below target range. In **Critical Analysis**, we found that 20 students were below target range.

GRADE 4 STUDENTS Number of students tested: 119

English Language Arts	Information and Understanding	Literary Response/Expression	Critical Analysis & Evaluation
Above Target Range	54	57	53
Within Target Range	32	34	32
Below Target Range	33	28	34

We found that in grade 4, there were 33 students who were below target range in **Information and Understanding**. In **Literary Response and Expression**, we found that 28 students were below target range. In **Critical Analysis**, we found that 34 students were below target range.

GRADE 5 STUDENTS Number of students tested: 130

	Information and Understanding	Literary Response/Expression	Critical Analysis & Evaluation
Above Target Range	85	90	84
Within Target Range	34	30	33
Below Target Range	11	10	13

We found that in grade 5, there were 11 students who were below target range in **Information and Understanding**. In **Literary Response and Expression**, we found that 10 students were below target range. In **Critical Analysis**, we found that 13 students were below target range.

GRADE 3 STUDENTS Number of students tested: 124

Math	Number Sense & Operations	Algebra	Geometry	Measurement	Probability
Above Target Range	101	101	101	102	102
Within Target Range	14	13	13	14	14
Below Target Range	9	10	10	8	8

We found that in grade 3, there were 9 students who were below target range in **Number Sense and Operation**. In **Algebra**, we found that 10 students were below target range. In **Geometry**, we found that 10 students were below target range. In **Measurement**, we found that 8 students performed below target range. In **Probability**, we found that 8 students performed below target range.

Math	Number Sense & Operations	Algebra	Geometry	Measurement	Probability
Above Target Range	89	101	99	95	97
Within Target Range	19	7	11	10	7
Below Target Range	22	22	20	25	26

GRADE 4 STUDENTS Number of students tested: 130

We found that in grade 4, there were 22 students who were below target range in **Number Sense and Operation**. In **Algebra**, we found that 22 students were below target range. In **Geometry**, we found that 20 students were below target range. In **Measurement**, we found that 25 students performed below target range. In **Probability**, we found that 26 students performed below target range.

GRADE 5 STUDENTS Number of students tested: 134

Math	Number Sense & Operations	Algebra	Geometry	Measurement	Probability
Above Target Range	110	109	109	109	104
Within Target Range	13	14	15	17	17
Below Target Range	11	11	10	8	13

We found that in grade 5, there were 11 students who were below target range in **Number Sense and Operation**. In **Algebra**, we found that 11 students were below target range. In **Geometry**, we found that 10 students were below target range. In **Measurement**, we found that 8 students performed below target range. In **Probability**, we found that 13 students performed below target range.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

School Goals for the 2009-10 School Year

According to the 2007-2008 Accountability Overview Report, our Students with Disabilities did not meet our Annual Measurable Objective in English Language Arts. For the 2009-2010 school year, we will implement Reading Street Pearson Scott Foresman as the core curriculum with a intensive supplemental My Sidewalks, Pearson Scott Foresman to differentiate instruction and support the academic needs of our students with disabilities. We will follow 12:1:1, Special Education Teacher Support Service, and Collaborative Team Teaching models.

Goal #1

By June 2010, to increase the number of students with disabilities who are performing at level 2 from level 1 and level 3 from level 2 by 10% as measured by the New York State English Language Arts Examination.

P.S. 179 has a received an A on the New York City Progress Report. For the 2009-2010, we will focus on enrichment, challenging our level 3 and 4 students and continue to differentiate instruction for all of our students. We will strive to provide engaging and challenging activities with academic rigor for our students that will help them improve their overall performance and progress in English Language Arts and Mathematics. In the 2008-09 school year, 68.3% of P.S. 179's students made at least one year's progress indicating that 31.7% of the students did not make at least one year's progress in English Language Arts.

Goal #2

By June 2010, the school will improve the rate of students making one year's progress and performance by 3-5% in English Language Arts as measured by the New York State English Language Arts Exam.

After reviewing the New York City, Department of Education, School Survey, results indicate that we have an increase in all four categories [Academic Expectations (7.7), Communication (7),

Engagement (6.9) and Safety and Respect (8.2)] in comparison to last year. However, we would like to increase the number of teachers who participate in the survey. The two categories we need to continue to improve in are communication and engagement. (In the 2008-09 school year, the school received a score of 7.0 in the area of Communication) since these categories received the lowest scores.

Goal # 3

By June 2010, the school will increase the overall Communication score from 7.0% to 7.5% as measured by the New York City School Survey.

After reviewing the New York Mathematics Exam, the Performance Data and Mathematics Content Strands, it has been determined that there are several of our fourth grade students who were below the target range in Number Sense and Operation, Algebra, Geometry, Measurement, and Probability. When looking at fourth grade alone, there has been an increase in the number of students performing at level 1, from 6.4% to 10. %.

Goal #4

By June 2010, to increase the number of students in grade 5 performing at level 2 from level 1 by 10% as measured by the New York State Mathematics Exam.

In 2008-2009, 60% of teachers were involved in the school's inquiry work. For 2009-2010, the school will increase the percentage of teachers engaged in inquiry work to 90%. It is through careful student observation that we can understand how students learn and then improve and raise overall student achievement.

Goal #5

By June 2010, to increase the number of teachers participating in inquiry work by 90%.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary.

Reminder: Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

ELA: Subgroup:

Subject/Area (where relevant): Students with Disabilities

<p>Annual Goal #1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, to increase the number of students with disabilities who are performing at level 2 from level 1 and level 3 from level 2 by 10% as measured by the New York State English Language Arts Examination.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Target Population: Students Responsible Staff: All Staff</p> <ul style="list-style-type: none"> ● From September 2009 to June 2010, implement <i>My Sidewalks Intensive Intervention</i>, Pearson Scott Foresman. ● Differentiation of instruction, strategy groups and center time will be provided on a daily basis. ● From October 2009 to June 2010, Brienza Academic Advantage after school Supplementary Educational Service. ● 2 X a month Collaborative Planning for special education teachers with general education teachers to drive instruction towards grade level standards. ● Daily use of reading strategies that are based on scientifically based research in the six dimensions of reading. ● September 2009, additional leveled libraries to meet the needs of students with disabilities. ● Data is collected (every 6 weeks), analyzed, reflected upon and instruction is revised as recommended by Chapter 57 School Quality Indicators. ● Implementation of measurable SMART goals for all mandated IEP students. ● IEP goals are monitored and progress is measured on an ongoing basis. ● Foundations implemented in K-2 special education classes. ● Wilson reading system offered for targeted students with disabilities. ● Extended Day is provided for students for additional academic support. ● Multi-sensory approach is used in each special education classroom to address specific learning styles for students

with disabilities.

- **Response to Intervention is the process for tiering instruction to meet the needs of all students.**
- **Collaboration between related service providers and special education classroom teachers to effectively meet the needs of students with disabilities.**
- **School Assessment Team collaborates with teachers to reevaluate students for the correct special education setting, whether it be more or less restrictive.**
- **Pupil Personnel Team meets on a weekly basis to discuss possible interventions to offer to students with disabilities.**

Target Population: Teachers and Paraprofessionals

Responsible Staff: Coaches, Network 1, School Assessment Team, Outside Consultants

- **IEP training for newly hired special education teachers.**
- **Teacher mentoring for new special education teachers.**
- **Outside consultants from *Reading Street*, Pearson Scott Foresman will provide professional development for special education teachers 8 times a year.**
- **Literacy coach provides weekly professional development and models effective strategies for teaching reading and writing.**
- **1X a month Network One provides professional development to special education teachers.**
- **Inter-visitations among staff throughout the school year.**
- **Special education teachers meet with administration to collaborate and brainstorm ways to improve student achievement.**
- **Training for paraprofessionals in utilizing *My Sidewalk*.**

Target Population: Parents

Responsible Staff: Coaches and Teachers

- **September 2009, parents invited to curriculum week orientation where they will receive information and materials to support student learning at home.**
- **Triennial evaluations include testing by the School Assessment Team when needed to determine most effective placement to suit the student's academic needs. Results are discussed and collaborative decisions are made with teachers, service providers and parents.**
- **Annual reviews held with teachers, related service providers and parents to discuss progress and future goals for students with disabilities.**
- **December and February Test Preparation workshops in ELA test format and testing strategies.**
- **ARIS parent link workshop training throughout the school year.**
- **Notices sent home to parents after each Selection Test**

	<p>(Weekly), Benchmark Unit Test (Approx. 6-8 weeks)</p> <ul style="list-style-type: none"> ● Provide Parent Teacher Conferences at least 2X a year, November and March with follow ups as needed to discuss student progress. ● Homework: Daily practice Book Spelling and Grammar
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ● SINI Grant Money- professional dev./training, before/after school and weekend programs, OTPS, etc. ● Tax Levy –mandated classroom/out of classroom positions. OTPS, per diem and per session. <ul style="list-style-type: none"> ● Title 3 funds - - ELL professional dev./training, before/after school and weekend programs, OTPS, etc. ● C4E funds- <ol style="list-style-type: none"> 1- A.I.S. - intervention/prevention – time on task (1 teacher). 2- Literacy coach/leadership coach ● Title 1 SWP <ol style="list-style-type: none"> 1- 10% professional dev. set aside – used to fund 2 A.P.’s (.5/each). 2- 5% set aside for highly trained staff. 3- Additional title 1 funds used for curriculum and staff dev. and for educational consultants 4- reduce class size (upper grade class). ● Title 1 SWP ARRA <ol style="list-style-type: none"> 1- 10% professional dev. set aside 2- 5% set aside for highly trained staff. 3- Used to maintain classroom positions and to improve student achievement. <p>Tax Levy DRA stabilization- maintain classroom positions and to improve student achievement.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ● By January 2010, students should move up at least 1 level in Fountas & Pinnell Benchmark Assessment. ● 2 X a year, November and May Fountas & Pinnell Benchmark Assessment administered (3X a year for at risk students). ● An improvement of at least 2% performance for students with disabilities on the periodic assessments and classroom tests during the 2009-2010 school year. ● September 2009 Baseline Assessment, Pearson Scott Foresman. ● Progress on Every 6 weeks End of Unit Assessments, ● Weekly progress monitoring using Selection Tests and Fresh Reads measuring vocabulary, phonics and Comprehension. ● Monitoring for Results, instructional reading levels are collected and reviewed 3X a year (November, February, May)

	<ul style="list-style-type: none"> ● By June 2010, 2% of students with disabilities will move from a Level 1 to level 2 on the New York State Exam.
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Subject/Area (where relevant): English Language Arts: All subgroups

<p>Annual Goal #2 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, the school will improve the rate of students making one year’s progress and performance by 3-5% in English Language Arts as measured by the New York State English Language Arts Exam.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Target Population: Students Responsible Staff: All staff</p> <ul style="list-style-type: none"> ● From September 2009 to June 2010, implementation of school wide reading program, <i>Reading Street</i> Pearson Scott Foresman. ● Teachers follow a research based core curriculum including the five basic components of reading: Phonemic Awareness, Phonics, Vocabulary, Fluency and Comprehension using a variety of literary genres. ● Daily implementation of supplemental ELL support Material ● Differentiated instruction using strategy and guided reading groups; flexible grouping, tiered instruction ● Daily 90-120 minute literacy block and center time ● Print rich environment as per Chapter 57 School Quality Indicators ● Data collected, analyzed, and instruction is revised. ● Teachers look at student work weekly to inform instruction and regroup or re-teach students, as per Chapter 57. ● Teachers utilize data retrieved from Acuity:

ITA and Predictive scores

- Teachers review former year test scores for students in grades 3-5.
- Fountas and Pinnell Benchmark System used to track and monitor student progress in grades K-5.
- Teachers reinforce literacy strategies during content area instruction to improve reading, writing, listening skills of all students.
- Test sophistication embedded in daily literacy instruction.
- Ongoing effective use of technology for instruction and assessment.

Target Population: Teachers

Responsible Staff: Coaches, Administration and Outside Consultants

- Literacy coach provides weekly professional development and models effective strategies for teaching reading and writing.
- Ongoing professional development for teacher support, Pearson Scott Foresman.
- Training in ESL methodologies for all teachers.
- ARIS training
- Monthly Grade conferences where teachers look at student work and plan instruction.
- Grade level Inquiry Team monthly meetings for targeted students.
- UFT Teacher Center for teachers as a resource for teachers in planning instruction.

Target Population: Parents

Responsible Staff: Coaches, Administration, Parent Coordinator, School Assessment Team

- ELA and Math Test Preparation Workshops to inform parents of test taking strategies.
- ARIS Parent link training for Parents.
- Parenting workshops provided by the School Based Support Team.
- Monthly PTA meeting and newsletters sent to parents to keep them apprised.
- Dial a teacher provided by the UFT Teacher Center.
- Parents are provided a Reading Street access code for their child to assist with homework.
- Parents are invited to observe ELA lessons the literacy block during open school week.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ● SINI Grant Money- professional dev./training, before/after school and weekend programs, OTPS, etc. ● Tax Levy –mandated classroom/out of classroom positions. OTPS, per diem and per session. <ul style="list-style-type: none"> ● Title 3 funds - - ELL professional dev./training, before/after school and weekend programs, OTPS, etc ● CFE funds- <ol style="list-style-type: none"> 1. A.I.S. - intervention/prevention – time on task (1 teacher) 2. Literacy Coach/leadership coach ● Title 1 SWP <ol style="list-style-type: none"> 1- 10% professional dev. set aside – used to fund 2 A.P.’s (.5/each). 2- 5% set aside for highly trained staff. 3- Additional title 1 funds used for curriculum and staff dev. and for educational consultants 4- reduce class size (upper grade class). ● Title 1 SWP ARRA <ol style="list-style-type: none"> 1- 10% professional dev. set aside 2- 5% set aside for highly trained staff. 3- Used to maintain classroom positions and to improve achievement for all students. ● Tax Levy DRA stabilization- maintain classroom positions and to improve achievement for all students
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ● By January 2010, students will meet or exceed to the next reading level. ● 2 X a year November and May, Fountas & Pinnell Benchmark Assessment. ● Every six weeks End of the unit benchmark tests are collected and reviewed by administration. ● September 2009, Baseline assessment administered ● Progress on End of Unit test, Pearson Scott Foresman ● Teacher Made Test ● Student Journals/Notebooks/Folders/Portfolios ● Running Records ● Daily Teacher observation/classroom performance/informal assessments/conference notes ● Periodic Assessments: Predictive 1X a year ITAs 2X a year

Subject/Area (where relevant): Communication

<p>Annual Goal #3 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, the school will increase the overall Communication score from 7.0% to 7.5% as measured by the New York City School Survey.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Target Population: Teachers Responsible Staff: Administration</p> <ul style="list-style-type: none"> ● From September 2009 to June 2010, encourage teachers to openly communicate with school leaders on important school issues and join committees. ● From September 2009 to June 2010, increase regular and helpful feedback to teachers regarding their teaching. ● From September 2009 to June 2010, parents are invited up for writing celebrations (Published Pieces), class trips and events. ● From September 2009 to June 2010, provide clear information on all school policies, programs, reforms, curriculum, performance, assessments, and transitions. ● Daily AM message posted in two places in the main office daily. ● Two month calendars posted in main office with school events and dates. ● Use of email to communicate with all staff members on an ongoing basis. ● Faculty notes distributed monthly. ● Grade level agendas and meeting held monthly. ● Teacher surveys distributed and reviewed. ● Collegial walkthroughs where feedback is provided to

	<p>staff.</p> <p><i>Target Population: Parents</i></p> <p><i>Responsible Staff: Staff, Coaches, Parent Coordinator</i></p> <ul style="list-style-type: none"> ● September 2009, parents invited to curriculum week program where they will receive materials to support student learning at home. ● From September 2009 to June 2010, increase how often parents receive information about what their child is studying in school by hosting additional workshops and sending home student progress reports on a monthly basis. ● From September 2009 to June 2010, disseminate useful notices, memos, newsletters, and other communications. Make every effort to use translated versions of such correspondence. ● Provide Parent Teacher Conferences at least 2X a year, November and March with follow ups as needed. ● Parent Coordinator serves as a facilitator between the staff and parents. ● School website as an information resource for parents. ● Translators available at all monthly PTA meetings and Parent Teacher Conferences. ● School Leadership Team monthly meetings. ● Provide parent education and other workshops for parents. ● Monthly calendar sent home to parents listing school events in the school community. ● Offer bi-weekly adult English classes for English Language Learner families. ● Conduct annual survey for families to share information about their children’s goals, strengths and opinions on school programs. ● From September 2009 to June 2010, adhere to Language Allocation Plan by providing information in a parent’s native language and provide language translators to assist as much as possible.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ● Title 1 SWP 1% parent involvement set aside –for parent activities ● Title 1 SWP ARRA 1% parent involvement set aside –for parent activities
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ● By January 2010, a 2% increase in the number of parents who attend meetings and workshops. ● Review teachers’ progress report sent home to parents on a monthly basis. ● Teachers will provide oral and written feedback to school leaders regarding important school issues.

	<ul style="list-style-type: none"> ● Provide written feedback to teachers after visiting their classrooms regarding their teaching. ● Response to the school surveys by 5%. ● Tear off responses from parents on a timely basis.
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Subject/Area (where relevant): Mathematics

<p>Annual Goal #4 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, to increase the number of students in grade 5 performing at level 2 from level 1 by 10% as measured by the New York State Mathematics Exam.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><i>Target Population: Students</i> <i>Responsible Staff: Teachers, Coaches</i></p> <ul style="list-style-type: none"> ● From September 2009 to June 2010, continued implementation of Everyday Math that meets the needs of students struggling in mathematics and strengthens knowledge in the fundamentals. ● Daily additional support for English Language Learners using the push in model and team teaching approach. ● Problem of the Month initiative ● Extended day instruction to provide AIS for students who are struggling and performing at levels 1 and 2. ● Supplemental program, <i>Math Steps</i> ● Daily effective use of technology in instruction and assessment. ● Math word walls to increase vocabulary. ● Tiered instruction in mathematics ● Use of manipulatives <p><i>Target Population: Teachers</i> <i>Responsible Staff: Coaches, Administration</i></p> <ul style="list-style-type: none"> ● Math coach will provide professional development and provide model lessons on a weekly basis. It will include the framework of teacher knowledge, teacher skills and professional development experiences in all the components of the “Balanced approach to Mathematics” that provides opportunities for hands on investigation and

	<p>meaningful applications of skills learned.</p> <ul style="list-style-type: none"> ● Teachers will use periodic assessments (3X a year) from Acuity: Predictive and Instructionally Targeted Assessment, ongoing assessments (End of unit test, 1X a month) to inform instruction and group students. ● Monthly Pacing calendar aligned with New York State Mathematics standards. ● ESO Network One provides professional development through out the school year. <p><i>Target Population: Parents</i> <i>Responsible Staff: All Staff, Coaches</i></p> <ul style="list-style-type: none"> ● ARIS parent link training workshops for parents. ● Mathematics Test Preparation workshops for parents. ● Provide Parent Teacher Conferences at least 2X a year, November and March with follow ups as needed. ● EDM Homework/Parent Link ● Parents letters disseminated at the start of each unit. ● EDM Math Unit Test results are shared with parents.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ● SINI Grant Money- professional dev. /training, before/after school and weekend programs, OTPS, etc. ● Tax Levy –mandated classroom/out of classroom positions. OTPS, per diem and per session. ● Title 3 funds - - ELL professional dev./training, before/after school and weekend programs, OTPS, etc ● C4E funds- <ul style="list-style-type: none"> 1-A.I.S. - intervention/prevention – time on task (1 teacher). 2-Math coach/leadership coach ● Title 1 SWP <ul style="list-style-type: none"> 1- 10% professional dev. set aside – used to fund 2 A.P.’s (.5/each) 2- 5% set aside for highly trained staff. 3- Additional title 1 funds used for curriculum and staff dev. and for educational consultants 4- reduce class size (upper grade class). ● Title 1 SWP ARRA <ul style="list-style-type: none"> 1- 10% professional dev. set aside 2- 5% set aside for highly trained staff. 3- Used to maintain classroom positions and to improve achievement for all students. ● Tax Levy DRA stabilization- maintain classroom positions and to improve achievement for all students.

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ● By February 2010, students will improve 2% from the June 2009 Predictive test. ● Analyze, collect and review Everyday Mathematics Unit Test ● September 2009 Baseline assessments administered ● Math Periodic Assessments: Predictive 1X a year ITAs 2X a year ● Daily Teacher observation/classroom performance/informal assessments/conference notes ● Teacher Made Tests ● Student Journals/Notebooks/Folders ● Number of students who answer the problem of the month correctly. ● By June 2010, students will show a 3% improvement on the New York State Mathematics Exam.
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Subject/Area (where relevant): Inquiry Work

<p>Annual Goal #5 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>After conducting our needs assessment and evaluating our inquiry work from the previous year, we felt the need to increase the number of teachers engaged in inquiry work. We have created satellite teams on each grade. By June 2010, to increase the number of teachers participating in inquiry work by 90%.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><i>Target Population: Students</i> <i>Responsible Staff: Inquiry Team, All Staff</i> As per Chapter 57:</p> <ul style="list-style-type: none"> ● From September 2009 to June 2010, teachers will select a student or group of students to focus on for their inquiry work. ● From September to June 2010, teachers will conduct case studies of their targeted students. ● Every six weeks, teachers will use data gathered to develop targeted lessons to improve student performance. ● Bi-Monthly Data Inquiry Team meetings will be conducted before and after school to analyze data and track student performance. ● Data specialist will utilize ARIS and Acuity systems and disseminate data to appropriate staff members. ● Teachers look at student work and develop strategies for student improvement. <p><i>Target Population: Teachers</i> <i>Responsible Staff: Administration and Coaches/Data Specialist</i></p> <ul style="list-style-type: none"> ● Congruence time will be provided for teachers to discuss student progress and to share best practices.

	<ul style="list-style-type: none"> ● As needed, teachers will be trained in ARIS throughout the school year. ● From September 2009 to June 2010, meetings will be conducted with teachers and the literacy and math coach in regards to how to tier data from Periodic Assessments and classroom assessments to determine targeted lesson plans for students. ● From September 2009 to June 2010, support will be provided for teachers as they utilize ARIS. ● Bi-Monthly Data Inquiry Team meetings will be conducted before and after school to analyze data and track student performance. ● Data specialist will utilize ARIS and Acuity systems and disseminate data to appropriate staff members. ● Collegial walkthroughs where feedback is provided to staff. ● Professional books and articles on conducting inquiry work. ● Designing rubrics that assess student work for consistency across grades.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ● Tax Levy Data Specialist Funds- per session for Data Specialist to review data and provide professional dev. ● Tax Levy Children First Inquiry Teams Funds- per session for teachers to attend meetings to review data from assessments, track student performance and dev. instructional strategies.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ● By January 2010, at least 75% of teachers on each grade will have participated in inquiry work. ● Agendas, notes, minutes and feedback from grade level conferences and Inquiry Team meetings. ● Review of teacher assessment binders. ● Administrators will observe teachers conduct differentiated lessons utilizing data. ● ARIS training feedback from teachers and Data Specialist. ● Teachers document their work, student work and next steps in their logs and assessment binders. ● By January 2010, teachers on each grade will have participated in inquiry work. ● By June 2010, 90% of teachers participated in inquiry work.

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	25	28	N/A	N/A	1			
1	35	40	N/A	N/A	2			
2	48	45	N/A	N/A	0			
3	35	15	N/A	N/A	3			
4	45	22	35	35	3			
5	23	17	23	23	2			
6								
7								
8								
9								
10								
11								
12								

- Identified groups of students who have been targeted for AIS, and the established criteria for identification:**
- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
 - Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
 - Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
 - Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).		
ELA:	ELA Test Sophistication	Method of Delivery Small Group Instruction Grade Targeted: 3, 4, and 5	When service is provided After School
	Great Strides	Small Group Instruction Grade Targeted: 4	Extended Day
	Leveled Literacy InSTITUTE: A short- term intervention designed to improve reading and writing skills. Students receive 30 minute lessons daily in a small group setting.	Small Group Instruction 1:3 ratio Grade Targeted: 2	During the school day 5X a week 30 minutes a day
	NYSESLAT Test Sophistication	Small Group Instruction Grades Targeted: 3, 4, and 5	During the school day
	ELL Freestanding Program: A program to increase students' English language acquisition through reading, writing, listening and speaking.	Small Group Instruction Grades targeted: K, 1, 2, 3, 4, and 5	During the school day

	<p>Reading Recovery: This program is intended for students who have the lowest achievement in literacy learning in the first grade. The program consists of thirty minute sessions daily for 12 to 20 weeks. The goal is to develop effective reading and writing strategies in order to work within an average range of classroom performance.</p>	<p>One to One Instruction 1:1 <u>Grades Targeted:</u> First</p>	<p>During the school day 5X a week 30 minutes a day</p>
	<p>Wilson Reading System: A multi-sensory structured language program for students who struggle with decoding and encoding, directly through teaching and word structure.</p>	<p>Small Group Instruction <u>Grades Targeted:</u> 3</p>	<p>During the school day 5X a week 45 minutes a day</p>
Mathematics:	<p><u>Math Program</u> Everyday Math A mathematics program designed to help students improve skills in many areas of math, including test-taking strategies.</p>	<p><u>Method of Delivery</u> Small Group Instruction <u>Grades targeted:</u> 3, 4, and 5</p>	<p><u>When Service is Provided</u> During the school day</p>
Science:	<p>Science</p>	<p><u>Grade targeted:</u> 4,5</p>	<p>During the school day</p>
Social Studies:	<p>Social Studies Core Curriculum</p>	<p><u>Grade targeted:</u></p>	<p>During the school day</p>

At-risk Services Provided by the Guidance Counselor:	Counseling is provided for students with chronic/poor attendance rates, outreach is made to the parents. At-risk counseling is provided to teach pro-active social skills.	Small Group/One to One (Based on student needs)	During the school day
At-risk Services Provided by the School Psychologist:	N/A		
At-risk Services Provided by the Social Worker:	N/A		
At-risk Health-related Services:	N/A		

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.

P.S. 179 The Kensington School Language Allocation Policy

The P.S. 179 Language Allocation Policy Team (L.A.P) consists of the following members:

Ms. Valerie Joseph, Principal, Ms. Estelle Moore, Assistant Principal, Ms. Jodi Contento, Test Coordinator, Ms. Mirsada Sakic, ESL Coordinator, Ms. Lilly Schwab, ESL Teacher, Ms. Kathleen Vitale, Parent Coordinator.

In order to provide improved instruction, the L.A.P. Team has drafted the following Language Allocation Policy to serve as a guide to drive and enhance instruction so that all English Language Learners (ELL’s) meet the New York State Performance Standards in English as a Second Language (ESL), English Language Arts (ELA), Native Language Arts and the content areas.

P.S. 179 is located in the Kensington section of Brooklyn, New York. The pre-kindergarten to fifth grade Title I School Wide Program (SWP) elementary school serves a population of approximately 910 students from culturally diverse backgrounds. The community is home to many new immigrants from Uzbekistan, the Middle East and the Caribbean.

TEACHER QUALIFICATIONS

All of our nine ESL teachers are fully certified in English as a Second Language and NYS highly qualified. There are seven content area teachers with bilingual extensions.

ELL IDENTIFICATION PROCESS

Our Limited English Proficiency Identification Process begins at student registration. Upon enrollment, the Home Language Survey is administered by a certified ESL teacher. If the student’s home language is English, then the student is not Limited English Proficient and enters a general education program. If the student’s native language is other than English, the informal interview in English and in their native language is administered. If the student speaks little or no English, the LAB-R is administered. If the student scores at beginning, intermediate, or advanced, the student is identified as a LEP. If the student scores at a proficient level, the student is not a LEP and enters a general education program.

We can determine the level of literacy in Spanish using the Spanish LAB-R, as a tool, as well as teacher assessment. Parents communicate to us how proficient their child is in their native language by completing the Home Language Survey forms. When new admits bring in a report card from their previous school in their native country, we have the report translated to determine the student’s level of literacy.

Parent outreach begins within ten days after the initial assessment and LEP status is determined. Parents are notified in writing by our certified ESL teachers and a date is selected for them to watch a video in their language of the three placement programs. Attendance is taken to ensure all parents understand the three program choices which is transitional bilingual, dual language, and freestanding. If parents do not attend, a second notice is given out and additional dates for viewing the video are selected. Phone calls and reminder letters are sent if parent survey and program selection forms are not returned.

After reviewing our Parent Survey forms and Program Selection forms, it is evident that the trend in our school has been for the majority of parents to opt for the Freestanding English as a Second Language Program for their children. For the upcoming school year, we will continue to review the survey and selection forms in order to place students accordingly.

During initial parent workshops conducted by our ESL teaching staff, parents view the Orientation video for parents of newly enrolled English Language Learners in their native language. They are informed of parent rights and are presented with an overview of the various programs available for English Language Learners. The programs offered at our school are aligned with what the parents have been requesting.

ELL PROFILE

The latest available ethnic data indicates 26% of the student population is white, 4% Black or African American, 30% Hispanic and 37% Asian or Pacific Islander. Approximately 9% of the students have Individualized Education Plans (IEP) and receive service including Special Education Teacher Support Services (SETSS), and related services such as speech and counseling. There is one Special Education self-contained class in grades kindergarten through two. There is one Special Education self-contained bridge class for grades three and four. We also have one first grade Collaborative Team Teaching class. The majority of the students are from low-income families and 84% qualify for free lunch.

Our school services approximately 360 English Language Learners, which is approximately 44% of our total student population. Following is a breakdown of these learners by grade and home language.

In our kindergarten class there are 6 students that speak Spanish, 2 students that speak Russian, 2 students that speak Bengali, 3 students that speak Urdu and 4 students that speak other languages.

In our first grade class there are 21 students that speak Spanish, 1 students that speak Chinese, 7 students that speak Russian, 7 students that speak Bengali, 7 students that speak Urdu, 1 student that speaks Polish, 1 student that speaks Albanian and 8 that speak other languages.

In our second grade class there are 20 students that speak Spanish, 7 students that speak Russian, 15 students that speak Bengali, 6 students that speak Urdu, 1 student that speaks Arabic, 2 students that speak Chinese, and 10 students that speak another language.

In our third grade class, there are 17 students that speak Spanish, 10 students that speak Russian, 17 students that speak Bengali, 7 students that speak Urdu, 2 students that speak Arabic, 1 student that speaks Haitian Creole, 1 student that speaks Punjabi, 2 students that speak Polish, 1 student that speaks Albanian and 12 that speak other languages.

In our fourth grade class there are 22 students that speak Spanish, 5 students that speak Bengali, 3 students that speak Urdu, 4 students that speak Russian, 1 student that speaks Chinese and 8 students that speak other languages.

In our fifth grade class there are 11 students that speak Spanish, 6 students that speak Russian, 6 students that speak Bengali, 3 students that speak Urdu, 1 student that speaks Arabic, 1 student that speaks Albanian, 1 student that speaks Polish, 1 student that speaks Haitian Creole, one student that speaks Chinese and 8 students that speak other languages.

ELL YEARS OF SERVICE AND PROGRAMS

After reviewing the RYOS report, we have identified the following ELL subgroups; we have a total of 363 ELLS, 5 of which have been identified as SIFE students, 280 have been identified as Newcomers, 50 have been receiving service for 4-6 years, and 35 are in special education programs and 7 have been identified as Long term ELLS.

PROGRAMMING AND SCHEDULING: Freestanding English as a Second Language (ESL) Program English language learners receive the New York State mandated ESL/ELA instruction time based on students' proficiency levels. Beginner and Intermediate ELL's receive 360 minutes of ESL instruction a week. Advanced ELL's receive 180 minutes of ESL instruction a week. All of our ESL teachers are NYS highly qualified and certified.

P.S. 179 implements the Freestanding English as a Second Language (ESL) Model. At present our school does not have a Transitional Bilingual Program or Dual Language Program. However, we are prepared to implement either one if they are indicated on our parent option forms.

ESL teachers use both the push-in and pull-out models for instruction. In the push-in/in class model, an ESL certified teacher goes into the classroom to provide instruction. In the pull-out/out-of-class model, students travel to another classroom to receive ESL instruction. This instruction is also provided by an ESL certified teacher. Native language libraries are used to provide native language support.

The implications for the school's LAP and instruction is that support services in reading should be offered in grades kindergarten through three to keep these students on grade level. Intensive instruction for all of our ELL students is necessary to help them attain performance standards. At the advanced fluency stage we will continue to build and develop the academic vocabulary, critical thinking skills, and language usage that is needed for proficiency in all content areas. Strategies that work and will be utilized include: visual support, read alouds, and engaging students in meaningful discussions about reading. Systematic and explicit instruction that is rigorous and differentiated is the focus for all of our ELLs.

A variety of ESL strategies are used in content area instruction to provide language support for the ELL's. These strategies include techniques such as Total Physical Response (TPR), role-playing, chants, using visual and auditory aids, such as realistic illustrations, concept posters, shared writing posters, word walls, CD's and tapes. In addition, cooperative learning strategies are implemented through language practice games, group projects, and pairing of students by language proficiency levels.

When newcomers arrive to our school from their native country, we immediately pair them with a buddy student who speaks their native language. Special attention is given to this student from the classroom teacher to welcome this student and assist them through their adjustment period. The classroom teachers are encouraged to use alternative techniques to communicate with the student i.e. drawings, hand movements and gesturing. Translators are provided to speak with the student and the student's parents. We also plan to use the newcomers program available in the "On Our Way to English" series.

The guidance counselor is available to support the ELL newcomer population with academic, social and assimilation issues. The connection between the native culture and the target culture will be addressed through guidance interventions. Culturally diverse backgrounds are discussed to develop an atmosphere of understanding and tolerance. Each cultural group's attributes are explored, examined and discussed. The children are encouraged to find commonalities in the various ethnic groups in our school. This will better prepare them for the multi-cultural world that awaits them.

For our Long Term English Language Learners, we provide differentiated instruction to meet the individual learning styles of these students in the classroom. These students are strongly encouraged to attend our after school program supported by Title III funds which also includes test preparation classes for the City and State

standardized tests. We continue to offer our Long Term ELL's ESL services using the push-in/pull out model. Academic Intervention Services are also provided for these students. Parent workshops are conducted throughout the school year so that parents can support their children at home. We encourage these students to participate in the Title III summer school program that is designed for English Language Learners.

Our school services Students who have Interrupted Formal Education (SIFE). To support these students, the classroom teachers send an instructional packet home to the parents that include resources and handouts. Where applicable, workbooks are given to the parents as well, so that families can continue to support their child's academic work while they are out of the country. These students are strongly encouraged to enroll in our after school English Language Learners Support Program, and the Summer ELL Program during July and August. These students are also provided with Academic Intervention Services during the regular school day as well as extended day.

For our students who have reached proficiency on the NYSESLAT we continue to transition their support through providing testing accommodations on all New York State Exams and New York City Assessments as well as providing Academic Intervention Services.

Technology is used in the classroom as a way to meet the needs of our ELLs. Students' vocabulary development is enhanced through seeing vocabulary in context. Real life examples and images provide a context for language and vocabulary. Listening Centers are utilized to provide the opportunity for repetition; the student can control their learning pace by pausing, rewinding, fast forwarding, and/or playing the text/story over again, and do this all on their own.

We address the Six Dimensions of Reading as implemented in grades kindergarten through grade five.

Phonemic awareness - instruction involves teaching children to focus on and manipulate phonemes in spoken syllables and words. Phonemic awareness training in the English as a Second Language program is found to be effective in enhancing reading and spelling skills using manipulation of phonemes with letters, focusing the instruction on one or two types of phoneme manipulation teaching children in small groups.

Phonics instruction - the primary focus of phonics instruction in the English as a Second Language curriculum is to assist beginning readers to understand how letters are linked to sounds (phonemes) to form letter-sound patterns. Phonics instruction is provided both systematically and incidentally highlighting elements opportunistically when they appear in text.

Fluency – in English language instruction fluency is necessary for reading comprehension. Two instructional approaches have been used to teach reading fluency. One, guided repeated oral reading, encourages students to read passages orally with systematic feedback from the teacher. The other, independent, silent reading encourages English language learners to read silently on their own, inside and outside the classroom with minimal guidance or feedback.

Comprehension - is an active process that requires intentional and thoughtful interaction between the reader and the text. Reading comprehension for the second language learner is a complex cognitive process combined with vocabulary development and instruction facilitating understanding of what has been read.

Comprehension is enhanced when English language learners actively relate the ideas represented in print to their own prior knowledge and prior experiences allowing demonstration of strategies students will carry out independently.

Vocabulary development – vocabulary instruction leads to appropriate gains for the English language learner when the method meets the needs of the ability of the learner. The use of computers in vocabulary was found to be more effective than some traditional methods. Vocabulary can also be learned incidentally in the context of reading or listening exposure. Direct instruction includes task restructuring as necessary and actively engages the English language learner.

Motivation - To increase student motivation that will enable non- native English learners to become confident independent readers and writers both inside and beyond the classroom setting, support will be provided through implementation of the Dimensions of Reading. Interaction between teacher and student and student and student will promote academic achievement and student independence as students practice and utilize phonemic awareness, phonics, fluency, vocabulary development and comprehension. Students become successful readers and writers elevating their level of proficiency enabling them meet or exceed the standards with the assistance and support from the ESL personnel, Literacy Coach and classroom teacher.

Since Literacy instruction follows the balanced literacy program the focus will be on reading aloud, shared reading, interactive reading, guided reading and independent reading using ESL methodologies. Teachers will further develop their implementation of the following instructional strategies:

- Audio-visual aids
- Total physical response
- Paraphrasing
- Repetition
- Role play

During the 2008-09 school year, three classroom teachers, one ESL teacher, the Literacy Coach, Math Coach, Principal, and an Assistant Principal attended the English Language Learners Literacy Leadership Institute. The goal of this institute was to provide success for all English Language Learners by incorporating the following principles. We will continue work on the following principles into our daily instructional programs.

- Academic rigor:
- High expectations:
- Quality interactions:
- Language focus:
- Quality curriculum:

As a school, we applied for and were awarded the ELL Success Grant during the 2008-2009 school year in order to have an opportunity to increase and supplement the academic instruction and rigor of our ELLs.

PROFESSIONAL DEVELOPMENT AND SUPPORT FOR SCHOOL STAFF

During professional development, the ESL staff will train the classroom teachers to analyze and plan instruction based on the data and four modalities of the NYSESLAT Exam. Classroom teachers will revisit strategies for using story grammar: characters, setting, problem and solution, and to use text-to-text, text-to-self and text-to-world connections. Collaboration of teachers is provided through staff development sessions, both inside and outside of the school, grade meetings and also through team teaching and planning. Articulation time is provided during common preparation periods, or as programmed by both the ESL and classroom teacher.

ELL training for all staff members excluding teachers who hold ESL or bilingual licenses is conducted throughout the school year during faculty conferences, grade conferences, and Network 1 ESL meetings and America' Choice Writing Aviator Professional Development. We also have a C.I.T.E staff developer who provides professional development on a weekly basis. Records will be maintained through attendance sheets and logs.

Our goals entail continuing the development of reading skills and strategies for our ELLs thereby increasing their comprehension of a variety of texts and genres. Students' development of a collection of self-correcting skills to use during reading is an ongoing focus for us. Classroom teachers have been provided with

supplemental materials to assist them in increasing the vocabulary and word attack strategies of our ELLs. In addition, students are provided with opportunities to develop appropriate reading behaviors, practice reading books with accuracy and fluency, and participate in group discussions and accountable talk about books.

The Literacy Coach in collaboration with the classroom teachers have created a curriculum map which targets each component of reading outlined above. In addition, the Literacy Coach will demonstrate lessons for the classroom and ESL teachers concentrating in the areas of need. The coach will help develop lesson plans and activities focusing on ELL learners. The Literacy Coach and ESL teachers will work together to add a language acquisition component to the curriculum map.

The guidance counselor and parent coordinator support ELL students as they transition from elementary to middle school by providing students and families' information about open houses and offer special assemblies.

PARENT INVOLVEMENT

In our efforts to ensure that there is English Language acquisition of parents, we offer ESL classes for them to participate in two times a week. We also host a series of workshops conducted by our Literacy and Math Coaches and Parent Coordinator to support parents in understanding the curriculum. During these workshops parents are made aware of current data and are informed of student and parental expectations.

Translators are available during parent teacher conferences, parent workshops and PTA meetings.

Parents are constantly encouraged to become a member of our PTA in order to assist us in addressing their needs. Parents are invited up for curriculum conferences to meet with their child's teachers in order to learn academic expectations for the school year and how they could assist at home. In addition, parents are invited to open school week to observe instruction and get techniques that they can utilize at home. Parents are invited up for celebrations which include but are not limited to writing, reading and author studies. Parents partner with staff on Dr. Seuss day to read aloud various books written by the author. They are invited to all special assemblies, author visits and encouraged to attend all class trips. Parent needs are evaluated through feedback from surveys and the parent coordinator. Our parent involvement activities address the needs of our parents because they are geared towards not only our core curriculums but the recommendations that come out of our surveys and their feedback at various meetings. Parent needs are also addressed from the feedback that is given during parent teacher association meetings. Parents give recommendations at School Leadership Team Meetings which address the needs of the parent population.

ASSESSMENT ANALYSIS

A review of the LAB-R and NYSESLAT scores indicates that the following numbers of students have scored at the Beginner level: 6 Kindergarteners (HO), 37 first graders, 15 second graders, 10 third graders, 6 fourth graders and 7 fifth graders; at the Intermediate level: 32 Kindergarteners, 13 first graders, 14 second graders, 30 third graders, 14 fourth graders, and 12 fifth graders; Advanced level: 26 Kindergarteners, 32 second graders, 31 third graders, 23 fourth graders, and 20 fifth graders.

The test coordinator ensures that every student that is eligible to take the NYSESLAT is tested. Newcomers are provided with ELL accommodations, such as time extension, use of glossaries, third reading of the listening selection on the ELA test and translation services or editions if necessary on content area exams. The NYSELAT results are analyzed and reviewed to differentiate instruction and group students accordingly. In examining students' results in the four modalities of listening, speaking, reading and writing, it is evident that in kindergarten and first grade, the results demonstrate a high percentage of beginner and intermediate level students. This indicates that Basic English language skills must be emphasized through daily exercises in speaking, listening, reading and writing. The statistical results also indicate that students are beginning to achieve high results of success in second grade. Therefore, intensive ESL instruction should be targeted in grades kindergarten, one, and two in an effort to ensure that the students "test out" after the NYSESLAT is

administered in grade two. Third, fourth, and fifth grade students will be targeted for intensive instruction in the four modalities using ESL strategies and methodologies that will be integrated in the content area instruction in order to increase their language acquisition proficiency. For the new arrivals, we have a Newcomers Program which is described in this policy on page 8.

After analyzing the data from the New York State English Language Arts Exam, student performance indicates that English Language Learners are performing below the anticipated New York City and New York State Standards. Our projection is based upon evaluation of the New York State English Language Arts exam. In third grade, 3 students scored at level 1, 19 students scored at level 2, and 15 students scored at level 3. In fourth grade, 5 students scored at level 1, 14 students scored at level 2, and 19 students scored at level 3. In fifth grade, 15 students scored at level 2, and 14 students scored at level 3. In order to meet or exceed standards of English Language Learners, specific concentration on the modalities of speaking, listening, writing, and oral skills have been incorporated.

Students are exposed to all components of a comprehensive Balanced Literacy Program including interactive read aloud, shared reading, guided reading, independent reading using leveled books and word study. The classroom teachers and ESL teachers will participate in one-on-one conferencing with the ELLs in order to determine and then address the individual needs of each student.

After analyzing the data from the New York State Math Exam, it is clear that the ELL students are performing below their peers in mathematics. In third grade, there were 4 students who scored at a level 1, 7 students who scored at a level 2, 29 students who scored at level 3 and 7 students who scored at a level 4. In fourth grade, 8 students scored at a level 1, 8 students scored at a level 2, 22 students scored at a level 3 and 8 students scored at a level 4. In fifth grade, 4 students scored at a level 1, 9 students scored at a level 2, 19 students scored at a level 3 and 2 students scored at level 4.

The findings indicate that teachers in classes with large concentration of ELL students will need ongoing professional development on analyzing data in order to differentiate instruction for these students. Extensive support by the Math Personnel and Math Coach is also being provided. Each ELL class has technology that supports both the visual and tactile learner. There is an emphasis on the acquisition of math vocabulary through the use of interactive word walls, which will be visible and accessible to the students in every classroom.

In Science, our ELL students met their Annual Yearly Progress (AYP). As compared to their counterparts in the general education population, our ELL learners do not perform as well on the New York State Science Exam. The purpose and focus of science education at P.S. 179 is to offer students opportunities to understand, make predictions about, find solutions, and adapt to increasingly complex methods of investigation through a “hands-on” workshop model, inquiry based approach that incorporates scientific thinking processes. In order to improve the student’s knowledge of science concepts and instruction, we have aligned our program with State and City standards, and will utilize the Core Curriculum in grades K – 5. The school also enjoys close collaborations with the Brooklyn Center for the Urban Environment, The New York Aquarium, The Hall of Science, NY Botanical Gardens, and the ACS Weather Station as part of our ongoing science initiative. These collaborations allow for students to attend field trips and have the opportunity to see real - life applications of the science process. Our goal is to have weekly planning time between the three Science Cluster Teachers and classroom teachers.

Our school uses the Fountas and Pinnell Benchmark Reading Assessment system which is administered twice a year to track and monitor all student progress. The results are collected, analyzed and students are grouped accordingly. Our school annually evaluates the success of our ELL programs through teacher feedback,

surveys, student improvement, ELL Periodic Assessments, the New York State Accountability Overview Report and NYSESLAT results.

OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K–8 LANGUAGE ALLOCATION POLICY WORKSHEET

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District Network 1, Empowerment, D20	School 179 Kensington
Principal	Assistant Principal Estelle Moore
Coach	Coach
ESL Teacher Mirsada Sakic	Guidance Counselor
Teacher/Subject Area Lilly Schwab/ESL	Parent
Teacher/Subject Area Jodi Contento/Reading/Testing	Parent Coordinator Kathleen Vitale
Related Service Provider	SAF
Network Leader	Other

B. Teacher Qualifications

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

Number of Certified ESL Teachers	9	Number of Certified Bilingual Teachers	0	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	7	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	872	Total Number of ELLs	363	ELLs as Share of Total Student Population (%)	41.63%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

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

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0									0
Dual Language <small>(50%:50%)</small>	0									0
Freestanding ESL										
Self-Contained	22	21	21	0	0	0				64
Push-In/Pull-Out	5	5	5	5	5	5				30
Total	27	26	26	5	5	5	0	0	0	94

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

All ELLs	363	Newcomers (ELLs receiving service 0-3 years)	280	Special Education	35
SIFE	5	ELLs receiving service 4-6 years	50	Long-Term (completed 6 years)	7

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	30			0			0			30
Dual Language	0			0			0			0
ESL	310	5	24	53	0	11	0			363
Total	340	5	24	53	0	11	0	0	0	393

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	0									0
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi	0									0
Polish										0
Albanian										0
Yiddish										0
Other										0
TOTAL	0									

Dual Language (ELLs/EPs)																					
Number of ELLs by Grade in Each Language Group																					
	K		1		2		3		4		5		6		7		8		TOTAL		
	EL	EP																			
Spanish	0																		0	0	
Chinese																			0	0	
Russian																			0	0	
Korean																			0	0	
Haitian Creole																			0	0	
French																			0	0	
Other																			0	0	
TOTAL	0																				

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u> </u>	Number of third language speakers: <u> </u>
Ethnic breakdown of EPs (Number)	

African-American: ___ Asian: ___ Hispanic/Latino: ___
 Native American: ___ White (Non-Hispanic/Latino): ___ Other: ___

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	18	26	20	23	22	19				128
Chinese	1	2	2	1	1	0				7
Russian	9	3	7	11	4	3				37
Bengali	19	12	18	20	6	7				82
Urdu	9	9	6	8	3	3				38
Arabic	2	2	1	2	0	0				7
Haitian Creole	0	0	0	0	0	1				1
French	0	0	0	0	0	0				0
Korean	0	0	0	0	0	0				0
Punjabi	0	0	0	0	0	0				0
Polish	0	1	0	2	0	0				3
Albanian	1	1	0	1	0	2				5
Other	5	13	13	4	9	11				55

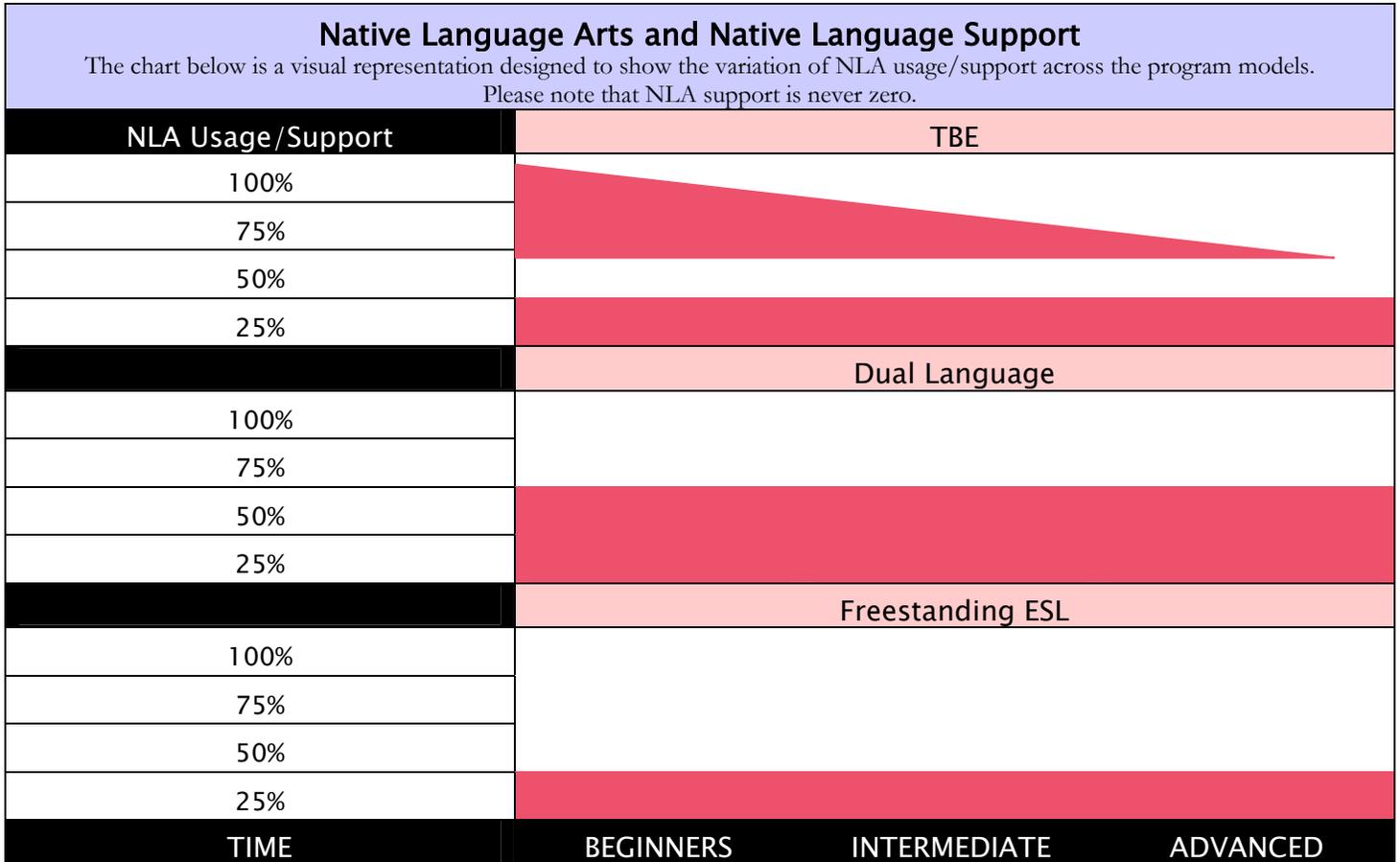
Programming and Scheduling Information

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

TOTAL	64	69	67	72	45	46	0	0	0	363
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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



Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	18	52	19	14	8	14				125
Intermediate(I)	20	15	16	24	14	12				101
Advanced (A)	26	2	32	34	23	20				137
Total Tested	64	69	67	72	45	46	0	0	0	363

4	15		17		14		7		53
8	0								0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	13		9		8		1		31
8									0
NYSAA Bilingual Spe Ed									0

ECLAS-2						
	Level I	Level II	Level III	Level IV	Level V	Level VI
K	0					
1						
2						
3						

EL SOL						
	Level I	Level II	Level III	Level IV	Level V	Level VI
K	0					
1						
2						
3						

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

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

1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

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

Part V: LAP Team Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Estelle Moore	Assistant Principal		
Kathleen Vitale	Parent Coordinator		
Lilly Schwab	ESL Teacher		
	Parent		
Mirsada Sakic/ESL	Teacher/Subject Area		
Jodi Contento/Reading	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
	Other		
	Other		

Signatures			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

Filename: 20K179 LAP Worksheet 2009-2010_ Final.doc
Directory: G:\CM-DIGI\2010\04_April_10\041310\CEP
Document\Process\CEP_K179
Template: C:\Documents and Settings\partha\Application
Data\Microsoft\Templates\Normal.dot
Title: OFFICE OF ENGLISH LANGUAGE LEARNERS
Subject:
Author: rbellis
Keywords:
Comments:
Creation Date: 10/29/2009 2:39:00 PM
Change Number: 14
Last Saved On: 12/18/2009 1:42:00 PM
Last Saved By: NYCDOE
Total Editing Time: 12 Minutes
Last Printed On: 4/14/2010 9:24:00 AM
As of Last Complete Printing
Number of Pages: 10
Number of Words: 5,818 (approx.)
Number of Characters: 33,163 (approx.)

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:** 363 **LEP** _____ **Non-LEP** _____

Number of Teachers 9 **Other Staff (Specify)** Paraprofessionals

Push-In / Pull-Out: 6

ESL Self -Contained: 3

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.

Language Instruction Program –

Our 2009-2010 Title III Part A LEP Program is designed to be a multifaceted, English Language Arts/ESL standards based program. It will promote English Language Arts development for our students. Initial assessments in ELA skills will be followed by interim and post program assessments in order to determine student growth. A portion of the funds will be used to provide translation and interpretation services for our parents during Parent Teacher Conferences and for our students during New York State Testing. NYSESLAT consumable materials as well as leveled reading books and the ELL supplemental component from Reading Street will be purchased and utilized in order to provide academic enrichment and support to our students. In addition to our students receiving their mandated services, teachers will receive targeted, differentiated professional development and the translation needs of our parents will continuously be met through the Lexicon Global Language Interpretation System.

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.

Throughout the school year teachers are offered opportunities to attend professional development, workshops, and meetings. Professional development is provided on teacher workdays. Newer ESL teachers are trained in ESL methodologies and strategies. Seasoned teachers are informed of new policies and regulations regarding ELLS. Teachers' turn-key information among colleagues during grade meetings, staff developments sessions, team teaching, and common preps.

An outside staff developer from Center for Integrated Teacher Education (CITE) will provide professional development to our teachers on differentiation especially geared toward ELLs. These professional development sessions will include but not be limited to demonstration lessons, modeling, and teaching skills and strategies to teachers with large numbers of ELLs in their classroom.

To ensure that teachers who work with ELLs are exposed and have access to programs that will continue to enhance their professional skills. These professional development activities will include workshops, study groups, and peer coaching. Parents will also be invited to attend these workshops in order to promote communication between home and school. Teacher's will turn-key the information received during these professional development sessions to their colleagues during grade meetings, staff development sessions, team teaching, and common preps. Ongoing high quality professional development sessions with our CITE consultant as well as outside workshops, will provide teachers with strategies and methodologies specifically designed to support the academic growth of the ELL student. In order to maximize the attendance of teachers at these outside professional development opportunities, a portion of the funds will be utilized for per diem substitutes.

Parent Activities

As a caring school community, it is our goal to have parents as partners. Through the use of some of these funds, we will purchase the Lexicon Global Language Interpretation System and provide translation and interpretation services for our parents during Parent Teacher Conferences.

Form TIII – A (1)(b)

School: 179

BEDS Code: 332000010179

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	Total Amount= \$16,760.00 Amount Allotted from above total which represents 20% is \$ 3,352.00 Amount left after application approval= \$ 13,408.00	100 Per Diem Days for Professional Development. This includes but is not limited to in house professional development and collaborations; outside workshops.
Purchased services - High quality staff and curriculum development contracts.	Total Amount: \$10,162.33 Amount allotted from above total which represents	CITE ESL Consultant, who will provide professional development for teachers with large amounts of ELL's in their classrooms

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

As a collaborative learning environment, we strive on building communication with all of our parents. Wherever possible, we try to communicate with non-English speaking parents in their home language. We believe that this communication will assist us in building parent accountability, knowledge, and capacity. With parents as one of our vested partners we are ensuring academic achievement for all students.

There are several structures that we have in place when students enter our school for the first time:

- **Parents fill out a Home Language Survey**
- **A certified ESL teacher conducts an interview with the child**
 - **The LAB-R is administered to eligible students**
- **A certified ESL teacher hand scores the LAB-R and determines if the child is an ELL or non ELL**

If the child is an ELL the following occurs:

Parents are invited to the school for a parent orientation workshop. This ensures their understanding of all three program choices. These workshops are scheduled so that we meet with parents that speak the same language. Parents are given a brochure in their native language that explains each of the three program choices. A video is then shown in the native language that further explains the three program choices. After the viewing of the video, a representative of our staff or a parent volunteer, who speaks the language, is present to answer any questions. Once questions have been answered and parents fully understand the three program choices, they are given a Parent Survey and Program Selection form to complete.

- **All letters and information that are sent home to our parents are translated into the languages that have been identified by our Home Language Surveys.**

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The results of the Parents Survey and Program Selection form show that the majority of our parents chose to have their child in a Freestanding English Second Language class. These findings were reported to the school community at PTA meetings, Parent-Teacher Conferences and Parent Workshops.

Part B: Strategies and Activities

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

As a learning community with over 40% of our students identified as ELLs, we deem it imperative to have letters that are sent home translated by the Office of Translation Services. This ensures that our non-English speaking parents receive the same information as our English speaking parents.

Throughout the year parent workshops are offered where handouts are available in different languages so that parents are able to participate in the meetings. These handouts are translated by either in house staff members or the Office of Translation Services.

Brochures in the parent's native language are provided by the Department of Education to ensure parents understanding of the three program choices that are available to them. These brochures allow the parents to make an informed decision about the program their child will become a part of.

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.

Our ESL teachers and paraprofessionals who are fluent in other languages help translate during workshops and conferences. During Parent Teacher Conferences, translators from the Office of Translation Services assist us with communicating with our parents.

During the school year when we communicate through phone conversations, translations are made by either an ESL teacher or paraprofessional. These in house translators assist in explaining any information that a parent may not understand.

DVDs in the native language of the parents are provided by the Department of Education to ensure parents understanding of the three program choices that are available to them. A certified ESL Teacher or Parent Volunteer who is fluent in the native language is available to assist with any questions that may arise.

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

We fulfill Section VII of the Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services by ensuring the letters are available in the native language of the parents. We have a bulletin board at the entrance of the school which provides information in the many different languages of our learning community. Our PTA members ensure that materials for meetings are available in many different languages. During Parent-Teacher Conferences we have translators available to assist the parents and staff in communicating. Upon admittance into the school we provide forms in the native language to assist the parents in understanding the process and requirements for their child. We have staff members who can assist with translations when needed.

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:	\$930,653	\$196,899	\$1,127,552
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$9,306		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$1,969	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$46,533		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$9,845	
6. Enter the anticipated 10% set-aside for Professional Development:	\$93,307		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$19,689	

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.

N/A

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

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

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

P.S. 179 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. **P.S. 179** will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: **Surveys, Parent Coordinator Outreach**
2. **P.S. 179** will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: **Surveys, Questionnaires, Outreach**
3. **P.S.179** will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: **Access to websites for parent resources, Computer classes and HIV/AIDS Curriculum presentations with translations.**
4. **P.S.179** will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: **Pre-kindergarten activities such as Mommy and Me and Parent Workshops conducted by the Parent Coordinator, Pre-kindergarten Social Worker and Pre-kindergarten teachers.**
5. **P.S.179** 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 school quality. 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 about 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. **Parents on the School Leadership Team make recommendations. The Principal and parents (Title 1 PAC Committee) meet in the spring to discuss ways of improving the quality of the school and parental involvement policies.**
6. **P.S.179** will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the 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, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
Workshops that will prepare students for NYS ELA/NYESLAT and Mathematics Tests- The workshops will be facilitated by the literacy and mathematics coaches.
 - b. The school 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: **Standards and discipline code are sent home.**
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal 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 in how to implement and coordinate parent programs and build ties between parents and schools, by: **Curriculum Conferences, Parent Workshops, Parent-Teacher Conferences.**
 - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home

Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: **Workshops by the Parent Coordinator, Pre-kindergarten Social Worker and Pre-kindergarten teachers.**

- e. The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of 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: **Notices sent home in native languages, monthly newsletter, monthly calendar, translators at meetings, etc.**

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- o involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- o providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- o paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- o training parents to enhance the involvement of other parents;
- o in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- o adopting and implementing model approaches to improving parental involvement;
- o developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- o providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by minutes and agendas of SLT meetings. This policy was adopted by P.S.179 on May 20, 2009 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children.

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

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the

NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

P.S. 179, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year **2009-2010**.

Required School-Parent Compact Provisions

School Responsibilities

P.S.179 will:

1. 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: **After School Test Preparation, Academic Intervention, small group and individualized instruction in Balanced Literacy and Balanced Mathematics, Saturday Literacy Through the Arts, NYESLAT preparation.**
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: **In November and March of the School Year.**
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: **Parents are invited to attend Parent-Teacher Conferences. Periodic Assessments, English Language Arts and Mathematics Reports are sent home with students in grades 3, 4 and 5. Pre-K and Kindergarten progress reports cards sent home 2X a year. Report cards are sent home 3X a year. ARIS parent link workshops are provided throughout the school year.**
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: **Parents are invited to Curriculum Conferences in the fall, Open School Week (visits to the classrooms) in the fall and Parent Teacher Conferences in the fall and spring.**
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: **Parents are allowed to observe classrooms during Open School Week, participate on the School Leadership Team and assist the Parent Coordinator in the implementation of parent related activities, and become a Learning Leader, volunteer to go on class trips.**
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School Wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- o Monitoring attendance.
- o Making sure that homework is completed.
- o Monitoring amount of television their children watch.
- o Volunteering in my child's classroom.
- o Participating, as appropriate, in decisions relating to my children's education.
- o Promoting positive use of my child's extracurricular time.
- o 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.
- o Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Open school week, book fair, parent volunteers in classrooms, class trips, and International Night.

Optional Additional Provisions

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- o Do my homework every day and ask for help when I need to.
- o Read at least 30 minutes every day outside of school time.
- o Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- o Know my goals and work to achieve them.
- o Come to school everyday and arrive on time.
- o Follow our school motto: To be children who are caring citizens in the community.
To be a person of good character.

Please return this portion to your child's teacher. Teachers please return to the Parent Coordinator.

**I have read and received a copy of the Title 1 School Parental Involvement Policy
and School-Parent Compact.**

SCHOOL

PARENT(S)

STUDENT

DATE

DATE

DATE

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

See CEP Needs Assessment, page 10. **Opportunities are provided for all children to meet the state's proficient and advanced levels of student academic achievement through several after school and Saturday programs, our academic intervention services and enrichment block throughout the day.**

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.
 - **We have extended the school day and increased the instructional time for our level 1 and 2 students and provide enrichment in content areas such as art, music, science, and technology for higher achieving students. Chess in the schools is another program offered to higher achieving students.**
 - **An enriched and accelerated curriculum are provided by lessons given by the reading and math coaches, author visits, and the Marquis studio program.**
 - **Literacy through the arts program is designed to target our LEP population.**
 - **The needs of all children, and particularly the needs of low academic achieving and those at risk of not meeting the state academic content standards are included in all school wide programs such as Reading Recovery, Leveled Literacy Intervention, Wilson Reading Program, and Soar to success.**
 - **See Actions Plans from CEP for further information.**
3. Instruction by highly qualified staff.
 - **100 % of our teachers in core classes are fully licensed and are NYS highly qualified.**
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
 - **High quality professional development (both on site and off site) is**

provided and offered for teachers, administration, and paraprofessionals throughout the school year.

- **UFT Teacher Resource Center**
- **C.I.T.E/Literacy Instructional Support Consultants work with teacher Bi-Weekly on strategies for differentiation and meeting the needs of English Language Learners.**
- **Use of Protraxx-Online professional development system**
- **NYS Reading Academy Course from September to June**
- **Professional development and support services from Network 1, Office of Accountability.**
- **In house literacy and math coach support teachers and model lessons.**
- **Office of English Language Learners ELL Leadership Institute, teachers attend once**
- **BETAC: Data Driven Instruction: Analyzing the Results of the NYSESLAT to Inform Instruction; How Can We Best Prepare our ELLs to Perform with Confidence and Success on the NYSESLAT exam**
- **Inter-visitations and Intra-visitations scheduled throughout the year.**
- **Common prep planning time scheduled for each grade.**
- **CSA Conferences for Principals, Assistant Principals, Teachers, and Parents**
- **Pre-K Workshops for NYC teachers and paraprofessionals on curriculum and instruction.**

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

- **Strategies used to attract high qualified teachers are administration outreach, communication with Universities and college programs, NYC Teaching Fellows and UFT Teacher Center, in addition, all teachers conduct a demonstration lesson for the Administration prior to be hired.**

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

- **Adult English classes are offered 6 hours per week to the entire Kensington community.**
- **Our PTA members are bilingual therefore; they are able to communicate to all parents.**

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

- **We house two universal Pre-K programs, which are each half day sessions that service 72 pre-kindergartners. This program assists our preschoolers in their transition to elementary school.**

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

- **Teachers collaboratively selected the Fountas & Pinnell Benchmark Assessment. They met and previewed a few different assessment systems prior to the principal's final purchase.**
- **Obtaining data using assessment tools, such as Fountas and Pinnell Benchmark Assessment, Everyday Math Unit Assessments, informal observations, classroom tests, student journals, and portfolios, teachers determine what individual students need to improve overall achievement.**

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.
 - **Teachers are responsible for implementing flexible grouping and differentiate instruction and resources based on the needs of the student.**
 - **Effective timely additional assistance is provided for students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards through AIS providers, the extended day program and Saturday school.**
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
 - **Violence and Bully prevention is provided through assembly programs and counseling. Parents are invited to attend our assembly programs.**
 - **Adult English classes are offered on a weekly basis to support parent community members who need to learn English.**
 - **Nutrition: Food School Partnership meets monthly to discuss health related issues, and have input regarding the breakfast and lunch menu. In addition, posters are created by students and displayed around the school to encourage and promote a healthy lifestyle.**
 - **McKinney Vento Act assists families in temporary housing. Forms are given to parents upon registration and information is sent to the school community. Funds are set aside in the school's budget to support this.**

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

NCLB/SED Status: SINI Year 2 (Holding) **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

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

Accountability Overview Report 2008-2009

According to the 2008-2009 School Report Card, our Students with Disabilities did not meet our Annual Measurable Objective in English Language Arts. For the 2009-2010 school year, we will implement My Sidewalks, Pearson to differentiate instruction and support the academic needs of our students with disabilities. We implement 12:1:1, Special Education Teacher Support Services, and Collaborative Team Teaching models. The special education population is growing in our school community.

Accountability Overview Report 2009-2010

According to the 2009-2010 Accountability Overview Report, all students and subgroups met our Annual Measurable Objective in English Language Arts and Mathematics. As a result, we are a School In Need of Improvement Year 2 (Holding). We will continue to meet the needs of all students including our subgroups, Students with Disabilities and English Language Learners.

Chapter 57 School Quality Indicators 2008

According to the Chapter 57 School Quality Indicators, it is recommended that there should be a stronger link between lessons and results and data informing instruction. An increase in ESL push in was recommended so students will not miss classroom work. There should be a school wide plan to address English Language Learners which includes professional development. Schools should have print rich environments to support the English Language Learners. School wide teams should be goal focused toward student achievement.

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.

To address the needs of the Students with Disabilities that failed to meet the AMO, we have targeted the Students with Disabilities and developed an action plan on page 24.

¹ School Under Registration Review (SURR)

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.
10% set aside is used for the math coach who does classroom demonstrations, professional development and workshops for staff and parents.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

New teachers are assigned a mentor to help them through the challenges of their first year of teaching. The school-based mentor meets with the new teacher a minimum of two periods each week. The mentor uses the Professional Teaching Standards as a framework to address the needs of new teachers. The framework includes the following areas of development: Engaging Students to Learning, Creating an Effective Environment, Understanding and Organizing Subject Matter, Planning Instruction, Assessing Student Learning, and Developing as a Professional Educators. Mentor/new teacher activities include: conferencing, classroom visits, co-planning, modeling, and inter-visitations. The Mentor is required to keep comprehensive logs outlining progress and growth of the new teachers as they progress along the continuum of teacher 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.

P.S. 179 have sent uniform letters in all languages to parents explaining the SINI status of our school. In addition, this is discussed at PTA meetings and SLT meetings. Translators are made available at the PTA meetings to ensure understanding and increase communication with parents regarding our school's SINI status.

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds

upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

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

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

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.

Teachers follow the New York State Standards in English Language Arts and Mathematics to create our School wide Curriculum Map. Each year teachers meet with the coaches to evaluate and revise the curriculum map. The New York State curriculum is constantly revisited to ensure our school wide curriculum map is aligned with the curriculum map. Our standards-based Balanced/Comprehensive Literacy program of study for all students including those for whom English is not their language and for students who have special learning needs. Balanced Literacy stresses the essential dimensions of reading through explicit teaching of phonics, phonemic awareness, fluency, vocabulary, and comprehension. A balanced writing curriculum encompasses instruction in writing in a variety of genres sequenced through the school year, writer's craft, writing mechanics, and using writing process to complete published pieces. A balanced literacy curriculum includes: read aloud with accountable talk, shared reading/writing, phonics/letter study/word study, interactive writing, small group instruction, reading workshop and writing workshop. The components of Balance Literacy are taught through the Workshop Model including, direct and explicit-strategy instruction (mini-lesson), reading/ writing independently and in partnerships, small-group guided reading and strategy instruction, and individual student conferences. By coaching students in individual or small group conferences, teachers allow students to successfully and independently apply strategies to their reading and writing. These ongoing structures and learning opportunities remain consistent across the school year and grades.

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?

After collaborated surveying and analysis amongst teachers, it was evident that extra support in literacy instruction existed in order to support teacher instruction and the learning needs of our students. Therefore, in order to support the Balanced Literacy curriculum, PS 179 provides supplemental resources to support instruction for our variety of learners while working simultaneously using a Balanced Literacy approach. These supplemental resources include: Making Meaning –an interactive read aloud focusing on reading strategies, Soar to Success – a reading intervention program, Teachers College units of study in reading and writing, touchstone and mentor texts, Teachers College writing sets, technological resources, Avenues Reading and English Their Way for ELL Learners, and other strategic intervention and enrichment resources. We provide ongoing Professional Development to teachers and support staff. Individual classroom support and mentoring is provided by Literacy Coach and Reading specialists. The UFT Teacher Center and staff provides resources, ongoing study groups and professional development. Teachers and support staff are additionally sent to workshops and conferences at other venues to enrich their professional knowledge in teaching literacy, content areas subjects, and technology. **We found there were gaps in the curriculum and assessments. Therefore, we have aligned our literacy assessment to our instruction.**

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

We initiated the school wide implementation of the Fountas and Pinnell Benchmark Assessment during the 2008-2009 school year. In order to expand the cohesiveness, consistency and collaboration among all teachers, we found the need to implement a research, standards- based program titled *Reading Street*, Pearson Scott Foresman, which follows the Response to Intervention tiering of instruction model.

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.

The Kensington School has been using the Everyday Mathematics Program for the past 6 years. Upon initial implementation of the program it became evident to teachers that the primary mathematics instructional resource for Grades Pre-K – 5, which is the Everyday Mathematics Program was lacking depth in what is being taught in the classroom as compared to what is required by the state standards. In

order to fill in the gaps and to make student progress in mathematics, our school has attempted to find diverse ways to teach to the New York State Standards by enhancing the math that is taught in the classroom. Some of the ways our school has attempted to do so is to provide supplementary resources that would help students communicate effectively in mathematics and to make math connections to real life situations. Based on results of collaborated surveying amongst teachers, it was evident that gaps in math instruction exist and therefore, our teachers met collegially to select resources they feel would assist in ensuring that students receive appropriate math instruction that is based on the New York State Standards.

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?

To determine the relevance of key finding 1 in our school community, we self assessed and reflected on our current math program. Our school has used and continues to use a variety of resources to assist with math instruction. Some of the supplemental resources we use consist of Math Steps, Buckle Down, New York State Mathematics Coach Books, Comprehensive Math Assessments, Math Approach and Connect Books, Foundations in Math and the Language of Math Program. In addition, we have also implemented the use of technology in mathematics by purchasing computer programs such as, Aha Math, online Everyday Math Games and Exemplars to assist students both in the classroom and at home. Furthermore, in the upper grades we have also implemented the Stock Market Game, which assists in connecting mathematics to the real world. Although our Progress Report indicates that students have not made a year's progress in mathematics, we are working simultaneously with the Everyday Mathematics Program to develop a tracking system that will better monitor ongoing student progress in order to provide intensive intervention and differentiation of instruction.

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

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a

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

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

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

Formal, informal observations, collegial walkthroughs will be used to confirm that teachers use the workshop model in reading and writing. Administration will increase the number of informal and formal observations to conclude that students are engaged. Surveys and/or checklists will also be distributed in order to conclude the amount of direct instruction and student engagement is being conducted in all classrooms.

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?

Collegial walkthroughs, coaches’ checklists and communication with grade liaisons, indicate that there is tiered instruction and differentiation in some classrooms. Follow up letters and feedback forms are used to track the extent of the implementation of these expectations. Grade level meetings are used to discuss and follow up the needs of the teachers in order to achieve these goals and are used to deepen inquiry work.

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

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8

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

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 school will conduct observations and surveys to determine the level of student engagement in K-5 classrooms in math.

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

Applicable Not Applicable

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

In mathematics, we have revisited the *Everyday Math* curriculum, assessments, and data collection to see how we could improve our differentiation of instruction and student engagement.

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.

We realized that we need to increase the use of math materials to build on concepts and provide activities based on student needs. End of Unit benchmark assessments are collected and reviewed collaboratively with coaches and staff every month to group students and differentiate instruction. Ongoing staff development with the mathematics coach supports teachers in this process.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

The administration, along with the payroll secretary will look at the BEDS report to determine teacher experience and stability.

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?

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

To determine the relevance of Key Finding 4 in our school community, we self assessed and reflected on the type of professional development that our teachers had already been exposed to. This was done by looking at prior professional development agendas and school wide professional development plan and having discussions with teachers about their professional development experiences.

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?

As a collaborative learning community, we are proud to state both our ESL teachers and classroom teachers attend professional development for our ELLs. As teachers participate in professional development, they are expected to turn-key the information to the staff. This is done during faculty conferences and grade conferences. All teachers are given opportunities to attend professional development geared toward our ELLs. These workshops are offered and given by the following:

- Office of English Language Learners: ELL Literacy Institute
- Network 1: ESL Team Meetings
- BETAC: Data Driven Instruction: Analyzing the Results of the NYSESLAT to Inform Instruction; How Can We Best Prepare our ELLs to Perform with Confidence and Success on the NYSESLAT exam
- P.S. 179 ESL teachers: Using the NYSESLAT to differentiate and plan instruction
- CITE Staff Developers: Ongoing modeling and demonstration lessons for classroom teachers
- PROTRAXX: Various professional development opportunities

Our school will continue to reach out, utilize, and attend the professional development opportunities that are available and aligned with our CEP, LAP, and Bottom Line Goals. The information that is provided by Principal's Weekly, PROTRAXX, Network 1, CITE, and our own ESL teachers will continue to be communicated to all teachers.

Last year, the above statements were true and we want to ensure that all teachers have opportunities to participate in ESL professional development due to our rising ELL population.

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.

For the 2009-2010 school year, we have hired an outside consultant from C.I.T.E. to provide professional development with general education teachers and ESL teachers.

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.

The data specialist and the ESL teachers will examine the process that is used to distribute data to teachers.

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?

We found that NYSESLAT data and results are reviewed mostly by the ESL teachers. The ESL teachers used the NYSESLAT data to group their students.

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.

We have increased teacher collaboration time in order to analyze NYSESLAT and ELL Periodic data, review student work and to monitor ELL student progress. Our school has established a more structured, cohesive literacy program providing a common language throughout the school community. We look forward to increasing our communication among ESL teachers and the classroom teacher to plan lessons, look at data and track student progress in all subject areas.

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.

An assessment was made to determine what factors have been implemented to assist building educators with having sufficient capacity to implement a range of instructional approaches that will help to increase access to the general education curriculum. The following factors are currently in place:

- General education teachers attend each educational planning conference (EPC) to share their views of the classroom expectations. These views assist in determining whether students can thrive in the general ed environment
- The School Assessment Team has held Professional Development Workshops to discuss the referral process to special education, which included an explanation of the PPT referral form, anecdotes of interventions, student work portfolios and classroom observations.
- Teachers are given suggestions by administrators and School Assessment Team members during PPT meetings as to how they can assist students with deficits. This includes the implementation of academic intervention programs (AIS), such as Wilson, Reading Recovery, Leveled Literacy Intervention, or additional support.
- The Pre-Referral Intervention Manual (PRIM) was discussed at Grade and Faculty Conferences as a reference for differentiation throughout the day within the general education classroom.
- Special education teachers participate in grade conferences with general education teachers where they discuss the expectations for the grade. The teachers are then able to modify instruction based on the curriculum within the general education class.
- The curriculum map and pacing calendar are followed in all classrooms.
- Chapter 408 mandates that each teacher and appropriate staff members receive a copy of the student's IEP. In addition, staff members who received a copy of the student's IEP sign a document.

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?

It has been determined that, based on the support that is provided for all special ed staff members, there is a concrete understanding among school educators regarding different instructional approaches that are used in connection with the general ed curriculum. Additional professional development that focuses on differentiating instruction will be offered on a continuous basis. This will further enhance the ability of the teachers to align instruction with that of the general education classes.

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

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

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, 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.

The Special Ed Liaison reviewed IEPs and considered how Educational Planning Conferences are conducted. Conference results were considered, specifically how goals, objectives and promotional criteria are determined. Also discussed was the decision as to whether or not there is a need for Behavior Intervention Plans (BIP).

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?

It was determined that IEPs are generated with the complete picture of the student in mind. The School Psychologist plays a significant role in the academic assessment of the student. Equally as important is the opinion of the classroom teacher, who discusses how the student performs within the class, in all areas of instruction. The parent, a special education teacher and a district representative discuss what is most appropriate in assisting the student with their academic success. Goals, objectives and promotional criteria are set in place based on these combined findings. These are all aligned to the classroom expectations and student capabilities. The IEP may or may not contain a Behavior Intervention Plan based on the individual needs of each student. The BIP is developed in such a way that the teacher, parents and student take equal ownership of the plan in order to assist the student with behavior concerns. The plan is often carried over into the home environment in order to create routine and structure.

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>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
We have 1 student in temporary housing for the 2009-2010 school year.
2. Please describe the services you are planning to provide to the STH population.
Parent outreach will be utilized to see if the child has adequate school supplies and meals. If the parent is not able to afford it, we will provide school supplies and meals. We will provide the parent with the STH liaison for questions and support. In addition, we will ensure all related services are being provided immediately. Referral to social agencies if indicated.

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.

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