



**WALTER A. KASSEN BROCK
P.S. 185**

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

SCHOOL: 20K185

ADDRESS: 8601 RIDGE BOULEVARD, BROOKLYN, NY 11209

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 20K185 **SCHOOL NAME:** Walter A. Kassenbrock

SCHOOL ADDRESS: 8601 Ridge Boulevard, Brooklyn, NY 11209

SCHOOL TELEPHONE: 718-745-6610 **FAX:** 718-836-9631

SCHOOL CONTACT PERSON: Kenneth Llinas **EMAIL ADDRESS:** kllinas@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Dolores Lozupone

PRINCIPAL: Kenneth Llinas

UFT CHAPTER LEADER: Dolores Lozupone

PARENTS' ASSOCIATION PRESIDENT: Tressa Kabbez

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

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 20 **SSO NAME:** ICILSO

SSO NETWORK LEADER: Greg Jaenicke

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
Kenneth Llinas	*Principal or Designee	Signature Page on file in main office
Dolores Lozupone	*UFT Chapter Chairperson or Designee	Signature Page on file in main office
Tressa Kabbez	*PA/PTA President or Designated Co-President / Parent Kindergarten	Signature Page on file in main office
Tressa Kabbez	Title I Parent Representative <i>(suggested, for Title I schools)</i>	Signature Page on file in main office
Lillian Turrigiano	DC 37 Representative, if applicable	Signature Page on file in main office
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jade Grimaldi	Member/ 4 th & 5 th Grades	Signature Page on file in main office
Liz Williams	Member/ K, 1 st , AIT & OTC	Signature Page on file in main office
Claudine Tariche	Member/ 2 nd & 3 rd Grades	Signature Page on file in main office
Jill Hajjar	Member/ Parent 5 th Grade	Signature Page on file in main office
Kristin Miller-Lynch	Member/ Parent 4 th Grade	Signature Page on file in main office
Laura Hamilton	Member/ Parent 3 rd Grade	Signature Page on file in main office
Jennifer Kruger	Member/ Parent 2 nd Grade	Signature Page on file in main office
Kerry Sahadi	Member/ Parent 1 st Grade	Signature Page on file in main office

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

* Core (mandatory) SLT members.

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

P.S. 185, the Walter Kassenbrock Elementary School, was built in 1922 in the immigrant community of Bay Ridge. Over a span of 87 years the school has gone through many utilization profiles ranging from K-8 to Pre-K – 6. We are currently organized as a K-5 elementary school offering: 29 regular education classes, (5 of which are Delta/Gifted classes – in grades 1 - 5); 4 Collaborative Team Teaching classes (one each in Grades K, 2, 3 and 4); 8 cluster programs (Library, Art, Music, Physical Education, Technology, Science, Social Studies and Drawing in the Content Area); ESL and AIS programs for supporting English Language Learners and at – risk students. This year we have implemented 2 additional positions for Differentiated Instruction, one for Grades K – 2 and the other for Grades 3 – 5.

We have a hard working, respectful student population of 834. Our students work not only to improve their minds, but to improve their communities – actively participating in student government, organizing fundraisers to benefit local charities, and participating in a flourishing student mentoring program. Their high level of commitment is reflected in our high attendance record and strong school spirit.

Our staff is dedicated to the achievement of excellence. This is observable in their day to day interactions with students, in their development of model classrooms and in their long term commitment to professional development. In addition, staff members are planning to implement a full range of after school enrichment programs, dependent on available funding.

Our parent body supports us at every level by offering guidance and nurturing to their children; instructional support through programs such as P.S. 185 “Learning Leaders” and “Center” activities; leadership support through the PTA and its numerous committees; committee participation in School Leadership Team; and financial support for enrichment programs, for classroom and progress development.

Our vision is to create a school that meets and then exceeds the educational, social, emotional and physical needs of all its students. Our mission is to discover, develop, and support the talents and energy of all the adults dedicated to this purpose. Our unified goal is directed by the students’ daily recitation of their school motto, “We will learn to be good students, good friends, and good people.” At P.S. 185, you will find the ingredients for success.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

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

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	P.S. 185 Walter Kassenbrock						
District:	20	DBN:	20K185	School BEDS Code:	332000010185		
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	0	0	0		95.0	94.6	94.9
Kindergarten	133	150	149	Student Stability - % of Enrollment :			
Grade 1	136	132	149	(As of June 30)	2006-07	2007-08	2008-09
Grade 2	134	130	139		95.2	96.7	96.6
Grade 3	133	127	119	Poverty Rate - % of Enrollment :			
Grade 4	125	127	119	(As of October 31)	2006-07	2007-08	2008-09
Grade 5	139	120	122		35.9	34.5	39.8
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		0	8	6
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		12	20	13
Grade 12	0	0	0	Special Education Enrollment:			
Ungraded	0	11	0	(As of October 31)	2006-07	2007-08	2008-09
Total	800	793	818				
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	0	0	0	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	22	30	26	Superintendent Suspensions	0	0	0
Number all others	29	26	37	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants	0	0	0
(As of October 31)	2006-07	2007-08	2008-09	Early College HS Program Participants	0	0	0
# in Transitional Bilingual Classes	0	0	0	Number of Staff - Includes all full-time staff:			
# in Dual Lang. Programs	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
# receiving ESL services only	130	122	114	Number of Teachers	47	50	49

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	2	3	0	Number of Administrators and Other Professionals	4	7	7
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	0	0
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	98.0
				% more than 2 years teaching in this school	74.5	86.0	87.8
				% more than 5 years teaching anywhere	51.1	62.0	63.3
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	89.0	88.0	94.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	100.0	100.0
American Indian or Alaska Native	0.0	0.0	0.1				
Black or African American	0.8	0.6	0.9				
Hispanic or Latino	12.5	13.5	14.1				
Asian or Native Hawaiian/Other Pacific Isl.	16.2	15.8	14.8				
White	70.5	70.1	69.9				
Male	54.8	53.6	52.0				
Female	45.2	46.4	48.0				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
							√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (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:	IGS			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	69.9			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	10.2			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:	19.1			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	40.6						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	NR						

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?
-

Our Quality Review Reports from 2006-2007 and 2007-2008 indicated the following:

Overall rating in 2006-2007 was Well Developed. Indications for improvement were in the areas of "more planning for differentiated needs".

Overall rating in 2007-2008 was Well Developed. Indications for improvement were in the areas of planning for Differentiated Instruction, expanding the range and frequency of enrichment activities, giving further attention to data related to boy/girl achievement and collaborating with our peer schools.

Our Progress Report from 2007-2008 indicated the following:

Positive progress noted for 3's and 4's in both ELA and Math- which suggests continuation of existing programs. However, the percentage of students making one year's progress was only 57% in ELA and 79% in Math indicating that continued, systemic efforts need to be further developed in literacy instruction with additional work needed in math. Our most recent Progress Report for 2008 – 2009 indicates the following: The percentage of students making one year progress in ELA increased from 57% to 64%. The percentage of students making one year progress in Math increased from 79% to 82%, thus indicating that significant progress is being made with school wide instructional programs

Our Inquiry Team has reviewed test data from the NYC Predictives and NY Start. In a study of item skills analysis it was determined that ELA questions posing the most significant problems for our students were ones that require a broader and deeper understanding of Higher Order Thinking skills, combined with specific strategies that identify key story elements and supporting details.

This finding concurs with both the Quality Reviews and with the most recent Progress Report and clearly points to developing "Readers as Skillful Thinkers" to be the greatest challenge to our learning community.

In review of budget allocation, scheduling, facility use, class size and use of resources, we find the following:

The basic classroom formula of six classes in each grade of K, 1, and 2 and five classes in each grade of 3, 4, and 5 has allowed for maximum building utilization and keeping class size uniform. Continued heavy registration in the lower grades may eventually cause a restructuring of this plan.

Monies allocated for Academic Intervention have been properly aligned and were not significantly affected by budget cuts. However, monies for Professional Development,

Enrichment and Classroom Resources have been significantly impacted and may result in significant restructuring of program plans.

Through parent contacts, both informally as in day to day and formally as in PTA meetings, an additional need for more extensive use of community and city resources has been identified. These community resources relate to such areas as, trips, assemblies, training, parent involvement in classrooms and as Learning Leaders, and to extended day building use.

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.

Goal 1. By June 2010, 5% of the students in our current 4th grade who scored level 3 in 3rd grade Math will progress to level 4 on the 2010 NY State 4th grade Math Test.

Goal 2. By January 2010, 100% of students in grades 4 and 5 will have updated the math section of their Presentation Portfolios, by June 2010 will have achieved 50% of their self stated goals in Math and 100% will have rewritten their Math goals and placed them in their Presentation Portfolios. By June 2010, 100% of chapter Math assessment worksheets will be completed by all 4th and 5th grade students.

Goal 3. By June 2010 the SLT sub committee will develop a school wide plan for grade appropriate use of educational community resources, inclusive of the immediate community of parents and neighborhood as well as the greater extended resources of NYC.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): _____

<p>Annual Goal 1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010 5% of the students in our current 4th grade who scored level 3 in 3rd grade Math will progress to level 4 on the 2010 NY State 4th grade Math Test.</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>	<ul style="list-style-type: none"> • The Salvadori Program in Kindergarten will provide PD to staff from October to December. It will be the springboard for looking at Math through a cross curriculum lens. Direct classroom activities will be shared with 1st grade teachers. • 1st grade teachers, currently involved in a grade level Teacher Performance Review, will work toward the replacement of the 1st grade math workbooks with more appropriate hands-on activities. • Data Specialist will provide class summary sheets to all 2nd -5th grades based on standard tests i.e. chapter tests and predictives that identify student needs. • Differentiated Instruction teachers will assist in proper student grouping and in the development and recording of new teaching strategies. • The Drawing Cluster teacher will support all K-5 work in this area by improving children’s visual acuity training and drawing ability to reflect their understanding of math concepts. • Tech teacher will provide PD and classroom instruction that support Differentiated Instruction in Math. • The AIS teacher will work closely with DI teachers and Instructional Specialists to implement and evaluate new strategies.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Teachers will engage in monthly grade level P.D. specifically focused on developing differentiated instruction techniques and strategies that support multiple entry level work in Mathematics. • Teachers will demonstrate differentiated instruction strategies through formal and informally observed lessons and walkthroughs. • Kindergarten and First Grade teachers will replace student math workbooks with appropriate hands on concept driven activities. • Grade 2-5 teachers will modify their homework checking procedures as well as their classroom

	<p>instruction so as to reflect a broader understanding of differentiated instruction.</p> <ul style="list-style-type: none"> • 100% of classrooms will reflect resources that support differentiated instruction in Mathematics.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Multiple forms of evidence will include but will not be limited to:</p> <ul style="list-style-type: none"> • Student construction in Kindergarten as developed with the Salvadori Program. • Kindergarten and first grade activities that replace the standard math workbook. • More extensive grouping in grades 2-5. • Math self assessment sheets in grades 3-5. • Records of D.I. strategies as listed by D.I teachers • Drawing journals that reflect mathematical understanding. • Tech projects that reflect mathematical understanding. • Student presentation portfolios that contain updated work in math. • Informal and formal observations by administration. • Teacher Performance Review Projects
<p>Annual Goal 2 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By January 2010, 100% of students in grades 4 and 5 will have updated the math section of their Presentation Portfolios, by June 2010 will have achieved 50% of their self stated goals in Math and 100% will have rewritten their Math goals and placed them in their Presentation Portfolios. By June 2010, 100% of chapter Math assessment worksheets will be completed by all 4th and 5th grade students.</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>	<ul style="list-style-type: none"> • Teachers on grades 4 and 5 will work with students to complete goal pages before the end of the 1st marking period. • Presentation portfolios will be updated to include the new goals. • Teachers will instruct their students in the use of and completion of Math chapter self assessment sheets and in the technique of Show Me 5. • Drawing Journals will be used by students to critique their development in the specific area of drawing. • Membership in our 555 Reading Club will be monitored by a teacher team of reviewers. • Report cards and student goals will be combined for presentation to parents by the end of the 2nd marking period. • Classroom discussions will be held in May and June to share best practices and to make adjustments in goal page design and timelines.

<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"> • Student goals will exist for all students in Grades 4 and 5 in all curriculum areas. • Goals will be addressed at 3 intervals throughout the school year with accompanying progress plans adjusted as needed. • A plan will be developed for sharing student goals with parents by the end of the 2nd marking period. • Student portfolios will be used for storing and organizing the goals. • By May 2010 students in grades 3, 4, and 5 will be able to present and explain their goals to classmates and involved adults. • By May 2010, students in grades 3, 4, and 5 will assess the degree to which their goals have been met.
<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"> • Completed goal sheets and a completed plan to share goal information with parents will be a significant indicator of success. • In support of the goals, completed Math self assessment sheets for all chapter tests, updated presentation portfolios and completed drawing journals will be evaluated for completeness and their impact on student self assessment. • Numbers of students who have become members of the 555 Reading Club will exceed 75% in grades 4 and 5.
<p>Annual Goal 3 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010 the SLT sub committee will develop a school wide resource guide for grade appropriate use of <u>educational community resources</u>, inclusive of the immediate community of parents and neighborhood as well as the greater extended resources of NYC.</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>	<ul style="list-style-type: none"> • An SLT sub committee will focus on expanding school use of additional community resources. • An SLT sub committee will create age appropriate guidelines, resource availability lists and revisions to existing pacing calendars. • Fall and winter work will lead to a provisional plan for implementation in Spring 2010. • IA successful, spring planning can lead to full implementation by September 2010.
<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"> • An SLT sub committee will research and develop content focus and age appropriate guidelines to address paired grade levels of K – 1, 2 – 3, and 4 – 5 of <u>educational community resources</u>. • A list of resources will be created for each pair of grades. • Existing pacing calendars will be utilized to assist in the integration of resources with core curriculum instruction

Indicators of Interim Progress and/or Accomplishment

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

- Agenda and minutes of SLT and SLT sub committee.
- Lists that reflect neighborhood, parent and larger community resources.
- Modified pacing calendars.
- Schedules reflecting plans for September 2010.

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	20	20	N/A	N/A	2			
1	18	18	N/A	N/A	4			
2	21	21	N/A	N/A	2			
3	44	44	N/A	N/A	3			
4	40	40	40		1			
5	37	37		37	3			
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p>ELA:</p> <p>-Wilson Foundations (Double Dose for K-2)</p> <p>-Listening Library</p> <p>-Workshop Model Grouping</p> <p>-Great Source</p> <p>-Teacher’s College Reading and Writing Project</p>	<p>Wilson Foundations provides explicit and highly systematic instruction in key areas necessary in effective reading instruction including: phonological and phonemic awareness, phonics, word and syllable study, vocabulary, sight word instruction , fluency, and word and sentence writing practice. Currently it is being used for all at-risk students in grades K-3. It is provided in small groups during the literacy block and also in extended day.</p> <p>The listening library provides fluency support to all at-risk students. It is used in school during the literacy block on a one-to-one basis with all at-risk students in grades K-5.</p> <p>The workshop model is utilized with all students, especially at-risk students, as a means of providing students with more individualized and small group learning opportunities. It is being utilized during and after school with at-risk students in grades K-5.</p> <p>Great Source is a reading and writing program that focuses on the necessary steps to understanding text and writing about it. The program focuses on pre-reading, reading, and post reading. It incorporates graphic organizers, journals, activating prior knowledge, and the stop and think method. Great Source is a program being utilized by SETTS teacher with at-risk students that have IEPs.</p> <p>The Teachers College Reading and Writing Project (TCRWP) K-2 Assessments are designed to help educators track students’ ability to read increasingly difficult texts with fluency, accuracy, and comprehension. The goal of these assessments is to facilitate teachers’ ability to channel students toward texts at a productive instructional reading level, and to guide instructional decision-making throughout the year. The TCRWP is currently being used on a one-to-one basis before during and after school.</p>

<p>-Reader's Theater</p> <p>-555 Reading Club</p> <p>AIS Push-in/Pull-out</p> <p>Differentiated Instruction</p> <p>Extended Day</p>	<p>Reader's Theater is a program used to create interest and skill in reading. It helps build fluency and the self esteem of struggling readers. It is currently being utilized by 35 students in small group settings during the Academic Intervention pull-out program (45 minute period, three times a week).</p> <p>The 555 Reading Club is a self assessment tool for students to help them to discover books on their independent reading level. The 555 Reading Club is being utilized with all at-risk students during the school day. It is an excellent motivational tool.</p> <p>AIS supports struggling students by developing and practicing strategies that enable them to connect what they already know with what they are currently reading, make predictions about what they will learn from the reading, ask questions about what they do not understand, identify important ideas from the text, summarize those ideas and use strategies when encountering text they don't understand. 39 students in Grades 3-4 meet in small groups during the day to unlock their hidden potential. (45 minute period, three times a week).</p> <p>Differentiated Instruction supports classroom instruction (K-2 and 3-5) developing, practicing and enriching the curriculum for a wide range of students from the struggling student to those who are working above – level. Groups meet on a weekly schedule based on teacher collaboration and formal and informal assessments.</p> <p>All (2-5) at-risk students and a small group of first grade students needing a double dose of Foundations in Extended Day receive additional instruction three days a week (50 minutes periods) in groups of no more than 10. The instruction focuses on direct one-on-one assistance to struggling students.</p>
<p>Mathematics:</p> <p>Workshop Model Grouping</p> <p>Assessment for Learning</p>	<p>The Workshop Model is utilized with all students, especially at-risk students, in grades K-5 both during and after school. Small group instruction allows at-risk students to relearn and review key math concepts using leveled material, on-line games and manipulatives.</p> <p>Assessment for Learning utilizes data to improve instruction in Mathematics in grades K-5. Students are asked to take an active role in their learning (discover where they went wrong and revisit the problem after a re-teaching has taken place). Assessment for Learning is used directly after chapter assessments during and after school.</p>

<p>AIS push-in/pull-out</p> <p>Differentiated Instruction</p> <p>Extended Day</p>	<p>AIS provides small group push in help to at-risk students in grades K-2 through the use of manipulatives, identification of key words in math problems, leveled material, re-teaching, and on-line games. AIS also provides small group pull-out help to at-risk students in grades 3-5 through the use of breaking multistep problems into smaller steps and re-teaching key math concepts. (45 minute period, three times a week).</p> <p>Differentiated Instruction supports classroom instruction (K-2 and 3-5) developing, practicing and enriching the curriculum for a wide range of students from the struggling student to those who are working above – level. Groups meet on a weekly schedule based on teacher collaboration and formal and informal assessments.</p> <p>All (K-2) at-risk students in Extended Day receive additional instruction three days a week (50 minutes periods) in groups of no more than 10. The instruction focuses on direct one-on-one assistance to struggling students.</p>
<p>Science:</p> <p>Learning Leaders</p> <p>AIS push-in/pull-out</p> <p>Extended Day</p> <p>Workshop Model</p>	<p>Parents provide weekly one-on-one tutoring to struggling students (grades 3-5) in the content area of Science. Parents re-teach and review big ideas.</p> <p>AIS provides all at-risks students in grades 3-4 additional help with Science content. This is done in school during the literacy block, with the help of Science content based literacy material. AIS focuses on identifying the main ideas and highlighting key information within Science text.</p> <p>Fourth grade at-risk students in Extended Day receive additional Science instruction three days a week (50 minute periods) in groups of no more than 10. The instruction focuses on direct one-on-one assistance to struggling students.</p> <p>The Workshop Model is used for all at-risk students struggling with Science in grades 3-5. During and after school, teachers differentiate instruction based on the individual needs of students and then group students accordingly. Leveled Science material is then provided to all groups.</p>
<p>Social Studies:</p> <p>Learning Leaders</p> <p>AIS push-in/pull-out</p>	<p>Parents provide weekly one-on-one tutoring to struggling students (grades 3-5) in the content area of Social Studies. Parents re-teach and review big ideas.</p> <p>AIS provides all at-risks students in grades 3-4 additional help with Social Studies content. This is done in school during the literacy block, with the help of Social Studies content based literacy</p>

<p>Extended Day</p> <p>Workshop Model</p>	<p>material. AIS focuses on identifying the main ideas and highlighting key information within Social Studies text.</p> <p>Fifth grade at-risk students in Extended Day receive additional Social Studies instruction three days a week in groups of no more than 10. The instruction focuses on direct one-on-one assistance.</p> <p>The Workshop Model is used for all at-risk students struggling with Social Studies in grades 3-5. During and after school, teachers differentiate instruction based on the individual needs of students and then group students accordingly. Leveled Social Studies material is then provided to all groups.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>In addition to providing mandated service to students with IEP's our Guidance Counselor also provides at-risk service to students on an as needs basis. Small group sessions focus on building self-esteem, working cooperatively, increasing daily effort and managing emotional challenges.</p>
<p>At-risk Services Provided by the School Psychologist: Pre-referral Home Liaison Program</p>	<p>Psychologist provides strategies and support to classroom teacher in order to promote successful interventions or collection of pre-referral data on identified highest risk students.</p>
<p>At-risk Services Provided by the Social Worker: Pre-referral Home Liaison Program</p>	<p>Social worker provides home/school communication as needed for identification of high risk cases.</p>
<p>At-risk Health-related Services: SAPIS</p>	<p>SAPIS provides small group social skill instruction, as well as, one-on-one counseling. The counseling is aimed at helping at-risk students with both academic and behavioral problems, in an effort to bring about needed positive change. This program is provided during the day for all at-risk students in grades K-5.</p>

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

NCLB/SED requirement for all schools

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

Walter A. Kassenbrock Elementary School

*Public School 185
8601 Ridge Blvd.
Brooklyn, NY 11209*

**Kenneth Llinas
Principal**

**Rena Goudelias
Assistant Principal**

Phone: (718) 745-6610

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P.S. 185 Language Allocation Policy

September 2009 – June 2010

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PS 185 Language Allocation Policy, September 2009 – June 2010

Overview:

PS 185, The Walter Kassenbrock School, is located at 8601 Ridge Blvd, in the Bay Ridge community, in Brooklyn. Kenneth Llinas, is the Principal; Rena Goudelias, is the Assistant Principal. The population, of more than 800 students, is culturally diverse and representative of the community. Limited English Proficient students make up 12% of the school population. Our largest language groups are Spanish, Arabic, and Chinese, respectively.

PS 185 is a highly utilized school. In 2009, the utilization went up to 122% of capacity. The school is receiving Title I funding for the first time this year. This year, 40% of the students in the school are eligible for free lunch; 9% for reduced-price lunch. In addition, last year our school was accepted into the Universal School Meals Program.

PS 185 is highly supportive of the English as a Second Language (ESL) program. We currently have two full-time and one F-status licensed/state certified ESL teachers who have pull-out/push-in programs. As illustrated in Figure 1, the ESL program initially expanded, then contracted over the past five years: 2004 – 98 students, 2005 – 106 students, 2006 – 142 students, 2007 – 120 students, 2008 – 125 students, 2009 – 100 students. Further support for this capricious English Language Learner (ELL) population is provided by a staff which provides Academic Intervention Services, Guidance and Speech.

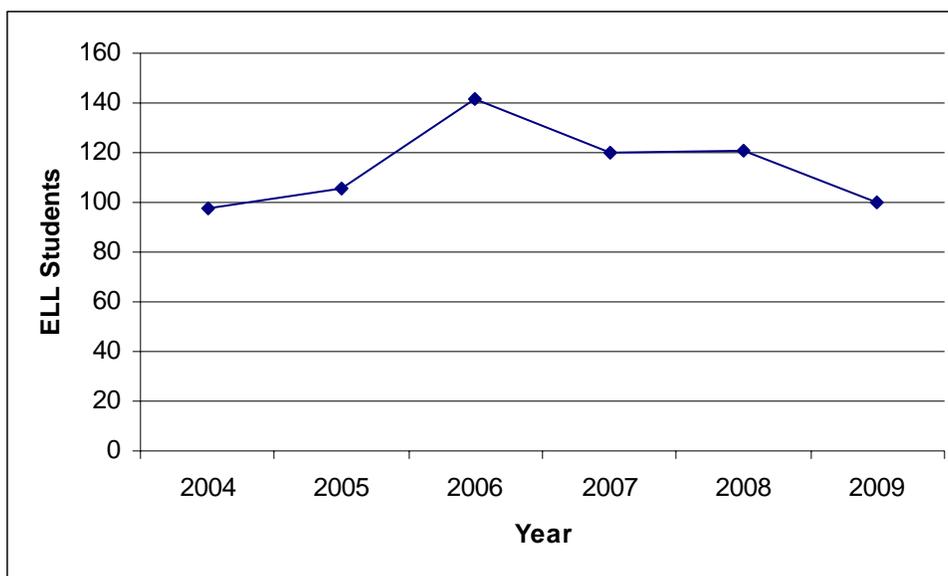


Figure 1. Eligible ELL Students at P.S. 185 by Year.

PS 185 LAP Team Members:

Kenneth Llinas, *Principal*

Rena Goudelias, *Assistant Principal*

Myrna DeLaRosa, *ESL Teacher*

Ashley Kost, *ESL Teacher*

Helen Maloney, *ESL Teacher (F Status)*

Denise Auturo, *Coach*

Kathy Levine, *Coach*

Tressa Kabbez, *Parent*

Mary Maguire, *Parent Coordinator*

Dana Issac, *Guidance Counselor*

Patricia Brady, *Academic Intervention*

Audree Reiss, *Academic Intervention*

Marge Schultz, *School Achievement Facilitator* Greg Jaenicke, *Network Leader*

Goals:

- To help ELL students to attain English language proficiency
- To help ELL students to meet or exceed the NYS and NYC standards
- To continue to improve the communication with parents of ELL students

Alignment:

We have aligned our English as a Second Language Programs with the most recent Chancellor's recommendations on ELL instruction and with the citywide comprehensive core curriculum.

Our Language Allocation Policy is directly aligned with our Comprehensive Education Plan. The school CEP has six specific priorities:

1. Expanding **Assessment for Learning Initiative** to include goal setting benchmarks
2. Increased grouping for **Interactive/Hands-On Instruction** to support differentiated instruction in the area of Mathematics
3. **Increased weekly physical activity**
4. Overall **increase in student achievement** on Standardized Tests

The LAP will endeavor to mirror school priorities, and more specifically, will also engage all ELL students in bottom line initiatives:

1. Workshop Model in all content areas.
2. Addressing at-risk support services needed beyond ESL.
3. Development of language objectives for all lessons.
4. Development of presentation portfolios.
5. Develop and extend parent involvement in the academic process.

We believe the best way to support ELLs is to guarantee that they are 100% in line with school instructional goals and priorities.

Part II: ELL Identification Process

1. The following steps describe the process taken to initially identify a student who may possibly be an ELL. This process follows the “New York State – LEP Identification Process” as per CR Part 154. When the school receives a new admittance, the ESL teachers including Mrs. DeLaRosa, Ms. Kost, Ms. Maloney, or another qualified pedagogue conduct an informal interview with the parents to help to determine the child’s eligibility for ESL services. Every parent fills out the Home Language Identification Survey (HLIS) for his/her child. The teacher asks if the student speaks another language other than English. If the student only speaks English, the teacher stops the LEP Identification Process and the teacher makes a notation that the student only speaks English and “NO” is entered on the OTELE code. If the student speaks another language, the teacher administers the LAB-R to determine eligibility.

If the LAB-R shows that the student is not proficient in English, we invite the parents to a meeting to discuss English Language Learner (ELL) program options for their child. Annually, the ESL teachers Mrs. DeLaRosa, Ms. Kost, and Ms. Maloney administer the New York State English as Second Language Achievement Test (NYSESLAT) to all ELLs. They are tested according to administration directions in a separate location.

2. The structures in place to ensure that parents understand all three program choices are first to invite the parents to an ESL Meeting. We have a large meeting at the beginning of the year when we explain the program choices, show the video in different languages to explain the choices, and explain their rights as an ESL parent. We give the parents the Parent Survey form along with the Parent Information Brochure about the three program choices available for ELLs. We ask them to return the form to us by the following week. If they do not return the form, we send out notices to the parents until the form is received. In the event we never receive a form back, we default to Transitional Bilingual but retain them in ESL, the sole program hosted at P.S. 185.

When a new student arrives during the year, one of the pedagogues at P.S. 185 conducts a meeting with the parent to give them the HLIS. If the child is eligible for ESL as per the HLIS, we administer the LAB-R within ten days of their entry. If they do not pass the LAB-R, one of the ESL teachers schedules an appointment to inform the parent of their three choices and provides them with the same Parent Survey and Brochure as provided in the meeting earlier in the year. If a parent chooses a program other than ESL, we call them to make them aware that we do not currently have the program they requested in the school until we reach a certain number of applicants for a bilingual or dual language program. We provide the parents with a list of schools that have their program and then follow up with them to record their final choice.

3. At the beginning of the year, Entitlement letters are distributed to invite the parents of new ELLs to a Parent Meeting to give them the Parent Survey and Program Selection forms. They can either return it to us at the meeting or they can send it back to school with their child if they desire more time to consider their program choice. If the child arrives in the middle of the school year, one of the ESL teachers meets with the parent to discuss their program choices and gives the parent the forms to return to school. The ESL teachers maintain a checklist to track the students whose parents returned their Parent Survey and Program Selection forms. The school continues to send the forms to the parents until they are received. In the event we never receive a form back, we default to TBE but retain them in ESL, the sole program hosted at P.S. 185.
4. The criteria used and the procedures followed to place identified ELLs in bilingual or ESL instructional programs are detailed above in the previous questions. The parent fills out the Parent Survey and Program Selection form after meeting with the ESL teachers to inform and discuss the program choices available to their child. If they have any questions they can feel free to call or make an appointment with one of the ESL teachers.
5. Upon reviewing the Parent Choice and Program Selection Forms for the past few years, the trend has been ESL as a 1st choice, Dual Language as a 2nd choice, and Transitional Bilingual as the 3rd choice. Last year Transitional Bilingual was the 2nd choice, but this year Dual Language moved up to 2nd choice.
6. The programs offered at our school are aligned with what parents have been requesting, as we do not have a large enough population requesting a specific program other than ESL.

Part III: ELL Demographics

Programming and Scheduling Information

1. *How is instruction delivered?*

a. The organizational models are both Push-In and Pull-Out. The Pull-Out programs for the Kindergarten through Fifth Grades are all 45 or 90 minutes long in duration to add up to 360 minutes each week for Beginners and Intermediates and 180 minutes each week for Advanced students. The Push-In programs last for 45 minutes within the classroom setting and are an essential part of the program to add up to the mandated number of minutes. The groups are divided into Beginners, Intermediates, and Advanced students.

b. The program model includes both homogeneous and ungraded, heterogeneous groups. The only students in ungraded, heterogeneous groups are the fourth and fifth graders because their population is so small. In the upper grades where the classes are heterogeneous, the advanced students are only present for half of the 360 minutes allotted.

2. *How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to the proficiency levels in each program model (TBE, Dual Language, ESL)?*

a. We currently service all **100** ELLs with ESL instruction. All students receive the prescribed amount of instruction as required by Part 154. Beginning and Intermediate ELL students are seen 8 periods or 360 minutes per week. Advanced ELL students are seen 4 periods or 180 minutes per week. The ELL students also receive 180 minutes of extra ELA instruction in the classroom.

Since native languages are not the focus of an ESL only program, the native language is validated at our school whenever possible during instructional periods. There are also no Bilingual classes at PS 185. This supports the parents' first choice for service by ESL.

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.*

In line with the recent ESL initiatives, our ESL teachers are continuing to infuse ESL instruction with content area materials. Reading materials are related to the grade appropriate classroom topics that the ELLs are being taught. The ESL teachers follow the pacing calendars used by the mainstream teachers to align their ESL content instruction with the classroom, while scaffolding the content to support the ELLs' study of these subjects.

The language of instruction is in English, as literacy in the native language is minimal or non-existent for most of our ELL students. Many of our students were born in the USA or came here at a very young age. Although they can speak and understand the native family language, they cannot read or write in that language. Most parents have not taught

their ELL children to read in any language and often don't read to them. This lack of ability in the native language is evidenced by the poor results on the LAB-R Spanish exams.

4. How do you differentiate instruction for ELL subgroups?

a. There are not currently any SIFE students at PS 185. In the future, should we have SIFE students we will carefully check their records to determine eligibility for testing. We will also place these students appropriately in a group that could meet their language needs. Ideally, we would also be able to fund extra sessions of intensive language instruction with Title III monies.

b. For newcomer ELLs who have been in US schools for less than three years, the ESL teachers have specific instructional strategies for all newcomers. They need to be acclimated to the school setting. The ESL teachers endeavor to get them started with "survival English" which can help them to cope with day to day activities. The ESL teachers also work with the classroom teacher so that the new student is supported by a buddy / peer tutor the classroom. The classroom teachers receive professional development on ESL methodologies and on strategies for maintaining a Sheltered English classroom.

In the ESL program, the newcomers are offered time in a listening center to support their instructional period of ESL through Balanced Literacy strategies. The ESL teacher tries to make the language taught relevant to everyday life. All instruction is guided by the NYS Learning Standards for ESL. Students are allowed extra response time in order to encourage participation. These students may also attend after school Title III sessions.

c. In order to service students that have been receiving four to six years, the ESL teachers offer the students at risk service where it is deemed necessary. We design authentic ESL learning experiences which focus on the areas of weakness. In most cases these students are verbal with a high level of comprehension. They do poorly on tests; however, because of their low level reading and writing skills. Therefore, we incorporate tasks which reflect all four language skills with a strong emphasis on Reading and Writing. We also work via ESL to prepare the long term ELL for NYS assessments in core subject areas. These students may also attend the after school Title III sessions.

d. P.S. 185 has only one student who is a Long-Term ELL because the student repeated a grade and has been enrolled in ESL since Kindergarten. Otherwise, the students graduate from P.S. 185 before being classified as a Long-Term ELL.

For this Long-Term ELL, the ESL teachers provide all the services they do for the four to six year ELL students. In addition, the student receives differentiated instruction within the ESL classroom according to her needs as per the NYSESLAT.

e. For ELLs identified as having special needs, the ESL teachers consider IEP requirements for the ELL students who receive SETTS. Monthly data is currently being submitted for these students. There are no full special education classes at PS 185 but there are Cooperative Team Teaching (CTT) classes.

There are two full-time Differentiated Instruction teachers to support the needs of struggling students, one for the lower grades and one for the upper grades. They provide a lower teacher-to-student ratio as well as support.

For the third grade students who are both ELLs and are identified as having special needs, one of the ESL teachers is team-teaching with the F-Status Academic Intervention teacher to better support these struggling students using differentiated instruction and to achieve a low teacher-to-student ratio.

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.

The targeted intervention programs for ELLs in ELA include the ELL *Treasures* curriculum which parallels the skill being taught in the mainstream classroom in the upper grades. This is directed to the four to six year ELL and Long-Term ELL population to strengthen reading and writing skills. In all grades, the teacher teaches guided reading in centers to reinforce differentiated reading skills for each group. In the lower grades, the teacher supports ELA skills with the Foundations program and the RIGBY themes to align with the classroom teacher. These programs are used to encourage development in all areas for the newer ELLs and newcomers.

The ESL teachers network with the school staff during classroom teachers' common and individual preparation periods to provide and receive feedback in an on-going dialogue with the classroom and subject area teachers. Classroom teachers discuss student strengths and weaknesses with the ESL teachers in order for the ESL teachers to individualize instruction and provide for maximum growth. Classroom teachers are also supported with professional development activities which help them to improve the learning environment for ELLs. Focus is on the adaptation of Core Curriculum materials for the ELLs as well as on the various strategies which can be applied to the instruction of ELLs.

ELLs are taught academic language in the ESL classroom and in their classes. Instruction is scaffolded and builds from month to month and year to year. It must be understood that it can take up to seven years to develop academic language in content areas (as per ESL guru Jim Cummins). It can be a slow process. Working with the classroom teacher, the ESL teacher develops units of study which relate to units being developed in the classroom. It is best that this curriculum specific language be taught in context. ELLs are encouraged to express their understanding of content area language orally and via creative projects. This will keep them interested and motivated as they gather the language needed for content area reading and writing.

To achieve success with our ELL students, we have adopted an instructional model that focuses on the following strategies:

1. Maximizing classroom design to provide interactive, hands-on learning opportunities.

2. Plan language objectives for all lessons and make them explicit for all students.
3. Emphasize academic vocabulary development and background knowledge.
4. Promote oral interaction and extended academic discourse.
5. Integrate assessment for learning techniques.

Through the efforts of our School Instructional Team we plan to train all staff, as well as, our ESL teachers in these stated strategies.

The ESL pull-out/push-in instruction is based on the SIOP (Sheltered Instruction Observation Protocol). This represents 30 instructional strategies grouped into eight instructional components. The eight components are as follows:

1. Preparation
2. Building background
3. Comprehensible input
4. Strategies
5. Interaction
6. Practice/application
7. Lesson delivery
8. Review assessment

Intervention services at P.S. 185 include Academic Intervention services with Ms. Reiss and two Differentiated Instruction teachers: Ms. Williams for the upper grades and Ms. Fritsche for the lower grades. They are offered in English.

6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

ELLs who leave the ESL program because they score out on the NYSESLAT continue to get support as “at risk” students and receive Academic Intervention Services. They receive extra time on NYS tests for up to two years after reaching proficiency on the NYSESLAT. In addition, they are offered additional reading help. They may also attend our after school programs.

7. What new programs or improvements will be considered for the upcoming school year?

P.S. 185 does not plan to create new programs this upcoming school year.

8. What programs / services for ELLs will be discontinued and why?

P.S. 185 does not plan to discontinue any programs this upcoming school year.

9. *How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.*

Certainly all ELLs may participate in all programs at P.S. 185, but they are also specifically encouraged to participate in such programs like after-school to better support their academic achievement. P.S. 185 promotes achievement for all students.

Students in Grades 3, 4 and 5 also receive service via Title III. P.S. 185 invites ELLs to Saturday Test Prep sessions for approximately a month prior to the NYS tests. Additionally, the ESL teachers run after-school programs for ELLs. For instance, this past school year a course focused on ESL through cooking and a course in ESL through TPR techniques and yoga were offered.

These classes with content area focus allow ELL students to use the rich vocabulary of the various content areas in a supportive and exciting classroom environment. Teachers use materials related to the regular day classes. Part of the time also focuses on the language of tests and higher order thinking skills.

10. *What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?*

In addition to the **Core Curriculum Materials** our ESL teachers use a variety of materials with their students. These include:

Rigby Series - **On Our Way to English**, shared reading K-5, expanded in 2007

Rigby Series – **On Our Way to English Newcomers Kit**

Hampton-Brown Series - **Into English**, Grades K-2

Houghton-Mifflin – **Reading**, Grades K - 2

Macmillan/McGraw-Hill Series – **Treasures**, Grades 1-5

Learning Resources, Inc. – **Reading Rods for English Language Learners**, Grades K-5

Attanasio & Associates, Inc. – **Getting Ready For the NYSESLAT**, K-5

Technology:

Orchard Gold Star, ESL software program

Starfall, website

Kidspiration, literacy software program

Mingoville, English for children through social media program on the Web

ICT Literacy Games, website to strengthen student literacy

In addition, our teachers use balanced literacy and content area materials.

11. *How is native language support delivered in each program model?*

The ESL teachers at P.S. 185 validate the native language spoken by all students whenever possible. The ESL teachers provide students with additional reading material in their native language in the form of online libraries, as needed. When there are newcomer

students, the ESL teachers pair them with a student who speaks their native language as well.

12. *Do required services support, and resources correspond to ELL's ages and grade levels?*

Yes, the required services support and correspond to ELL's appropriate 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.*

Before the beginning of the school year, the ESL teachers recommend to the teachers some of the technological resources with which the newcomer ELLs can follow along. Then the teachers prepare for tutoring sessions especially for newcomer students during the year.

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).*

The ESL teachers offer Professional Development (PD) to staff members on ESL techniques and strategies. The ESL teachers receive their own PD through a variety of sessions offered by Region 7, usually within their Cohort. The information gained at these sessions keep the ESL teachers on the cutting edge of ESL education. It is often material to turnkey to the school staff. Ms. Maria Maisano runs a program of PDs for ESL teacher development. The schedule for this school year is as follows:

Date	Title	Location	Session times
Fri – Oct 9	Academic Literacy for English Language Learners	SI – ISC – Rm 317A	8:30 – 11:30 or 12:00 – 3:00
Wed – Oct 21	Academic Literacy for English Language Learners	415 89 Street 4 th Fl Conf. room	8:30 – 11:30
Mon – Nov 9	Scaffolding Writing for ELLs and Demystifying Figurative Language	415 89 Street 4 th Fl Conf. room	8:30 – 11:30
Mon – Nov 9	Assessing Student Work Using Teachers' College K-8 Continuum for Assessing Narrative Writing	415 89 Street 4 th Fl Conf. room	12:30 – 3:00
Tues – Dec 1	Modified Guided Reading for ELLs	415 89 Street 4 th Fl Conf. room	8:30 – 11:30
Thurs – Jan 14	Looking at Writing Response in the	415 89 Street 4 th Fl Conf. room	8:30 – 11:30

	NYSESLAT and ELA Grades 3 – 5		
Thurs – Jan 14	Looking at Writing Response in the NYSESLAT and ELA Grades 6 – 8	415 89 Street 4 th Fl Conf. room	12:00 – 3:00
Thurs – Jan 21	Integrating Grammar in the Writers Workshop	SI – ISC Rm 317A	8:30 – 11:30 Or 12:00 – 3:00
Thurs – Feb 4	Building Academic Vocabulary K - 5	Location TBA	8:30 – 11:30
Thurs– Feb 4	Building Academic Vocabulary 6 - 8	Location TBA	12:00 – 3:00
Tues – Mar 23	Revisiting Team Teaching in the ESL Program	SI – ISC Rm 118A	8:30 – 3:00
April & May	No meetings scheduled due to spring break and testing		
Thurs June 3	Effective Strategies in Literacy Instruction for ELLs	SI – ISC Rm 118A	8:30 – 3:00

2. What support do you provide staff to assist ELLs as they transition from elementary to middle school?

P.S. 185 provides the PD on the schedule as shown above to prepare students for the academic rigor of middle school. Our SAPIS worker provides direct in classroom sessions dedicated to middle school transition. McKinley JHS is scheduled to visit our school to provide answers to all questions posed by fifth grade students. Our Parent Coordinator serves as a liaison for parents of graduating students regarding JHS fairs and site visits.

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.

The minimum hours of training for all staff other than ESL are also provided P.D. through grade level conferences which focus on Differentiated Instruction. In addition, non-ESL staff received 8 hours of P.D. during the September 8th and November 3rd PD days. There are plans for staff to receive PD delivered by the ESL teachers at P.S. 185 who turnkey the PDs they attended.

Parental Involvement

1. Describe parental involvement in your school, including parents of ELLs.

PS 185 is a parent friendly school; we are receptive to all parents. The Principal, Mr. Llinas, shows that this is a priority since he is teaching an ESL class to the parents of

ELLs this year. His class targets everyday language particularly to support the ability of the parents to converse with their children about their progress in school and beyond.

We have translators available for non-English speaking parents and try to make the newcomer's transition to the NYC Public School System a smooth one. We hold a meeting each fall to welcome the parents of our ELL students and to tell the parents about the programs in which their child/children can participate.

2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

No, P.S. 185 does not partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents.

3. How do you evaluate the needs of parents?

P.S. 185 evaluates the needs of the parents by listening to their concerns in the annual ESL Parent Meeting, at the Parent ESL Class taught by Mr. Llinas, after school in person or over the phone, or at Parent-Teacher Conferences.

4. How do your parental involvement activities address the needs of the parents?

Our parental involvement activities address the needs of the parents by responding to their concerns when we listen and evaluate their needs. For example, Mr. Llinas addressed the needs of the ESL parents by developing, implementing, and teaching an ESL class this year. P.S. 185 also addresses the needs of the parents through consistent communication between the parents and the teachers.

Part IV: Assessment Analysis

B.

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

The data revealed a consistent rise in scores across the LAB-R and NYSESLAT modalities. This supports our belief that the current ESL program is effective.

2. How will patterns across NYSESLAT modalities – reading/writing/listening/speaking – affect instructional decisions?

Test results across modalities show that continued placement of greater emphasis is required in both the reading and writing modalities.

3. For each program, answer the following:

a. Examine student results. What are patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

Across proficiency and across grades we find that our ELLs are making very solid progress in English standardized tests. Too few students took the standardized State tests in their native language to draw any general conclusions.

b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

Periodic assessments were used to support grading but even more importantly as a means to focus on specific Language Arts and Math skills.

c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

The school is learning that, as they acquire both social and academic language skills, they are going to be capable of achieving grade level standards but do require transitional support services particularly when their NYSESLAT scores allow them to be fully mainstreamed.

4. N/A

5. Describe how you evaluate the success of your programs for ELLs.

We measure the success of the ESL Program by the same standards used to evaluate the mainstream student body, by the yearly growth of the students.

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Subject:
Author: Student
Keywords:
Comments:
Creation Date: 10/27/2009 6:57:00 PM
Change Number: 7
Last Saved On: 3/8/2010 2:12:00 PM
Last Saved By: partha
Total Editing Time: 5 Minutes
Last Printed On: 3/8/2010 2:19:00 PM
As of Last Complete Printing
Number of Pages: 15
Number of Words: 4,379 (approx.)
Number of Characters: 24,964 (approx.)

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 LSO / 20	School 185
Principal Mr. Kenneth Llinas	Assistant Principal Ms. Rena Goudelias
Coach Ms. Denise Auturo	Coach Ms. Kathy Levine
Teacher/Subject Area Ms. Myrna DeLaRosa	Guidance Counselor Ms. Dana Issac
Teacher/Subject Area Ms. Ashley Kost	Parent Ms. Tressa Kabbez
Teacher/Subject Area Ms. Helen Maloney	Parent Coordinator Ms. Mary Maguire
Related Service Provider Ms. Audree Reiss	SAF Marge Schultz
Network Leader Greg Jaenicke	Other Ms. Patty Brady

B. Teacher Qualifications

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

Number of Certified ESL Teachers	3	Number of Certified Bilingual Teachers	0	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	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	835	Total Number of ELLs	100	ELLs as Share of Total Student Population (%)	11.98%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
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

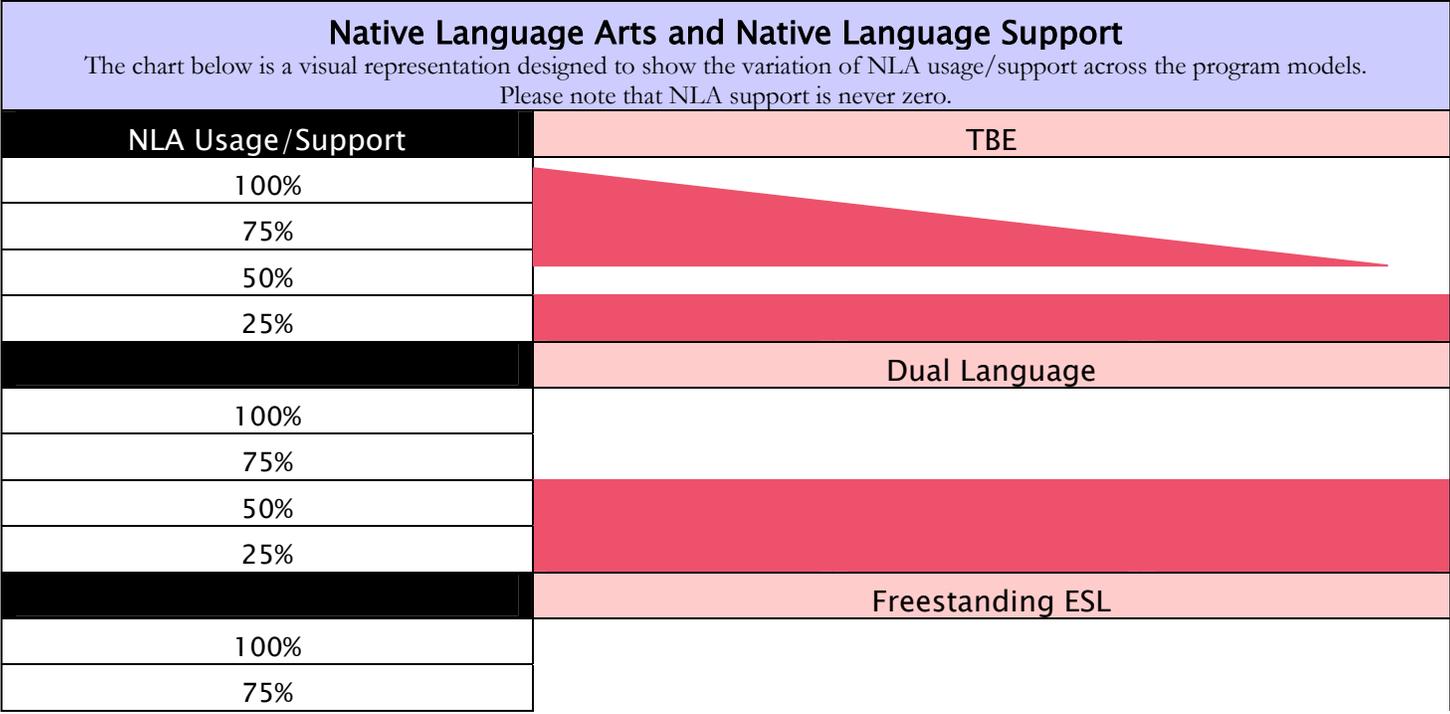
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	12	6	12	7	2	2	0	0	0	41
Chinese	2	2	5	2	0	0	0	0	0	11
Russian	2	1	1	1	1	0	0	0	0	6
Bengali	0	0	0	1	0	0	0	0	0	1
Urdu	1	1	1	1	0	0	0	0	0	4
Arabic	5	8	6	9	3	3	0	0	0	34
Haitian Creole	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0
Other	0	1	0	2	0	0	0	0	0	3

Programming and Scheduling Information

TOTAL	22	19	25	23	6	5	0	0	0	100
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1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day



50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	11	3	5	6	1	2	0	0	0	28
Intermediate(I)	4	13	8	11	1	1	0	0	0	38

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	2	0	1	0	0	0	3
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

Native Language Tests									
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)				
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0	0

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights does the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?

- c. How are EPs performing on State and City Assessments?
6. 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)
Rena Goudelias	Assistant Principal		10/26/09
Mary Maguire	Parent Coordinator		10/26/09
Myrna DeLaRosa	ESL Teacher		10/26/09
Tressa Kabbez	Parent		10/26/09
Ashley Kost	Teacher/Subject Area		10/26/09
Helen Maloney	Teacher/Subject Area		10/26/09
Denise Auturo	Coach		10/26/09
Kathy Levine	Coach		10/26/09
Dana Issac	Guidance Counselor		10/26/09
Marge Schultz	School Achievement Facilitator		
Greg Jaenicke	Network Leader		
Patricia Brady	Other		10/26/09
Audree Reiss	Other		10/26/09

Signatures			
School Principal		Date 10/26/09	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

Filename: 20K185 App 2 LAP Worksheet 2009-10_Final.doc
Directory: G:\CM-DIGI\2010\03_Mar_10\030510\CEP
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Title: OFFICE OF ENGLISH LANGUAGE LEARNERS
Subject:
Author: rbellis
Keywords:
Comments:
Creation Date: 10/27/2009 4:31:00 PM
Change Number: 2
Last Saved On: 10/27/2009 4:31:00 PM
Last Saved By: NYCDOE
Total Editing Time: 0 Minutes
Last Printed On: 3/8/2010 2:22:00 PM
As of Last Complete Printing
Number of Pages: 10
Number of Words: 5,757 (approx.)
Number of Characters: 32,817 (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:** 101 **LEP** 57 **Non-LEP**

Number of Teachers 2.6 **Other Staff (Specify)** _____

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.

To supplement our ESL pull out/ push in programs as provided by our 2 full time ESL teachers we will implement 2 additional support programs.

1. Our ELL Extended Day Program will be held on Thursdays from 2:30 to 4:00 starting January 7, 2010 through May 13, 2010, for approximately 20 sessions for 2 classes totaling 60 hours.
2. Our ELL Saturday Test Prep Program will be held on Saturdays from 9 to 12 noon starting February 27, 2010 through April 24, 2010 in 4 week cycles, for approximately 8 sessions for 2 classes totaling 48 hours.

To support our base ESL program, our Title III program will add quality push-in AIS to our beginner ELLs. This will be done by establishing upper grade buddies, by re-teaching and retesting for success, and by incorporating these students into our extended day program. Our Literacy Program contains a special strand for ELLs. This strand will be fully utilized in 2009-10. Each mainstream lesson will contain a language objective and these objectives will be re-taught in content areas of Social Studies and Science as well as Literacy and Math. The overall goal of the Title III program is total engagement by the ELL. 2 AIS staff members will be utilized to accomplish these goals. After school enrichment per session programs will also focus on developing language skills, physical education skills, and creative arts.

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.

Planning sessions to develop instructional material will be made available to 3 ESL teachers for approximately 14 per session hours each. Professional development opportunities for ELL teachers will be provided by per diem coverages, approximately 12 days, to allow for in school mentoring and Local Support Organization workshops.

The ESL teachers offer Professional Development (PD) to staff members on ESL techniques and strategies. The ESL teachers receive their own PD through a variety of sessions offered by ICILSO and other DOE offerings. The information gained at these sessions keep the ESL teachers on the cutting edge of ESL education. It is often material to turnkey to the school staff. Ms. Maria Maisano runs a program of PDs for ESL teacher development. The schedule for this school year is as follows:

Date	Title	Location	Session times
Fri – Oct 9	Academic Literacy for English Language Learners	SI – ISC – Rm 317A	8:30 – 11:30 or 12:00 – 3:00
Wed – Oct 21	Academic Literacy for English Language Learners	415 89 Street 4th FI Conf. room	8:30 – 11:30
Mon – Nov 9	Scaffolding Writing for ELLs and Demystifying Figurative Language	415 89 Street 4th FI Conf. room	8:30 – 11:30
Mon – Nov 9	Assessing Student Work Using Teachers’ College K-8 Continuum for Assessing Narrative Writing	415 89 Street 4th FI Conf. room	12:30 – 3:00
Tues – Dec 1	Modified Guided Reading for ELLs	415 89 Street 4th FI Conf. room	8:30 – 11:30
Thurs – Jan 14	Looking at Writing Response in the NYSESLAT and ELA Grades 3 – 5	415 89 Street 4th FI Conf. room	8:30 – 1 1:30
Thurs – Jan 14	Looking at Writing Response in the NYSESLAT and ELA Grades 6 – 8	415 89 Street 4th FI Conf. room	12:00 – 3:00

Thurs – Jan 21	Integrating Grammar in the Writers Workshop	SI – ISC Rm 317A	8:30 – 11:30 Or 12:00 – 3:00
Thurs – Feb 4	Building Academic Vocabulary K - 5	Location TBA	8:30 – 11:30
Thurs– Feb 4	Building Academic Vocabulary 6 - 8	Location TBA	12:00 – 3:00
Tues – Mar 23	Revisiting Team Teaching in the ESL Program	SI – ISC Rm 118A	8:30 – 3:00
April & May	No meetings scheduled due to spring break and testing		
Thurs June 3	Effective Strategies in Literacy Instruction for ELLs	SI – ISC Rm 118A	8:30 – 3:00

Form TIII – A (1)(b)

School: Walter A. Kassenbrock P.S. 185

BEDS Code: 332000010185

**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 staff, per session	\$7,500	For 150 hours of per session at \$49.89 per hour for ESL and General Education teacher to support ELL students and for in-house P.D. session.
Purchased services such as curriculum and staff development contracts	\$5,250	To purchase professional development services from Brienza’s Academic Advantage.
Supplies and materials	\$5,750	Materials needed for development and producing assessment for learning instruments. Additional leveled reading material.
Educational Software (Object Code 199)		

Travel		
Other		
TOTAL	\$18,500	

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.
 - a. Home language entered into ATS upon registering.
 1. Parent Coordinator conducts school wide parent survey, in multiple languages, assessing parent's needs.
 2. Parent Coordinator collects needs from ESL staff and classroom teachers.
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.
 1. Relevant school information is made available in a Parent Handbook, which is available in 8 languages.
 2. Parent Teacher Conferences: On-site interpreters are made available to parents and staff members during the bi-annual Parent Teacher Conferences. Information on how to access, over the phone, interpretations is in writing and made available at Professional Development Meetings.

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.
 - a. Upon request, documents are sent to DOE Translation and Interpretation Unit for translation; if not available through the Translation and Interpretation Unit, private, approved vendors are utilized.
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.
 - a. Services will be provided either by bi-lingual staff or through DOE Translation and Interpretation Unit.
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/docshare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

- In September, parents will be given information on the DOE Translation and Interpretation Unit that is available to them through school staff.
 - a. Via Handbook and PTA Meetings, parents are told the translation and interpretations services are available upon request.
 - b. As per Chancellor's Regulations, signs are posted in the lobby informing parents of such.

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:		561,611	
2. Enter the anticipated 1% set-aside for Parent Involvement:	N/A		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		5,616	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	N/A		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		28,080	
6. Enter the anticipated 10% set-aside for Professional Development:			
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		56,160	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 96%
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.
 We will assign teachers to their areas of certification.

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.

Title I Parent Involvement Policy

I. General Expectations

Walter A. Kassenbrock Elementary School P.S. 185 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 part 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. The *Walter A. Kassenbrock Elementary School P.S.185* will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:

Conduct regularly scheduled committee meetings to review and assess all aspects of parental involvement policy.

2. *Walter A. Kassenbrock Elementary School P.S. 185* will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:

Support parent awareness through regular distribution of school information letters, monthly PTA newsletters, PTA meetings, Parent Coordinator monthly newsletter/calendar, school leadership team minutes posted.

3. *Walter A. Kassenbrock Elementary School P.S. 185* 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: (List activities.)

Learning Leaders program will be fully supported throughout all grades. Scheduling of PTA assembly programs throughout the year. ESL parental meetings. Workshops presented to parents on such topics as homework completion and test taking strategies. English as a second language class for parents presented by school Principal. Parent Coordinator assists with middle school and gifted program test and enrollment.

4. *Walter A. Kassenbrock Elementary School P.S. 185* will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs: (*Insert programs such as: Head Start Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs*) by:

Parent / Staff committee will be created to address integration of all Title I academic programs. P.S. 185 will establish a Grant Review Forum.

5. *Walter A. Kassenbrock Elementary School P.S. 185* will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

The Assistant Principal will oversee the Parent Teacher surveys which will be utilized for evaluative response. Parents will assist in maximizing the number of parents involved in the process.

We will incorporate the OFEA Parent Involvement Survey as modified by P.S. 185 School Leadership Team.

6. *Walter A. Kassenbrock Elementary School P.S. 185* will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:

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

School will provide in-house workshops on a wide range of topics and research available workshops the NYC limits.

School will provide all coping and printing of related support materials.

- b. *Walter A. Kassenbrock Elementary School P.S. 185* 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:

School will provide access to and as necessary copies of appropriate school materials and related texts. Training will be provided as needed.

- c. *Walter A. Kassenbrock Elementary School P.S. 185* will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:

Parent Coordinator and PTA executive board will develop strategies for improving parent outreach efforts and methods of communication ie: chain phone calls, newsletters, calendars and informational letters.

- d. *Walter A. Kassenbrock Elementary School P.S. 185* 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 pre-school and other programs and conduct and/or encourage participation in activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:

Learning leaders program will be supported throughout all grades.
Parents will assist in “center work” on a regularly scheduled basis.

- e. *Walter A. Kassenbrock Elementary School P.S. 185* will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

All of the above means of communications will be available in relevant languages.

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:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- 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;

- 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;
- training parents to enhance the involvement of other parents;
- 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;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- 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 **THIS POLICY IS UNDER REVIEW BY PARENTS**. This policy was adopted by the *Walter A. Kassenbrock Elementary School P.S. 185* on __mm/dd/yy____ and will be in effect for the period of _____. The school will distribute this policy to all parents of participating Title I, Part A children on or before December 1, 2009.

Principal's Signature: Kenneth Llinas
Date 10/29/2009

Filename: 20K185 App 4 Title I Parent Involvement Policy 2009-
10_Final.doc
Directory: G:\CM-DIGI\2010\03_Mar_10\030510\CEP
Batch15\Process\CEP_K185
Template: C:\Documents and Settings\partha\Application
Data\Microsoft\Templates\Normal.dot
Title: PS 19 Title I Parent Involvement Policy
Subject:
Author: cslocom
Keywords:
Comments:
Creation Date: 12/3/2004 9:26:00 AM
Change Number: 14
Last Saved On: 12/16/2009 9:39:00 AM
Last Saved By: DOE
Total Editing Time: 80 Minutes
Last Printed On: 3/8/2010 2:22:00 PM
As of Last Complete Printing
Number of Pages: 4
Number of Words: 1,713 (approx.)
Number of Characters: 9,769 (approx.)

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

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

School Parent Compact

Walter A. Kassenbrock Elementary School P.S. 185, 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 2000 -2010.

Required School-Parent Compact Provisions

School Responsibilities

Walter A. Kassenbrock Elementary School P.S. 185 will:

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

All classrooms will follow pacing calendars defined in all curriculum areas utilizing a Workshop Model. Instruction will be differentiated to meet a wide range of students needs and will encourage student self-assessment in all grades.

⇒ 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:

P/T conferences in November and March in addition to conferences that may be scheduled to meet the needs of individual parents.

⇒ provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

Report cards will be distributed three times a year and in grades four and five will be accompanied by student self-defined goals in the second and third marking periods.

⇒ provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Staff will be available during prep periods and can be available during additional times through administrative support.

⇒ provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:

The Parent Volunteer Program is encouraged and schedules are arranged through parent teacher agreement.

⇒ involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

⇒ involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.

⇒ 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.

- ⇒ 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.
- ⇒ 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.
- ⇒ 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.
- ⇒ 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.
- ⇒ 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 (i.e. as per NCLB.)

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: (-note items listed below are suggestions only, except for the items in blue which should be included)]:

- ⇒ supporting my child's learning by making education a priority in our home by:
 - making sure my child is on time and prepared everyday for school;
 - **monitoring attendance;**
 - talking with my child about his/her activities every day;
 - scheduling daily homework time;
 - providing an environment conducive for study;
 - **making sure that home is completed;**
 - **monitoring the amount of television my children watch;**
- ⇒ **volunteering in my child's classroom;**
- ⇒ **participating, as appropriate, in decisions relating to my children's education;**
- ⇒ **participating in school activities on a regular basis;**
- ⇒ **promoting positive use of my child's extracurricular time.**
- ⇒ **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;**
- ⇒ **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.**
- ⇒ reading together with my child every day;
- ⇒ providing my child with a library card;
- ⇒ communicating positive values and character traits, such as respect, hard work and responsibility;
- ⇒ respecting the cultural differences of others;
- ⇒ helping my child accept consequences for negative behavior;
- ⇒ being aware of and following the rules and regulations of the school and district;

- ⇒ supporting the school’s discipline policy;
- ⇒ express high expectation and offer praise and encouragement for achievement.)

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

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

[Describe the ways in which students will support their academic achievement, such as:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- 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.]

Name	Signature	Date
School – Print Name Kenneth Llinas Rena Goudelias Mary Maguire		
Parent(s) – Print Name Tressa Kabbez Others to be determined		
Student (if applicable)- Print Name		

(NOTE: Signatures are not required. The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.)

Filename: 20K185 App 4 Title I School Parent Compact 2009-
10_Final.doc
Directory: G:\CM-DIGI\2010\03_Mar_10\030510\CEP
Batch15\Process\CEP_K185
Template: C:\Documents and Settings\partha\Application
Data\Microsoft\Templates\Normal.dot
Title: PS 19 School Parent Compact
Subject:
Author: cslocom
Keywords:
Comments:
Creation Date: 12/3/2004 9:43:00 AM
Change Number: 12
Last Saved On: 3/8/2010 2:02:00 PM
Last Saved By: partha
Total Editing Time: 50 Minutes
Last Printed On: 3/8/2010 2:19:00 PM
As of Last Complete Printing
Number of Pages: 3
Number of Words: 1,119 (approx.)
Number of Characters: 6,384 (approx.)

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.
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.
3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.

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.
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.
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.
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.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

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

NCLB/SED Status: _____ **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.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

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

3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

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

Applicable Not Applicable

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

Our school implements full New York State Literacy Standards, both Primary and Elementary. Grade level planning, pacing calendars designed and constantly maintained by staff and specialists and an array of resources, as listed below, support the comprehensive delivery of our literacy program. This assures that teachers have the materials and time to execute meaningful instruction and that skills and concepts are matched to state standards. Instruction is presented in Workshop Model and provides for on-going self assessment by students. We are in the process of developing differentiated instruction and the use of higher order thinking skills as evident in our school initiatives. Achievement on State ELA tests, Quality Reviews and Progress Reports all support our success in this area and dispel the relevance of this finding to our school.

Reading:

- **Kindergarten**
 - Thematic Big Books—assorted publishers
 - Fiction/Non-Fiction Science/Social Studies content
 - Guided Reading Leveled Readers
 - Upper Grade Reading Buddies

- **Grade 1**
 - Spotlight on Literacy (shared reading)
 - Guided Reading Leveled Readers
 - Upper Grade Reading Buddies
 - Listening Library—Fiction/Non-Fiction (Science/Social Studies)
- **Grades 2 – 5**
 - Treasures
 - Anthologies
 - Leveled Readers (Guided Reading)
 - Listening Libraries
 - Practice Books—Approaching/On-Level, Beyond
 - Workstation Activities
 - Transparencies—Comprehension, Phonics, Grammar
 - Read Aloud Anthologies
 - Grammar Workbooks
- **Grades K – 3**
 - Foundations
- **Grades 4 & 5**
 - Root Word Study
- **Delta K-5**
 - Vocabulary Building Skills & Junior Great Books
- **ELL Grades K-5**
 - Treasures Component K – 5 & ELL Pacing Calendar
- **Grades K – 5**
 - Building Communities Through Books
 - Author Study Books
 - Classroom Leveled/Genre Libraries
 - Content Area Science/Social Studies materials (Big Books)
 - Time for Kids
 - Graphic Organizers (Orbit Series)
 - Great Source & Achieve It
 - Stars & Coach Test Prep Materials
 - Saturday Test Prep Materials

Writing:

- **Grades 2 – 5**
 - Treasures
 - Student Writer's Checklist
 - Student Rubrics
 - Workstation Activity Flip-Chart
 - Transparencies (Writing)
 - Handwriting Workbooks
 - Foundations Workbooks
- **Grades 3 – 5**
 - Editing Workbooks
- **Grades K – 1**
 - Reading/Writing Buddies with Grades 2 – 5
 - Fully Equipped Writing Centers

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.

Our School Leadership Team reviewed the details of our current Math program. They were assisted by the efforts of our School Instructional Team and Instructional Specialists. Particular attention was paid to the many components of our program including our newly implemented Scott Foresman Math, hands on materials, Literacy to Math connection and our pacing calendars which, through monthly updates, assure that we are fully aligned to 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?

Our school implements full New York State Math Standards, both Primary and Elementary. Grade level planning, pacing calendars designed and constantly maintained by staff and specialists and an array of resources, as listed below, support the comprehensive delivery of our Math program and assures that teachers have the materials and time to execute meaningful instruction and that skills and concepts are matched to state standards. Instruction is presented in Workshop Model and provides for on-going self assessment by students, differentiated instruction and the use of higher order thinking skills. Achievement on State Math tests, Quality Reviews and Progress Reports all support our success in this area and dispel the relevance of this finding to our school.

- New York State Math Standards are completely aligned to our Scott Foresman/ Addison Wesley 2008 Math Program.
- Our comprehensive pacing calendars assure that this alignment includes process and content strands which are incorporated in the Scott Foresman program and that instruction is current and timely.
- K-2 utilize practice and problem solving workbooks. Enrichment workbooks are used by Delta classes
- Grades 3-5 use texts with additional support in practice and problem solving workbooks and enrichment workbooks for Delta classes.
- Vocabulary Kit
- Overhead Manipulative kits
- Hands-On Manipulatives
- Calculators
- Problem of the Day flipcharts
- Intervention Kit
- Reteaching materials
- Math games
- Coach Books
- SRA workbooks for specific skills
- Math Big Books for problem solving
- Math Bee
- Teacher made extended response materials
- Saturday Test Prep for grades 3-5

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.

The delivery of instruction is not as easily assessed as a specific program or text with ancillary materials. Under most circumstances administration evaluates the quality of instruction and our school does fall under that preview. There are, however, considerable additional aspects to our “instructional strategies”, that we feel make our school unique. Teaching staff on School Leadership have considered this finding and have answered that our teaching strategy is multi-dimensional while still embracing traditional techniques. At multiple staff conferences, professional development sessions and in grade level meetings we have discussed and identified how our teaching strategies and the Santa Cruz teaching standards are significantly aligned. Santa Cruz identifies student engagement and self assessment to be crucial to meaningful learning. We have been involved in and will continue to be involved in the process of identifying the specifics of this alignment over the next 2 years.

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?

- Developmentally appropriate activities including block building, painting and puzzle making in grades K-2
- Workshop Model for Literacy, Math, Science and Social Studies
- Student Self-Assessment for Learning
- Individual student conferencing
- Student Presentation Portfolios
- ESL buddies
- Individual upper grade buddies
- Upper – Lower Grade reading buddies
- ESL centers with grades 1 and 4; 1 and 5
- Direct formal observation that supports school initiatives
- Teacher Performance Projects (85% of staff) that support school initiatives
- Development and use of Higher Order Thinking Skill
- Building Communities through Books
- Student Government with real focus on grade level community projects

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 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.

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.

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.

The delivery of instruction is not as easily assessed as a specific program or text with ancillary materials. Under most circumstances administration evaluates the quality of instruction and our school does fall under that preview. There are, however, considerable additional aspects to our "instructional strategies", that we feel make our school unique. Teaching staff on School Leadership have considered this finding and have answered that our teaching strategy is multi-dimensional while still embracing traditional techniques. At multiple staff conferences, professional development sessions and in grade level meetings we have discussed and identified how our teaching strategies and the Santa Cruz teaching standards are significantly aligned. Santa Cruz identifies student engagement and self assessment to be crucial to meaningful learning. We have been involved in and will continue to be involved in the process of identifying the specifics of this alignment over the next 2 years.

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?

Our classroom instruction includes but is not limited to:

- Developmentally appropriate activities including block building, painting and puzzle making in grades K-2
 - Workshop Model for Math instruction
 - Student Self-Assessment for Learning
 - Individual student conferencing
 - Student Presentation Portfolios
 - ESL buddies
 - Individual upper grade buddies
 - Upper – Lower Grade Math buddies
 - Direct formal observation that supports school initiatives
 - Teacher Performance Projects (85% of staff) that support school initiatives
 - Development of Higher Order Thinking and problem Solving Skills in grades K-5
 - Use of Vocabulary kits and Hands-On Materials
 - Use of Intervention and Reteaching materials for at-risk students
- Student Government with real focus on grade level projects

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.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

We reviewed Seniority List, Open Market transfer reports and School Beds Reports and found that there have been no transfers out of P.S.185 for the past seven years. In fact, the only Open Market transfer was a transfer into P.S.185.

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?

According to the reports, P.S.185 is an extremely stable school with not a single staff member requesting transfer.

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.

We reviewed our Professional Development records from school year 2007-2008 and made an up to date review of this year's Professional Development records. We considered how well the training matched our goals and whether or not the staff members attended the appropriate sessions.

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?

In school year 2007-2008 every member of our staff attended at least one relevant workshop. In many cases there was staff who attended multiple sessions related to the same high interest topic. This year we have implemented a new procedure of accountability for every staff member that attends a P.D. session. This will greatly assist us in identifying areas in further need of development. It will also assure that more information will be made available to a wider range of staff. Our entire ESL department attended multiple P.D. sessions inclusive of GTEL and related literacy topics. Our LAP was developed by all members of the ESL team and is currently being implemented according to plan.

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.

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.

School Leadership reviewed current practices of analyzing all available school data inclusive of NYSESLAT, Teacher's College RWP and classroom assessments. Related services provide timely updates of student work and progress. Parent coordinator provides relevant home information and supports translation and communication matters. Instructional Specialists provide direct support to all classroom teachers on utilizing the data for differentiated instruction.

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?

Full utilization is made of NYSESLAT and NY Start data to report ELL performance in LAP for the specific purpose of "driving instruction." Further use of disaggregated data is applied to academic intervention services during extended day. It is also used in Title III program of of after school enrichment. In house training of all ESL teachers is being conducted to develop and use pacing calendars which are specifically aligned with general education literacy and content area instruction. ESL staff is also being supported in our current initiative of providing developmentally appropriate instruction.

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.

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.

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.

A review was conducted of Professional Development records for school year 2007-2008 and more recently of school year 2008-2009. The review confirms that all ESL and AIS staff are attending relevant content and methodology sessions. Our IEP teacher makes copies of all IEPs and distributes them to all teachers that work with these students. Direct questioning of staff confirms that they have read and are familiar with the specific details of children's special needs.

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?

Both AIS personnel attended workshops on Dyslexia and on differentiated instruction. Foundations and Wilson workshops were also attended by all Special Ed. and AIS personnel. Administration attended summer conference on Autism.

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.

A review was conducted of Professional Development records for school year 2007-2008 and more recently of school year 2008-2009. The review confirms that all AIS, CTT and our IEP teachers all attended relevant content and methodology sessions.

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?

All Special Ed assigned teachers attended detailed workshops on utilizing IEP Pro. Specific grade conferences were dedicated to focusing on teacher understanding of test modifications related to IEP students. Instructional Specialists support all teachers with special needs children with additional materials and teaching strategies. Our SAPIS worker and our Guidance Counselor support classroom teachers of children with special needs and regularly model behavior mod practices.

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.)
0 (currently, we do not have any students registered in this category)
2. Please describe the services you are planning to provide to the STH population.
When we do receive a student we are prepared to offer the family additional contact time with our Guidance counselor, our Parent Coordinator and our Sapis worker. In addition to this support for the family we also have in place a “new student” buddy system that connects an upper grade student to the new admit. This system aids greatly in transitional matters and offers excellent support on an social-academic level as well.

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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Batch15\Process\CEP_K185
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