



**P.S. 188K
THE MICHAEL E. BERDY SCHOOL
2009-2010
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
FINAL**

SCHOOL: (21/K188)

ADDRESS: 3314 NEPTUNE AVENUE, BROOKLYN, NEW YORK 11224

TELEPHONE: (718) 266-6380

FAX: (718) 266-7103

FINAL 1/6/10

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Part B. School Demographics and Accountability Snapshot

SECTION IV: NEEDS ASSESSMENT

SECTION V: ANNUAL SCHOOL GOALS

SECTION VI: ACTION PLAN

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

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

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

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

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 188 **SCHOOL NAME:** Michael E. Berdy

DISTRICT: 21 **SSO NAME/NETWORK #:** Integrated Curriculum and Instruction (ICI)/Network #1

SCHOOL ADDRESS: 3314 Neptune Avenue, Brooklyn, New York 11224

SCHOOL TELEPHONE: (718) 266-6380 **FAX:** (718) 266-6381

SCHOOL CONTACT PERSON: Diane Fero/Janice Jacobson **EMAIL ADDRESS:** jjacobs8@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON

Noemi Medina

PRINCIPAL

Fred Tudda

UFT CHAPTER LEADER

Noemi Medina

**PARENTS' ASSOCIATION
PRESIDENT**

Cindy Juarbe

STUDENT REPRESENTATIVE
(Required for high schools)

**COMMUNITY SCHOOL DISTRICT
SUPERINTENDENT**

Ann Marie Letteri-Baker

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: There should be one School Leadership Team (SLT) for each school. As per the *Chancellor's Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. 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 Chancellor's Regulations A-655 on SLT's*; 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 an explanation in lieu of his/her signature.*

| Name | Position/Constituency Represented | Signature |
|--------------------------|--|-----------|
| Fred Tudda | *Principal or Designee | |
| Noemi Medina | *UFT Chapter Chairperson or Designee | |
| Cindy Juarbe | *PA/PTA President or Designated Co-President | |
| Victorio Abadia | Parent | |
| Fran Axelrod | Teacher/Upper Grades | |
| Margaret De Simone | Parent | |
| Goldie Friede | Teacher/Upper Grades | |
| Andrew Friedland | Teacher/Classroom Teachers | |
| Altovise Green | Parent | |
| Erica Maswary | Teacher/Lower Grades | |
| Lucy Moorhouse | Data Specialist/Out of Classroom | |
| Bernice Suphal Ramkishun | Parent | |
| Marla Ramos | Parent | |
| Fior Torres | Parent | |
| | | |

* Core (mandatory) SLT members.

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

SECTION III: SCHOOL PROFILE

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.

The Michael E. Berdy School, P.S. 188, was built in 1923. The building is old, but in good repair. The entire building, including many classrooms, has been painted, giving our school a fresh, new look and giving our staff and students a bright, cheerful learning environment. Most of our classrooms have furniture with tables conducive to our Balanced Literacy and Math Programs. Three of our Early Childhood classrooms have lofts. Our hallways are adorned with literacy areas where our children can work independently within the Comprehensive Literacy Program. Our school auditorium, lunchroom and many of our classrooms have been air-conditioned. P.S. 188 is a Pre-Kindergarten through Grade 5 Title 1 Elementary School located in the Coney Island section of Brooklyn. We have two Pre-Kindergarten classes. In addition to our mainstream classes, we have one SIGMA class on each grade from Grade 1 through Grade 5. All the classes in our school, except for 3, have no more than 25 students. As outlined in the New Continuum, we have five self-contained special education classes; four are 12:1:1 and the other one is a 12:1 class, and we have 4 collaborative team teaching classes.

Our student population is as follows: we have a total of 590 students, 48.6% Black, 11.2% White, 30.7% Hispanic and 8.8% Asian. 48.7% of the population is male, and 51.3% is female. 27 of our students are English Language Learners. 97 of our students are either Resource Room students or students receiving related services. We are fortunate to be located in the seaside environment of Coney Island with close proximity to both the Coney Island Aquarium and the home of the Brooklyn Cyclones.

The student body is served by 78 professionals and support staff, including one principal, one assistant principal, 52 teachers, 1 coach, 1 guidance counselor, 5 paraprofessionals, three secretaries, one school safety officer, two deans, one parent coordinator, 4 school aides/Family Assistants, 1 full time and 2 part time speech teachers. 100% of our teachers are fully licensed, certified and permanently assigned to our school. 88.5% of our teachers have more than two years teaching in our school. 76.9% of our teachers have more than 5 years teaching experience, and 96% of our teachers possess a master's degree or higher. We also have an in house U.F.T. Teacher's Center with a full time U.F.T. teacher in charge, and a Literacy Coach. Our staff attendance is excellent – the number of staff absences has decreased from last year,

We set high expectations for all our students at P.S. 188. The partnership between our parents, community and school helps all of our students to reach their potential.

The philosophy of No Child Left Behind lends itself to our school mission and vision.

Our school has selected and is now participating in the Integrated Curriculum Instruction (ICI) Network. Ann Marie Letteri-Baker is our Superintendent, and our Network Leader is Wendy Karp.

There are presently 6 students receiving Resource Room/Consultant Teacher services. This is being conducted through both “push-in and pull-out” models.

Some of the ways that we use to improve student performance in literacy is by combining the Comprehensive Literacy approach consisting of: independent/shared reading, guided reading, literacy centers, literacy circles, writer’s workshops, interactive read aloud, word study and running records with a new and innovative basal reading program. This will give our students the best of both worlds. We will continue to use Author, genre and thematic studies to enhance our literacy programs. The SRA Reading Program, the Wilson Reading Program as well as Wilson Foundations are used for those children in need of Academic Intervention. Our Kindergarten classes are using a special program – The Early Childhood Reading Streets – Big Book Series. Our school library, classroom libraries, smaller class sizes, support personnel, a literacy coach, staff developer and school librarian all work together to support literacy instruction.

One of our goals for the forthcoming school year is to increase our school’s reading scores. Our aim is to increase the number of students at Levels 3 and 4 in reading and decrease the number of students at Levels 1 and 2. Academic Intervention Services will help us achieve these goals.

Presently our entire school is using Everyday Math. Our Academic Intervention Personnel use the Breakaway Math program with their students. We would like to see our math scores increase on Levels 3 & 4 and move our students on Levels 1 & 2 into Levels 3 & 4.

Our state of the art dance studio continues to be a showplace. Our students utilize this studio for dance and movement. Our teachers and parents have the opportunity to use this studio when it is available. We have now opened our Art Gallery as well. This museum allows us the opportunity to showcase the artwork of our students and staff.

At risk students are those performing at the lowest levels (1 and 2) on standardized tests as well as those showing deficiencies. The WRAP program is one tool for assessment. Teacher judgment, as well as the use of ECLAS assessments, plays a major role in determining at risk students in our lower grades.

All AIS services are provided to students by or under the supervision of a certified teacher. The amount of time a student will be provided with services will vary according to individual student needs as well as availability of service. We address the specific needs of those sub-groups that have not met the AYP Safe Harbor

The following **Services** are in place:

- Guidance Services
- Extended Day Program
- After-School and Before-School Programs:
- Summer School
- Academic Interventions Programs
- Literacy Block
- Mathematics
- Academic Intervention Services/Pupil Personnel Team
- Students with Disabilities
- Students Intellectually Gifted Multitalented Achievers (S.I.G.M.A.)
- ELL Program
- Library Program

Music Enrichment
Project Arts
Student Government
Enrichment Programs
Community Based Partnerships

Additionally, we continue to incorporate the following programs into our school day:

Writing Process - A program emphasizing the writing of stories and books.
Interdisciplinary Approach- Curriculum areas are webbed together
Critical Thinking Learning Centers- Higher order activities with independent areas of work
Peer to Peer Tutoring - older children mentoring our younger ones.
Dance Club- Expressive, creative dance programs for students in all grades
Chorus- A body of angelic voices from grades 3-5.
Homework Help Library Program
Student Conducted Morning Announcements
Book Project – Students As Authors – each child will publish a hard-covered literary masterpiece
Principal Book Club
School Enrichment Model
School Bookstore
Visual Arts Club
Family Weekend Literacy Events, Math Events, Physical Education Events, Art Events, ELL Events
Readers' Theater
Leadership Team
Professional Development
School Wide Planning Program

P.S. 188 is committed to effective education through an inter-disciplinary approach to learning. This includes high standards set for all students with an emphasis on Early Childhood literacy. This in turn extends to our upper grade classes thus providing opportunity for success in all grades.

No child is ever left behind at P.S. 188!

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) will be available for download by each school on the NYCDOE website. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided. (The URL for download will be posted in the May 20th edition of “Principals’ Weekly.”)

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. 188 Michael E. Berdy | | | | | | | | |
| District: | 21 | DBN: | 21K188 | School BEDS Code: | 332100010188 | | | | |
| 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 | 52 | 41 | 38 | | 91.2 | 90.7 | 92.0 | | |
| Kindergarten | 85 | 99 | 74 | | | | | | |
| Grade 1 | 102 | 97 | 96 | Student Stability - % of Enrollment: | | | | | |
| Grade 2 | 93 | 96 | 90 | (As of June 30) | 2006-07 | 2007-08 | 2008-09 | | |
| Grade 3 | 118 | 113 | 91 | | 93.2 | 95.1 | 93.0 | | |
| Grade 4 | 118 | 113 | 91 | | | | | | |
| Grade 5 | 111 | 115 | 106 | Poverty Rate - % of Enrollment: | | | | | |
| Grade 6 | 0 | 0 | 0 | (As of October 31) | 2006-07 | 2007-08 | 2008-09 | | |
| Grade 7 | 0 | 0 | 0 | | 82.4 | 82.4 | 82.4 | | |
| Grade 8 | 0 | 0 | 0 | | | | | | |
| Grade 9 | 0 | 0 | 0 | Students in Temporary Housing - Total Number: | | | | | |
| Grade 10 | 0 | 0 | 0 | (As of June 30) | 2006-07 | 2007-08 | 2008-09 | | |
| Grade 11 | 0 | 0 | 0 | | 4 | 7 | 18 | | |
| Grade 12 | 0 | 0 | 0 | | | | | | |
| Ungraded | 0 | 1 | 0 | Recent Immigrants - Total Number: | | | | | |
| Total | 679 | 658 | 589 | (As of October 31) | 2006-07 | 2007-08 | 2008-09 | | |
| | | | | | 1 | 2 | 3 | | |
| 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 | 61 | 69 | 53 | Principal Suspensions | 10 | 15 | 31 | | |
| # in Collaborative Team Teaching (CTT) Classes | 9 | 12 | 28 | Superintendent Suspensions | 3 | 9 | 6 | | |
| Number all others | 33 | 25 | 16 | | | | | | |
| <i>These students are included in the enrollment information above.</i> | | | | Special High School Programs - Total Number: | | | | | |
| | | | | (As of October 31) | 2006-07 | 2007-08 | 2008-09 | | |
| | | | | CTE Program Participants | 0 | 0 | 0 | | |
| | | | | Early College HS Program Participants | 0 | 0 | 0 | | |
| English Language Learners (ELL) Enrollment: (BESIS Survey) | | | | Number of Staff - Includes all full-time staff: | | | | | |
| (As of October 31) | 2006-07 | 2007-08 | 2008-09 | (As of October 31) | 2006-07 | 2007-08 | 2008-09 | | |
| # in Transitional Bilingual Classes | 0 | 0 | 0 | | | | | | |
| # in Dual Lang. Programs | 0 | 0 | 0 | | | | | | |
| # receiving ESL services only | 24 | 30 | 31 | Number of Teachers | 56 | 54 | 52 | | |

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 | 0 | 1 | Number of Administrators and Other Professionals | 7 | 13 | 12 |
| These students are included in the General and Special Education enrollment information above. | | | | Number of Educational Paraprofessionals | N/A | 6 | 5 |
| 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 | 96.4 | 98.1 | 100.0 |
| | | | | % more than 2 years teaching in this school | 75.0 | 83.3 | 88.5 |
| | | | | % more than 5 years teaching anywhere | 55.4 | 66.7 | 76.9 |
| Ethnicity and Gender - % of Enrollment: | | | | % Masters Degree or higher | 93.0 | 93.0 | 96.0 |
| (As of October 31) | 2006-07 | 2007-08 | 2008-09 | % core classes taught by "highly qualified" teachers (NCLB/SED definition) | 80.0 | 95.7 | 97.1 |
| American Indian or Alaska Native | 0.3 | 0.6 | 0.3 | | | | |
| Black or African American | 50.7 | 48.8 | 48.6 | | | | |
| Hispanic or Latino | 24.3 | 29.6 | 30.7 | | | | |
| Asian or Native Hawaiian/Other Pacific Isl. | 10.6 | 9.3 | 8.8 | | | | |
| White | 14.1 | 11.7 | 11.2 | | | | |
| Male | 46.5 | 47.7 | 48.7 | | | | |
| Female | 53.5 | 52.3 | 51.3 | | | | |
| 2009-10 TITLE I STATUS | | | | | | | |
| √ | Title I Schoolwide Program (SWP) | | | | | | |
| | Title I Targeted Assistance | | | | | | |
| | Non-Title I | | | | | | |
| Years the School Received Title I Part A Funding: | | | | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
| | | | | √ | √ | √ | √ |
| NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY | | | | | | | |
| SURR School (Yes/No) | If yes, area(s) of SURR identification: | | | | | | |
| Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance: | | | | | | | |
| √ | In Good Standing (IGS) | | | | | | |
| | School in Need of Improvement (SINI) – Year 1 | | | | | | |
| | School in Need of Improvement (SINI) – Year 2 | | | | | | |
| | NCLB Corrective Action (CA) – Year 1 | | | | | | |
| | NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR) | | | | | | |
| | NCLB Restructuring – Year ____ | | | | | | |
| | School Requiring Academic Progress (SRAP) – Year ____ | | | | | | |

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

| | | | | | | | |
|---|--------|--|--|------------------------|--|--|--|
| Individual Subject/Area Ratings: | | | | | | | |
| Elementary/Middle Level | | | | Secondary Level | | | |
| ELA: | SINI 1 | | | ELA: | | | |
| Math: | IGS | | | Math: | | | |
| Science: | IGS | | | Graduation Rate: | | | |

| | | | | | | | |
|---|--|--------------------------------|----------|----------|------------------------|----------|-----------|
| This school's Adequate Yearly Progress (AYP) determinations for each accountability measure: | | | | | | | |
| | | Elementary/Middle Level | | | Secondary Level | | |
| Student Groups | | ELA | Math | Science | ELA | Math | Grad Rate |
| All Students | | √ | √ | √ | | | |
| Ethnicity | | | | | | | |
| American Indian or Alaska Native | | - | - | | | | |
| Black or African American | | √ | √ | √ | | | |
| Hispanic or Latino | | √ | √ | - | | | |
| Asian or Native Hawaiian/Other Pacific Islander | | √ | √ | - | | | |
| White | | √ | √ | - | | | |
| Other Groups | | | | | | | |
| Students with Disabilities | | √SH | √ | - | | | |
| Limited English Proficient | | - | - | - | | | |
| Economically Disadvantaged | | √ | √ | √ | | | |
| Student groups making AYP in each subject | | 7 | 7 | 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: | 90.7 | | | Quality Statement Scores: | | | |
| Category Scores: | | | | Quality Statement 1: Gather Data | | | |
| School Environment: | 13.5 | | | Quality Statement 2: Plan and Set Goals | | | |
| <i>(Comprises 15% of the Overall Score)</i> | | | | Quality Statement 3: Align Instructional Strategy to Goals | | | |
| School Performance: | 20.6 | | | Quality Statement 4: Align Capacity Building to Goals | | | |
| <i>(Comprises 30% of the Overall Score)</i> | | | | Quality Statement 5: Monitor and Revise | | | |
| Student Progress: | 50.6 | | | | | | |
| <i>(Comprises 55% of the Overall Score)</i> | | | | | | | |
| Additional Credit: | 6 | | | | | | |

| | | | | | | | |
|---|--|--|--|---|--|--|--|
| 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.

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| Progress Report Results – 2008-09 | | Quality Review Results – 2008-09 | |
|--|------|--|----------------|
| Overall Letter Grade | A | Overall Evaluation: | Well developed |
| Overall Score | 93.0 | Quality Statement Scores: | |
| Category Scores: | | Quality Statement 1: Gather Data | Well developed |
| School Environment (Comprises 15% of the Overall Score) | 11.1 | Quality Statement 2: Plan and Set Goals | Well developed |
| School Performance (Comprises 30% of the Overall Score) | 17.8 | Quality Statement 3: Align Instructional Strategy to Goals | Well developed |
| Student Progress (Comprises 55% of the Overall Score) | 55.1 | Quality Statement 4: Align Capacity Building to Goals | Well developed |
| Additional Credit | 9.0 | Quality Statement 5: Monitor and Revise | Well developed |
| <i>Note: Progress Report grades are not yet available for District 75 schools.</i> | | | |

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.) 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 highlights 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?
-

A comprehensive review of our school's educational program regarding student performance trends indicates a weakness in the following areas: vocabulary, listening comprehension, reading accuracy, and writing.

A Fall and Spring ECLAS-2 assessment tool is used to determine the progress of each student. ECLAS-2 is the Department of Education's Early Childhood Literacy Assessment System that is given to children in grades Kindergarten through 3. It helps the teachers look at individual students' progress in learning the skills necessary to read and write and to help the teachers develop an appropriate instructional program. It consists of activities that measure progress in literacy skills, including phonemic awareness, phonics, reading and oral expression, listening and writing. Those students in Grades 2 who score a Level 5 in reading and oral expression are required to take the EPAL reading assessment in the spring. All of Grade 3 will be taking the EPAL reading test. We had 71 Grade 2 children take the EPAL test in the spring of 2009, and 120 Grade 3 children take the EPAL. Through the examination of the above data sources, we conclude that many of our Early Childhood students are weak in those areas highlighted in the ECLAS 2 assessment, especially writing.

**THREE YEAR TRENDS ANALYSIS OF ELA PERFORMANCE
ALL TESTED STUDENTS GRADE 3 – ELA PERFORMANCE ON STATE ASSESSMENTS**

| Year | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Levels 3&4 | |
|------|---------|------|---------|------|---------|------|---------|------|------------|------|
| | GE | SpEd | GE | SpEd | GE | SpEd | GE | SpEd | GE | SpEd |
| | % | % | % | % | % | % | % | % | % | % |
| 2009 | 5.3 | 6.7 | 19.7 | 53.3 | 65.8 | 40.0 | 9.2 | 0.0 | 75.0 | 40.0 |
| 2008 | 1.5 | 35.7 | 18.2 | 39.3 | 72.7 | 21.4 | 7.6 | 3.6 | 80.3 | 25.0 |
| 2007 | 4.2 | 33.3 | 34.7 | 52.4 | 54.7 | 14.3 | 6.3 | 0 | 61.1 | 14.3 |

Although there was a slight rise in the percentage of general education students scoring level 1 from 2007 to 2009 over the 3 year period, 2007-2009, the trend for our Grade 3 students is moving in a positive direction. We strive to continue to move our students from Levels 1 & 2 into Levels 3 & 4. When examining the results for our Students with Disabilities population, we find that there is much improvements on all levels. We will continue programming to ensure future growth.

**THREE YEAR TRENDS ANALYSIS OF ELA PERFORMANCE
ALL TESTED STUDENTS GRADE 4 – ELA PERFORMANCE ON STATE ASSESSMENTS**

| Year | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Levels 3&4 | |
|------|---------|------|---------|------|---------|------|---------|------|------------|------|
| | GE | SpEd | GE | SpEd | GE | SpEd | GE | SpEd | GE | SpEd |
| | % | % | % | % | % | % | % | % | % | % |
| 2009 | 0 | 14.8 | 19.4 | 63.0 | 75.8 | 22.2 | 4.8 | 0 | 80.6 | 22.2 |
| 2008 | 5.4 | 33.3 | 19.6 | 38.1 | 63.0 | 28.6 | 12.0 | 0 | 75.0 | 28.6 |
| 2007 | 4.7 | 53.8 | 44.2 | 38.5 | 51.2 | 7.7 | 0 | 0 | 51.2 | 7.7 |

Over the 3 year period, 2007-2009, the trend for our Grade 4 students is moving in a positive direction. A good percentage of our Students with Disabilities moved from Level 1 into Level 2. We look forward to their continued growth and to see more children scoring Levels 3 & 4 in 2010.

**THREE YEAR TRENDS ANALYSIS OF ELA PERFORMANCE
ALL TESTED STUDENTS GRADE 5 – ELA PERFORMANCE ON STATE ASSESSMENTS**

| Year | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Levels 3&4 | |
|------|---------|------|---------|------|---------|------|---------|------|------------|------|
| | GE | SpEd | GE | SpEd | GE | SpEd | GE | SpEd | GE | SpEd |
| | % | % | % | % | % | % | % | % | % | % |
| 2009 | 0 | 0 | 18.6 | 44.4 | 73.3 | 55.6 | 8.1 | 0 | 81.4 | 55.6 |
| 2008 | 0 | 7.1 | 11.9 | 53.6 | 82.1 | 39.3 | 6.0 | 0 | 88.1 | 39.3 |
| 2007 | 1.1 | 47.4 | 34.8 | 47.4 | 61.8 | 5.3 | 2.2 | 0 | 64.0 | 5.3 |

Over the 3 year period, 2007-2009, the trend for our Grade 5 students is moving in a positive direction. A good percentage of our Students with Disabilities moved from Level 1 into Level 2. We look forward to their continued growth and to see more children scoring Levels 3 & 4 in 2010.

**THREE YEAR TRENDS ANALYSIS OF MATH PERFORMANCE
ALL TESTED STUDENTS GRADE 3 – MATH PERFORMANCE ON STATE ASSESSMENTS**

| Year | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Levels 3&4 | |
|------|---------|------|---------|------|---------|------|---------|------|------------|------|
| | GE | SpEd | GE | SpEd | GE | SpEd | GE | SpEd | GE | SpEd |
| | % | % | % | % | % | % | % | % | % | % |
| 2009 | 0 | 0 | 2.6 | 7.1 | 68.4 | 78.6 | 28.9 | 14.3 | 97.4 | 92.9 |
| 2008 | 0 | 11.5 | 6.0 | 11.5 | 83.6 | 76.9 | 10.4 | 0 | 94.0 | 76.9 |
| 2007 | 2.0 | 23.8 | 9.2 | 33.3 | 61.2 | 42.9 | 27.6 | 0 | 88.8 | 42.9 |

Over the 3 year period, 2007-2009, the trend for our Grade 3 students is moving in a positive direction. We strive to continue to move our students from Levels 1 & 2 into Levels 3 & 4. When examining the results for our Students with Disabilities population, we find that there is much improvements on all levels. We will continue programming to ensure future growth. We are very pleased with our results, but we strive to continue showing improvement.

**THREE YEAR TRENDS ANALYSIS OF MATH PERFORMANCE
ALL TESTED STUDENTS GRADE 4 – MATH PERFORMANCE ON STATE ASSESSMENTS**

| Year | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Levels 3&4 | |
|------|---------|------|---------|------|---------|------|---------|------|------------|------|
| | GE | SpEd | GE | SpEd | GE | SpEd | GE | SpEd | GE | SpEd |
| | % | % | % | % | % | % | % | % | % | % |
| 2009 | 0 | 14.3 | 6.6 | 14.3 | 44.3 | 46.4 | 49.2 | 25.0 | 93.4 | 71.4 |
| 2008 | 1.1 | 0 | 14.1 | 66.7 | 54.3 | 28.6 | 30.4 | 4.8 | 84.8 | 33.3 |
| 2007 | 2.4 | 55.6 | 19.0 | 22.2 | 54.8 | 22.2 | 23.8 | 0 | 78.6 | 22.2 |

Over the 3 year period, 2007-2009, the trend for our Grade 4 students is moving in a positive direction. In comparing our Students with Disabilities from 2008 to 2009, we note that there is a slight increase in the percentage of children scoring on level 1. However, a good percentage of our Students with Disabilities moved from Levels 1&2 into Levels 3&4. We look forward to their continued growth and to see more children scoring Levels 3 & 4 in 2010.

**THREE YEAR TRENDS ANALYSIS OF ELA PERFORMANCE
ALL TESTED STUDENTS GRADE 5 – MATH PERFORMANCE ON STATE ASSESSMENTS**

| Year | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Levels 3&4 | |
|------|---------|------|---------|------|---------|------|---------|------|------------|------|
| | GE | SpEd | GE | SpEd | GE | SpEd | GE | SpEd | GE | SpEd |
| | % | % | % | % | % | % | % | % | % | % |
| 2009 | 1.2 | 0 | 7.0 | 16.7 | 64.0 | 83.3 | 27.9 | 0 | 91.9 | 83.3 |
| 2008 | 2.4 | 10.7 | 10.8 | 28.6 | 59.0 | 60.7 | 27.7 | 0.0 | 86.7 | 60.7 |
| 2007 | 2.2 | 44.4 | 11.2 | 44.4 | 68.5 | 11.1 | 18.0 | 0 | 86.5 | 11.1 |

Over the 3 year period, 2007-2009, the trend for our Grade 5 students is moving in a positive direction. A good percentage of our Students with Disabilities moved from Level 1 into Level 2. We look forward to their continued growth and to see more children scoring Levels 3 & 4 in 2010 by using differentiated instructional initiatives.

Challenges for the Instructional Program:

In order to assure that all our students meet with success and can achieve at the state standards, the curriculum and instructional strategies we will be using include: Professional Development and teacher/parent workshops to target those sub-groups demonstrating weaknesses in particular areas. We assess past professional workshops for their relevance and effectiveness and make changes according to needs. The following are some of the most significant aids contributing to our continuous improvement:

New Programs

- *American Ballet Theater
- *Capezio Costumes
- *Applied for dance program grant
- *Student Incentives – Nets Basketball tickets, Mets Holiday breakfast, City programs
- *Ballet Tech
- *After school – “Read On” focusing on ELL student population – 2x wk/1 ½ hrs.
- *After school – CBO – YMCA – M-F and Holidays, 3-6 P M
- *Learning Leaders
- *Family Saturday programs
- *Physical Education grant – “Move to Improve”

Continuing Programs

- *A.I.S. for Special Needs – Corrective Reading in SRA for ELA
- *Academic Intervention Services
- *Writing portfolios and journals
- *Enrichment programs
- *Parent workshops
- *ELA and writing clusters
- *Continued use of literacy block
- *Professional development
- *Teachers’ use of ACUITY
- *Faculty and grade conferences
- *Principles of Learning
- *Smaller class size
- *Improving attendance
- *Focused walk-throughs
- *Quality review
- *School Leadership Team
- *Instructional team
- *Response to Intervention (RTI)
- *Special needs population
- *Professional development on Orton-Gillingham approach
- *Corrective reading from SRA
- *Wilson Reading Program
- *Foundations Reading Program
- *Network Support Specialists
- *Orton-Gillingham Approach
- *Family Weekend Programs
- *Classroom Leveled Libraries
- *Implementation of U.F.T. Teachers’ Center
- *Implementation of U.F.T. Teachers’ Center Coach
- *Learning Leaders reading volunteers
- *Principal-Teacher 1:1 Conference 3x/year

The barriers to our school's continuous improvement include: our children's lack of experiences and language necessary for their success in working to the standards. We have a wonderful parent coordinator who is working hard to help rectify this situation. She conducts parent workshops and provides an open line of communication with all parents. We have newsletters translated into many languages, and our ELL teacher is always available to help those parents who do not speak English. In order to help improve our students' experiences and language, we have instituted an Adopt a Student program. Each teacher will "adopt" several students, providing quality time or conversation. Our classes participate in many school trips to broaden our children's horizons. We also have many assembly programs, both in house and utilizing outside vendors.

Although we are seeing growth for our students on certain levels, we strive to increase the percentage of children working on or above State Standards. Our accomplishments include showing this growth by our children.

Our greatest accomplishment for the 2008-2009 school year is that our Students with Disabilities have met their AYP in the area of English Language Arts. We are no longer identified as a School In Need of Improvement for our Students with Disabilities. We are very proud of all our special programs which help our student improve and meet the standards. Our school has improved from a "C" to an "A" on the school report card! Therefore, we are an "A school in good standing".

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 2008-09 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

1. ELA

By June 2010 our grades 3, 4, and 5 students will demonstrate progress towards achieving state standards as measured by a 2% increase in students scoring at Levels 3 & 4 on the Spring NYS ELA Exams. This will be measured by the ECLAS, EPAL, and ACUITY/Periodic Assessments. After conducting our Needs Assessment, the School Leadership Team found that our general education students over the past 3 years have demonstrated some progress. We are always striving to improve. We will accomplish this through: Comprehensive Literacy Program including literacy blocks. AIS services, flexible reading groups, before and after school programs, and Saturday enrichment programs, small group instruction, parent involvement, attendance and lateness outreach, parent coordinator, early intervention strategies, author studies, leveled libraries, Principal Book Club, integration of writing in all curriculum areas, ELA and Writing clusters, professional development for staff and parents for techniques on working with ELL students and Students With Disabilities, coach modeling lessons, Foundations and Wilson Reading Programs, assessment binders, AIS/PPT meetings, increased use of graphic organizers, school book store, Data Inquiry Team, Instructional Team Meetings, Collaborative Inquiry Team Meetings, Think Tank collaborative sessions with teachers, best practices shared and modeled, SEM club hours, principal one on one meetings with teachers, use of technology in all areas.

2. Mathematics

By June 2010 our grades 3, 4, and 5 general education students will demonstrate progress towards achieving state standards as measured by a 2% increase in students scoring at Levels 3 & 4 on the May NYS Math Exam. After conducting our Needs Assessment, the School Leadership Team found that our general education students over the past 3 years have demonstrated some progress. We are always striving to improve. We will accomplish this through: Use of Everyday Math, Breakaway Math, Academic Intervention in the area of mathematics, small group instruction, increased use of manipulatives, cooperative learning groups, interdisciplinary approach to math instruction, sharing of best practices, student's portfolios, professional and staff development, grade and faculty conferences, use of technology, use of higher level questioning, coach modeling lessons, intense professional development in those areas where the student did not meet the standards, students becoming evaluators of their own work, School Enrichment Model, increased use of graphic organizers, student run book store, ACUITY, increased attendance, parent workshops, trips, assemblies, candy sale, ongoing “Think Tank” collaborative sessions with teachers, professional development in goal setting..

3. Students With Disabilities

By June 2010 our grades 3, 4, and 5 Students With Disabilities will demonstrate progress towards achieving state standards as measured by a 2% increase in students scoring at Levels 3 % 4 on the Spring NYS ELA Exam. After analyzing the last 3 years test results we see that there is an upward trend in the scores of our Students With Disabilities. However, we want to ensure that this trend is maintained. During the 2009-2010 school year, we will maximize instruction in English Language Arts for our Students With Disabilities subgroup in grades 3, 4, and 5, in the areas of identification of literary elements, collecting data and information, drawing conclusions, summarizing the main idea. We will accomplish this through: Monthly professional development for teachers of the S.W.D. population in ELA from internal and external educational sources, coach will target teachers who serve the S.W.D. population. Technology (classroom computers and SMART boards) will be used to address the visual, auditory, and kinesthetic tactile learners. Differentiated instruction will be implemented in these classrooms and in all related programs. Articulation between AIS and classroom teachers. Skills based reading program (Reading Streets) with ongoing professional development. Special needs SIN-AIS personnel, SRA/Corrective Reading Direct Instruction Program. Before and after school and Saturday programs. AIS/PPT Team, assemblies, trips. Our school librarian will be working in small group settings with our Students With Disabilities 6x a week, We will also have ongoing "Think Tank" collaborative sessions with teachers, professional development in goal setting.

4. Technology

By June 2010, there will be an improvement in student performance in literacy, language development, and math skills as a result of the use of content software and the internet, professional development, and parent workshops. There will be an incremental increase in the number of teacher who are prepared to integrate technology effectively into curriculum and instruction as measured by the number of ongoing sustained professional development activities.

5. Parent Involvement

By June 2010, there will be an increase of 25% of parent involvement and attendance at school events in our school, resulting in higher academic achievement for our children. We will accomplish this through: parent coordinator, Family Assistant, Saturday classes and programs, School Leadership Team, parent workshops, use of translated documents, ESL teacher translating at PTA meetings, school carnival, holiday and community shows, parent orientations, Author's Day.

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 2008-09 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.*

Subject/Area (where relevant): English Language Arts

| | |
|---|--|
| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>By June 2010 our grades 3, 4, and 5 students will demonstrate progress towards achieving state standards as measured by a 2% increase in students scoring at Levels 3 & 4 on the Spring NYS ELA Exams. This will be measured by the ECLAS, EPAL, and ACUITY/Periodic Assessments.</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p>Launch Professional Development with classroom teachers in goal setting in the area of ELA. Train teachers in how to identify students’ strengths and remediate their weaknesses. Develop and implement a parent notification system on individual student goals. Comprehensive literacy program including literacy blocks, innovative Scott-Foresman Reading Program, AIS services, flexible reading groups, before and after school and Saturday enrichment programs, small group instruction, parent involvement, attendance and lateness outreach, parent coordinator, early intervention strategies, author studies, leveled libraries, Principal and Assistant Principal Book of the Month Club, integration of writing in all curriculum areas, ELA and Writing clusters, professional development for staff and parents for techniques on working with ELL students and Students with Disabilities, coach modeling lessons, Foundations and Wilson Reading Programs, assessment binders, AIS/PPT meetings, increased use of graphic organizers, school bookstore, Data Inquiry Team meetings, Instructional Team meetings, best practices shared and modeled, SEM club hours, Principal one on one meetings with teachers, use of technology in all curriculum areas, ongoing “think tank” collaborative sessions with teachers to further and modify this initiative, goal setting charts, student goal setting index card boxes, parent notification letter of each goal setting cycle, benchmark assessment from the Reading Street program. Responsible staff members include: AIS personnel, classroom teachers, administration, parent coordinator, SEM teachers, AIS/PPT Team, Wilson and Foundation teachers. Target population: all students</p> |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p> | <p>Resources: Administrators, Classroom teachers, Academic Intervention Personnel, Speech teacher, SETSS personnel, school psychologist, guidance counselor, coach, deans, paraprofessionals, ELA and Writing clusters, library teacher, parent volunteers, Family Assistant, Parent Coordinator, Data Inquiry Team, Instructional Team, Leadership Team, UFT resource room, RTI advisor Staffing/Training: turnkey training for teachers, best practices shared, Data Inquiry Team, faculty and grade conferences, Orton Gillingham training, Scott Foresman representative training, RTI personnel, School Enrichment Model training, one on one Principal/Teacher meetings, coach, articulation with ELL teacher, deans, attendance teacher.</p> |

| | |
|--|--|
| | <p>Schedule: Literacy block, 5 days a week for 90 minutes, infused into all curriculum areas throughout the day. AIS – 45 minutes, minimum 3 times a week.</p> <p>Budget: Coach - \$7,000., Contract for Excellence money is used for coach), Data Specialist/Testing Coordinator - \$38,641., Writing and ELA clusters - \$74,549. each teacher. Classroom teachers (23) @ \$77,016. totaling \$1,771,368. A.I.S. teachers (4) @ \$77,016 totaling \$308,064., Supplies (Pocket charts, boxes, paper) \$1100. – General School Funds. These budget items are above and beyond classroom, AIS, and support monies.</p> |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p> | <p>Movement of students to a higher level on ECLAS, EPAL, Spring 2009 assessments. Minimum of 2% decrease in students in grades 3, 4, and 5 scoring on levels 1 and 2 on standardized tests. Evidence of growth in reading: fluency, vocabulary, quality of reader response, student portfolios, writing folders including writing samples, daily teacher observations of class work and homework, teacher made exams as measured by teacher assessments, Academic Intervention Personnel assessments, increased number of students working up to the standards, Orton Gillingham assessments, assessments for Foundations, Wilson, ECLAS, EPAL, WRAP, Predictives 3 times yearly, bi-monthly AIS assessments.</p> <p>Chapter 57 School Quality Review (SQR) recommendations: school should consider how to turnkey to share differentiated instructional approaches; examine research based programs used for instruction of SWD; focused classroom observations on how SWD and at risk students are being instructed through differentiated strategies.</p> |

| | |
|--|--|
| Subject/Area (where relevant): | Mathematics |
| Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i> | <p>By June 2010 our grades 3, 4, and 5 general education students will demonstrate progress towards achieving state standards as measured by a 2% increase in students scoring at Levels 3 % 4 on the May NYS Math Exam.</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>Launch Professional Development with classroom teachers in goal setting in the area of ELA. Train teachers in how to identify students' strengths and remediate their weaknesses. Develop and implement a parent notification system on individual student goals.</p> <p>Use of Everyday Math, Breakaway Math, Academic Intervention in the area of mathematics, small group instruction, increased use of manipulatives, cooperative learning groups, interdisciplinary approach to math instruction, sharing of best practices, student's portfolios, professional and staff development, grade and faculty conferences, use of technology, use of higher level questioning, coach modeling lessons, intense professional development in those areas where the student did not meet the standards, students becoming evaluators of their own work, School Enrichment Model, increased use of graphic organizers, student run book store, ACUITY, increased attendance, parent workshops, trips, assemblies, candy sale.</p> <p>Responsible staff members include: AIS personnel, classroom teachers, administration, parent coordinator, SEM teachers, coach. Benchmark assessments from Everyday mathematics program, Principal one on one meetings with teachers, use of technology in all curriculum areas, ongoing "think tank" collaborative sessions with teachers to further and modify this initiative, goal setting charts, student goal setting index card boxes, parent notification letter of each goal setting cycle.</p> <p>Target population: all students</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>Resources: Administrators, Classroom Teachers, AIS personnel, coach, deans, ELL teacher, Special education and resource teacher, CTT, guidance counselor, school psychologist, SETSS, Leadership Team, Instructional Team, Data Inquiry Team, parent coordinator, Family Assistant, UFT Resource Room.</p> <p>Staffing/Training: turnkey training for teachers, best practices shared, Data Inquiry Team, faculty and grade conferences, RTI personnel, School Enrichment Model training, one on one Principal/Teacher meetings, coach, articulation with ELL teacher, deans, attendance teacher.</p> <p>Schedule: 60 minute math block, 5 days a week. AIS – 45 minutes, minimum 3 times weekly.</p> <p>Budget: Coach - \$37,000., Contract for Excellence money is used for coach. These budget items are above and beyond classroom, AIS, and support monies.</p> <p>Classroom teachers (23) @ \$77,016. totaling \$1,771,368. A.I.S. teachers (4) @ \$77,016 totaling \$308,064., Supplies (Pocket charts, boxes, paper) \$1100. – General School Funds.</p> |

Indicators of Interim Progress and/or Accomplishment

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

Movement of students by 3% on Spring, 2009 NYS Math Standardized test. Evidence of growth in math: GROW report, student portfolios, teacher exams, daily observations, teacher assessments, flexible groups, increased number of parents at workshops, improvement of students in the areas of problem solving and critical thinking as noted through assessments, Predictives 3 times yearly, bi-monthly AIS assessments, Family Fun Saturdays.

Chapter 57 School Quality Review (SQR) recommendations: school should consider how to turnkey to share differentiated instructional approaches; examine research based programs used for instruction of SWD; focused classroom observations on how SWD and at risk students are being instructed through differentiated strategies; more hands on activities; more instruction on how to read and interpret math word problems.

| Subject/Area (where relevant): | Students With Disabilities |
|---|---|
| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>By June 2010 our grades 3, 4, and 5 Students With Disabilities will demonstrate progress towards achieving state standards as measured by a 2% increase in students scoring at Levels 3 % 4 on the Spring NYS ELA Exam</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p>Launch Professional Development with classroom teachers in goal setting in the area of ELA. Train teachers in how to identify students’ strengths and remediate their weaknesses. Develop and implement a parent notification system on individual student goals.</p> <p>Monthly professional development for teachers of the S.W.D. population in ELA from internal and external educational sources, coach will target teachers who serve the S.W.D. population. Technology (classroom computers and SMART boards) will be used to address the visual, auditory, and kinesthetic tactile learners. Differentiated instruction will be implemented in these classrooms and in all related programs. Articulation between AIS and classroom teachers. Skills based reading program (Reading Streets) with ongoing professional development. Special needs SINI-AIS personnel, SRA/Corrective Reading Direct Instruction Program. Before and after school and Saturday programs. AIS/PPT Team, assemblies, trips.</p> <p>Responsible staff members include: Administrators, special education teachers, CTT teachers, SAT teacher, paraprofessionals, special needs SINI-AIS personnel, parents, RTI personnel, coach, guidance counselor, school psychologist.</p> <p>Principal one on one meetings with teachers, use of technology in all curriculum areas, ongoing “think tank” collaborative sessions with teachers to further and modify this initiative, goal setting charts, student goal setting index card boxes, parent notification letter of each goal setting cycle.</p> <p>Target population: all students with disabilities</p> |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p> | <p>Resources: Administrators, Classroom Teachers, AIS personnel, coach, deans, ELL teacher, Special education and resource teachers, CTT teachers, guidance counselor, school psychologist, SETSS, Leadership Team, Instructional Team, Data Inquiry Team, parent coordinator, Family Assistant, UFT Resource Room, ELA and Writing cluster teachers, Library teacher., AIS/PPT Team.</p> <p>Staffing/Training: turnkey training for teachers, best practices shared, Data Inquiry Team, faculty and grade conferences, Orton Gillingham training, Scott Foresman representative, RTI personnel, School Enrichment Model training, one on one Principal/Teacher meetings, coach, articulation with ELL teacher, deans, attendance teacher.</p> <p>Schedule: 45 minute literacy block, 5 days a week. Special needs SINI-AIS personnel – 3 days/ 6 periods per week.</p> <p>Budget: Program built into cluster’s schedule - \$77,000.</p> |

| | |
|---|---|
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p> | <p>Student is working at or beyond goals set on IEP. ELA scores for the S.W.D. population. Assessments, student portfolios, student binders, teacher observations, ECLAS, Predictives, teacher made exams.</p> <p>Chapter 57 School Quality Review (SQR) recommendations: assess and implement after school instructional activities for SWD; implement AIS requirements so that all Level a 1 and Level 2 students receive supplemental instruction in ELA and/or math during the school day or in extended day programs; reallocate resources based on needs and results in all areas.</p> |
|---|---|

| Subject/Area (where relevant): | Technology |
|---|---|
| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>By June 2010, there will be an improvement in student performance in literacy, language development, and math skills as a result of the use of content software and the internet, professional development, and parent workshops. There will be an incremental increase in the number of teacher who are prepared to integrate technology effectively into curriculum and instruction as measured by the number of ongoing sustained professional development activities.</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p>We will use computer technology to support and enhance our Comprehensive Literacy Program and our math programs. Our Academic Intervention Specialists will work with small groups using technology to enhance instruction and to use specialized strategies to meet the needs of those populations not working up to the standards or exhibiting weaknesses in specific areas. We will use the following activities to enhance technology instruction: Interdisciplinary approach to learning, strengthening writing process, computers and laptops in most classrooms and cluster rooms with age and level appropriate software, LAP. P.S. 188 website, teachers accessing ACUITY information and using it to drive instruction, professional development in the areas of computer technology, use of software, using the internet as a research tool, general trouble shooting, student portfolios.</p> |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p> | <p>Resources: : Administrators, computer cluster teacher, classroom teachers, coach, AIS personnel, ELL and Special Education personnel, materials and instructional supplies, Network personnel Staffing/Training: Technology cluster teacher, turnkey training for teachers, administration, coach, Data Inquiry Team, faculty and grade conferences, School Enrichment Model training, one on one Principal/Teacher meetings, articulation with ELL teacher, deans, attendance teacher. Schedule: 45 minute period with technology cluster teacher, classroom lessons, SEM. Budget : 1 technology cluster teacher - \$77,016.00, NYSTL Hardware \$6,816., NYSTL Software \$5,681. These budget items are above and beyond classroom, AIS, and support monies.</p> |
| <p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p> | <p>Computer work folders, student portfolios, evidence of research work on internet, improved standardized test scores, teacher observation, increase in the number of teachers using computer technology in the classroom, increase in the number of teachers using ACUITY to drive instruction, teacher observation.</p> |

Subject/Area (where relevant): Parent Involvement

| | |
|---|---|
| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>By June 2010, there will be an increase of 25% of parent involvement and attendance at school events in our school, resulting in higher academic achievement for our children. We will accomplish this through: parent coordinator, Family Assistant, Saturday classes and programs, School Leadership Team, parent workshops, use of translated documents, ESL teacher translating at PTA meetings, school carnival, holiday and community shows, parent orientations, Author’s Day.</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p>Through school workshops, PTA meetings, student/teacher performances, and parent teacher conferences, our parents will be informed and trained on how to assist their children in meeting or exceeding the standards. Our wonderful parent coordinator will play a large role in coordinating workshops and meetings. Parent workshops will include hands-on and practical activities. Our Family Assistant, AIS personnel, SETSS personnel, classroom teachers, Guidance personnel, school psychologist, deans, paraprofessionals will all be involved in parent outreach. There will be flexible times for PTA, Leadership, and other parent meetings. Parent volunteers will be encouraged to assist in classrooms; electronic message board; outside message board; Leadership Team parent resource room; translated memos to parents, Title 1 PAC; ELL teacher will be available to translate at parent meetings; encourage parents to accompany class trips, outreach by parent coordinator, informational updates on school website, monthly parent newsletter, utilize DOE and in house staff as translators as needed, Family Saturday programs, Learning Leaders. Responsible staff members include: AIS personnel, classroom teachers, administration, parent coordinator, PTA, School Leadership Team, Pre K Social Worker Target population: all students and parents</p> |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p> | <p>Resources: Administration, Parent Coordinator, PTA Executive Board, Classroom teachers, AIS personnel, PPT Team, ELL teacher, Leadership Team, parent volunteers, Family Assistant, Data Inquiry Team, access to school website on Department of Education website, UFT resource center, parent room, Pre K Social Worker. Staffing/Training: turnkey training for teachers’ to conduct workshops in all curriculum areas for parents, including ELL and Students with Disabilities, RTI personnel. Schedule: Monthly parent workshops, monthly PTA meetings, weekly Leadership Team meetings, daily parent volunteers, current messages on message boards, teacher newsletters, school newsletters, parent teacher conferences, parent teas, assembly programs, special classroom holiday activities, school messenger telephone system. Budget: Parent Coordinator - \$34,275. Family Assistant - \$22,000., Pre K Social Worker - \$16,516. Parent Involvement Funds -\$6,474. These budget items are above and beyond classroom, AIS, and support monies.</p> |
| <p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p> | <p>Increased number of parents who participate in parent workshops, increased participation at Leadership team meetings, increased parent outreach by school staff, increased attendance at our Family Fun Saturday events, Spring Carnival, increased parent participation in school events, parent surveys and questionnaires, Learning Environment Survey, In House Quality Review, improvement in student scores on standardized and teacher made tests, attendance sheets at parent workshops, feedback from CEC school liaison, safety agent sign in book.</p> |

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), 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 SINI AND SRAP SCHOOLS

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: CONTRACT FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2009-2010 – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

| Grade | ELA | Mathematics | Science | Social Studies | At-risk Services: Guidance Counselor | At-risk Services: School Psychologist | At-risk Services: Social Worker | At-risk Health-related Services |
|-------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|--------------------------------------|---------------------------------------|---------------------------------|---------------------------------|
| | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS |
| K | 15 | N/A | N/A | N/A | 2 | N/A | 2 | N/A |
| 1 | 15 | N/A | N/A | N/A | 1 | N/A | 1 | N/A |
| 2 | 15 | N/A | N/A | N/A | 4 | N/A | | N/A |
| 3 | | | N/A | N/A | 14 | N/A | | N/A |
| 4 | 26 | 27 | 5 | N/A | 9 | N/A | 1 | N/A |
| 5 | 36 | 26 | 2 | N/A | 9 | N/A | | N/A |
| 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><u>American Ballet Theater</u> – in school instruction and trips to ballet</p> <p><u>Capezio Costumes</u> – professional costumes for school productions</p> <p><u>Applied for dance program grant</u></p> <p><u>Ballet Tech</u> –students are trained by a dance professional</p> <p><u>Nets basketball tickets, Mets Holiday Breakfast, City programs</u> – student/parent incentives</p> <p><u>After school program – “Read On”, focusing on ELL students</u> – 2x week/1 ½ hrs</p> <p><u>Learning Leaders</u> – adult volunteer providing AIS</p> <p><u>Family Saturday Programs</u> – student/parent workshops</p> <p><u>“Move to Improve” – Physical Education grant</u> – instructional student program and equipment</p> <p><u>Wilson Program</u> – a phonics based literacy program, 45 minute period 5 days a week.</p> <p><u>Foundations Reading Program</u> – a phonics based literacy program from Wilson for lower grade students – 45 minute period 5 days a week.</p> <p><u>A.I.S. for Special Needs</u> – Corrective Reading in SRA for ELA.</p> <p><u>Summer Academy</u>- A summer program that provides AIS for those children not meeting the standards on the standardized tests. It also provides enrichment for Grades K and 1. This summer our children will attend summer programs at alternative locations as mandated by the Department of Education. 4 hours a day, 4 days a week.</p> <p><u>The Wright Group</u> – reading program incorporating literature of many genres. Coordinated with other reading programs.</p> <p><u>Grades 3,4 5</u> – after school enrichment programs with an emphasis on testing skills and strategies – 2 days a week, 90 minutes</p> <p><u>YWCA</u> – after school program – 5 days a week, 2 hours</p> <p><u>Title 3 ELL</u> – Family fun days</p> <p><u>Principal’s Book Club</u> – a weekly book club for grade 4 and 5 children – 50 minutes</p> <p><u>Assistant Principal’s Book Club</u> – a weekly book club, 50 minutes</p> <p><u>Book of the Month</u> – monthly ongoing activity</p> <p><u>School Enrichment Model</u> – school enrichment clubs for grades 3,4,5, once a week, 90 minutes</p> <p><u>Breakthrough to Literacy</u> – a computer based Kindergarten program providing individualized instruction, ongoing in classrooms</p> <p><u>Bookstore</u> funded through School Wide Industries, daily – 30 minutes</p> |

| | |
|----------------------------|--|
| | <p><u>Computer Technology</u> – used for Academic Intervention, ongoing <u>PRIM</u> – encouraged use of PRIM manual, as needed <u>Students as Authors</u> – school wide writing initiative, ongoing <u>Assessment binders</u> - ongoing <u>Scott Foresman</u> reading program – daily, 90 minutes <u>Infusion of writing</u> in all curriculum areas – throughout school day <u>Best Practices</u> shared and modeled - ongoing</p> |
| <p>Mathematics:</p> | <p>Our funded math program consists of both the push-in and pull-out models. Children work in small groups using hands-on activities to strengthen their math skills and help them work towards meeting the standards. Children receive funded math services three times a week for a 45 minute period.</p> <p><u>American Ballet Theater</u> – in school instruction and trips to ballet</p> <p><u>Capezio Costumes</u> – professional costumes for school productions</p> <p><u>Applied for dance program grant</u></p> <p><u>Ballet Tech</u> –students are trained by a dance professional</p> <p><u>Nets basketball tickets, Mets Holiday Breakfast, City programs</u> – student/parent incentives</p> <p><u>After school program</u> – “Read On”, focusing on Ell students – 2x week/1 ½ hrs</p> <p><u>Learning Leaders</u> – adult volunteer providing AIS</p> <p><u>Family Saturday Programs</u> – student/parent workshops</p> <p>“<u>Move to Improve</u>” – Physical Education grant – instructional student program and equipment</p> <p><u>Breakaway Math</u> – a program to strengthen math skills, 5 days a week, 45 minutes</p> <p><u>Grades 3,4 5</u> after school enrichment program, 2 days a week, 90 minutes</p> <p><u>School Bookstore</u> – students work as store clerks, daily 30 minutes</p> <p><u>School Enrichment Modl</u> – enrichment clubs for grades 3,4,5 – once a week, 90 minutes</p> <p><u>Math Coach</u> – part time</p> |
| <p>Science:</p> | <p>We use an interdisciplinary approach to give academic intervention services in the area of science.</p> <p><u>School Enrichment Model</u> - enrichment clubs for grades 3,4,5 – once a week, 90 minutes</p> <p><u>2 Science Cluster teachers</u> – one lower grade (Pre K – 2) and the other upper grades (3-5) who provide staff development to all teachers. - 45 minute periods</p> <p><u>American Ballet Theater</u></p> <p><u>Capezio Costumes</u></p> <p><u>Applied for dance program grant</u></p> <p><u>Ballet Tech</u></p> <p><u>Nets basketball tickets, Mets Holiday Breakfast, City programs</u></p> <p><u>After school program</u> – “Read On”, focusing on Ell students – 2x week/1 ½ hrs</p> |

| | |
|--|---|
| | <p><u>Learning Leaders</u></p> <p><u>Family Saturday Programs</u></p> <p>“Move to Improve” – Physical Education grant</p> |
| Social Studies: | <p>We use an interdisciplinary approach to give academic intervention services in the area of social studies.</p> <p><u>School Enrichment Model</u> - enrichment clubs for grades 3,4,5, once a week, 90 minutes</p> <p><u>School trips and assemblies</u> - periodically</p> <p><u>Guest speakers</u> – periodically</p> <p><u>American Ballet Theater</u> – in school instruction and trips to ballet</p> <p><u>Capezio Costumes</u> – professional costumes for school productions</p> <p><u>Applied for dance program grant</u></p> <p><u>Ballet Tech</u> –students are trained by a dance professional</p> <p><u>Nets basketball tickets, Mets Holiday Breakfast, City programs</u> – student/parent incentives</p> <p><u>After school program</u> – “Read On”, focusing on ELL students – 2x week/1 ½ hrs</p> <p><u>Learning Leaders</u> – adult volunteer providing AIS</p> <p><u>Family Saturday Programs</u> – student/parent workshops</p> <p><u>“Move to Improve” – Physical Education grant</u> – instructional student program and equipment</p> |
| At-risk Services Provided by the Guidance Counselor: | <p>Our guidance counselor provides general individual counseling for students. In addition, the guidance counselor teaches behavior modification techniques, problem solving skills, anger management skills, decision making strategies, self-esteem activities. Our guidance counselor is a member of our School Academic Intervention/Pupil Personnel Team. 45 minute periods</p> |
| At-risk Services Provided by the School Psychologist: | <p>Our school psychologist tests our children who are referred to special education. Our school psychologist is a member of our School Academic Intervention/Pupil Personnel Team. As needed</p> |
| At-risk Services Provided by the Social Worker: | <p>Our social worker is the school’s child abuse specialist, provides suicide intervention, takes social histories for special education, conducts parent workshops, and provides sex education. Our social worker is a member of our School Academic Intervention/Pupil Personnel Team. Our Pre-K social worker works with Pre K students and their families who are in need of assistance and/or guidance. As needed</p> |
| At-risk Health-related Services: | <p>Not applicable</p> |

Appendix 2: Program Delivery For English Language Learners (ELLs)

NCLB/SED requirement for all schools

LAP Narrative

Upon registration parents fill out a Home Language Identification Survey form. Our ELL teacher, who is NYC and NYS ELL certified, interviews parents of students identified as eligible for LAB-R testing (another language is spoken at home). Program choices available to students are explained to parents in their native languages (when available); in addition parents view a video (in their native language) describing the programs available (ie: ESL, Bilingual, Dual Language). Parents are invited to parent orientations within the first 10 days of student entry to school. Parents fill out a parent survey form at orientation to determine program choice. Students are administered the LAB-R within 10 days of entry to school. LAB-R is hand scored and entitlement is determined.

Our school uses a pull-out freestanding ESL program which is conducted by a full time licensed ESL teacher. The program is comprised of 27 students ranging from Grades K-5 with 30% of the students scoring at the beginning level, 19% scoring at the intermediate level, and 37% scoring at the advanced level. 14% of the students scored on the proficient level. This is based on the 2009 NYSESLAT exam. Our former ELL's receive AIS services through Tax Levy funds. Students on the beginning/intermediate level receive 360 minutes of ESL instruction per week conducted 2 periods per day, 4 days per week, while our advanced level students receive 180 minutes per week conducted 1 period per day, 4 days per week. Instruction is always conducted in English. Programs such as Rigby's: 'On Our Way to English', and "English At Your Command" are used to support language instruction across the curriculum to ensure that our students meet the state standards. Emphasis will continue to be put on language acquisition from the beginning to the advanced level through the use of phonics, guided reading, and writing (using Writing Process skills - prewriting, drafting, revising, proofreading, and publishing). Our 4th and 5th grade ELL students who are deficient in the areas of mathematics and literacy as determined on the state ELA and Math exams as well as teacher assessment will receive additional AIS services in these areas. Prior to administering the NYSESLAT in Spring 2010, Attanasio and Associates test prep materials will be utilized. Our after school program is 2x week/1.5 hours per session.

Our ELL teacher conducts staff development during faculty and grade conferences. Through articulation between the ELL teacher and classroom teachers, we are able to determine the agendas for our staff development. Our focus is to equip new teachers with the skills and strategies needed to instruct their ELL students. In addition, it will teach them techniques for differentiating instruction in their classrooms

Our ELL teacher will conduct ongoing staff development during faculty conferences, grade conferences, and on Professional Development days to all staff members putting an emphasis on new teachers. Through articulation between the ELL teacher and classroom teachers, we are able to determine what staff development is needed. One monthly faculty conference will be devoted to instructing ELL's and differentiating instruction within their classrooms. In addition, teachers will be trained in using manipulatives

which promote the use of language. Through articulation between the ELL teacher and classroom teachers, we are able to determine the agendas for our staff development. Our focus is to equip new teachers with the skills and strategies needed to instruct their ELL students, in addition to fulfilling the 7 ½ hours of mandated ESL training for general education teachers and 10 hours of Special Education teachers. In addition, it will teach them techniques for differentiating instruction in their classrooms. Professional Development will include hands on activities, training and observation in holistic learning methods, second language acquisition themes, and different forms of assessments.

We have a wonderful parent coordinator who is supporting our ELL teacher by conducting outreach to our parent population and will be conducting workshops. The focus will be teaching parents strategies that they can use at home to help promote English Language Learning with their children. We have also implemented a Family Fun ELL Program with a different focus each session. For example, on November 22, 2008 ELL students and their parents engaged in a science workshop learning how to use measurement in different aspects of their lives. Title III ELL/LEP funding will enable us to have monthly ELL Family Fun Days. Each month we will concentrate on a different curriculum area.

We will be implementing a parent program to aid parents in becoming more proficient in the English language. This will in turn allow the parents to help their children become more proficient in the English language, as well as allowing parents to better understand and help their children with their academics. Our school translates all parent handbooks, letters, and other memos that are sent out to parents. We are fortunate to be a multi-cultural school with many staff members who speak different languages. Our ELL teacher, our Assistant Principal, who is fluent in Russian, and other teachers attend PTA meetings to translate as needed. Parent workshops with hands on activities are conducted throughout the year. We will also have an additional licensed ESL teacher working part time 2 days per week focusing on our lower functioning ELL students.

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 ICI/21 | School Public School 188 |
| Principal Mr. Frederick M. Tudda | Assistant Principal Mr. Boris Fishman |
| Coach Mrs. Gloria Rentowitz | Coach type here |
| ESL Teacher Mrs. Noemi Medina | Guidance Counselor Ms. Stacey Levine |
| Teacher/Subject Area type here | Parent type here |
| Teacher/Subject Area type here | Parent Coordinator type here |
| Related Service Provider type here | SAF |
| Network Leader type here | Other type here |

B. Teacher Qualifications

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

| | | | | | |
|---|----------|--|----------|--|------------|
| Number of Certified ESL Teachers | 1 | Number of Certified Bilingual Teachers | 0 | Number of Certified NLA/FL Teachers | N/A |
| 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 | 589 | Total Number of ELLs | 27 | ELLs as Share of Total Student Population (%) | 4.58% |
|------------------------------------|------------|----------------------|-----------|---|--------------|

Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
- Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

| | | | | | |
|-----------------|----|---|----|--------------------------------------|---|
| All ELLs | 27 | Newcomers (ELLs receiving service 0-3 years) | 18 | Special Education | 6 |
| SIFE | 0 | ELLs receiving service 4-6 years | 9 | Long-Term (completed 6 years) | 0 |

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

| | ELLs by Subgroups | | | | | | | | | Total |
|---------------|-------------------|----------|-------------------|------------------|----------|-------------------|------------------------------------|----------|-------------------|-----------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | |
| TBE | 0 | | | | | | | | | 0 |
| Dual Language | 0 | | | | | | | | | 0 |
| ESL | 16 | 0 | 2 | 5 | 0 | 4 | | | | 21 |
| Total | 16 | 0 | 2 | 5 | 0 | 4 | 0 | 0 | 0 | 21 |

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

C. Home Language Breakdown and ELL Programs

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

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both _____)

Number of third language speakers: _____

| | |
|----------------------------------|-----------------------------------|
| languages): ____ | |
| 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 | 1 | 2 | 2 | 3 | 5 | 3 | | | | 16 |
| Chinese | 1 | 0 | 1 | 1 | 0 | 2 | | | | 5 |
| Russian | 1 | 1 | 0 | 1 | 2 | 1 | | | | 6 |
| Bengali | 0 | 0 | 0 | 0 | 0 | 0 | | | | 0 |
| Urdu | 0 | 0 | 0 | 0 | 0 | 0 | | | | 0 |
| Arabic | | | | | | | | | | 0 |
| Haitian Creole | | | | | | | | | | 0 |
| French | | | | | | | | | | 0 |
| Korean | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | 0 |
| Polish | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | 0 |
| Other | | | | | | | | | | 0 |

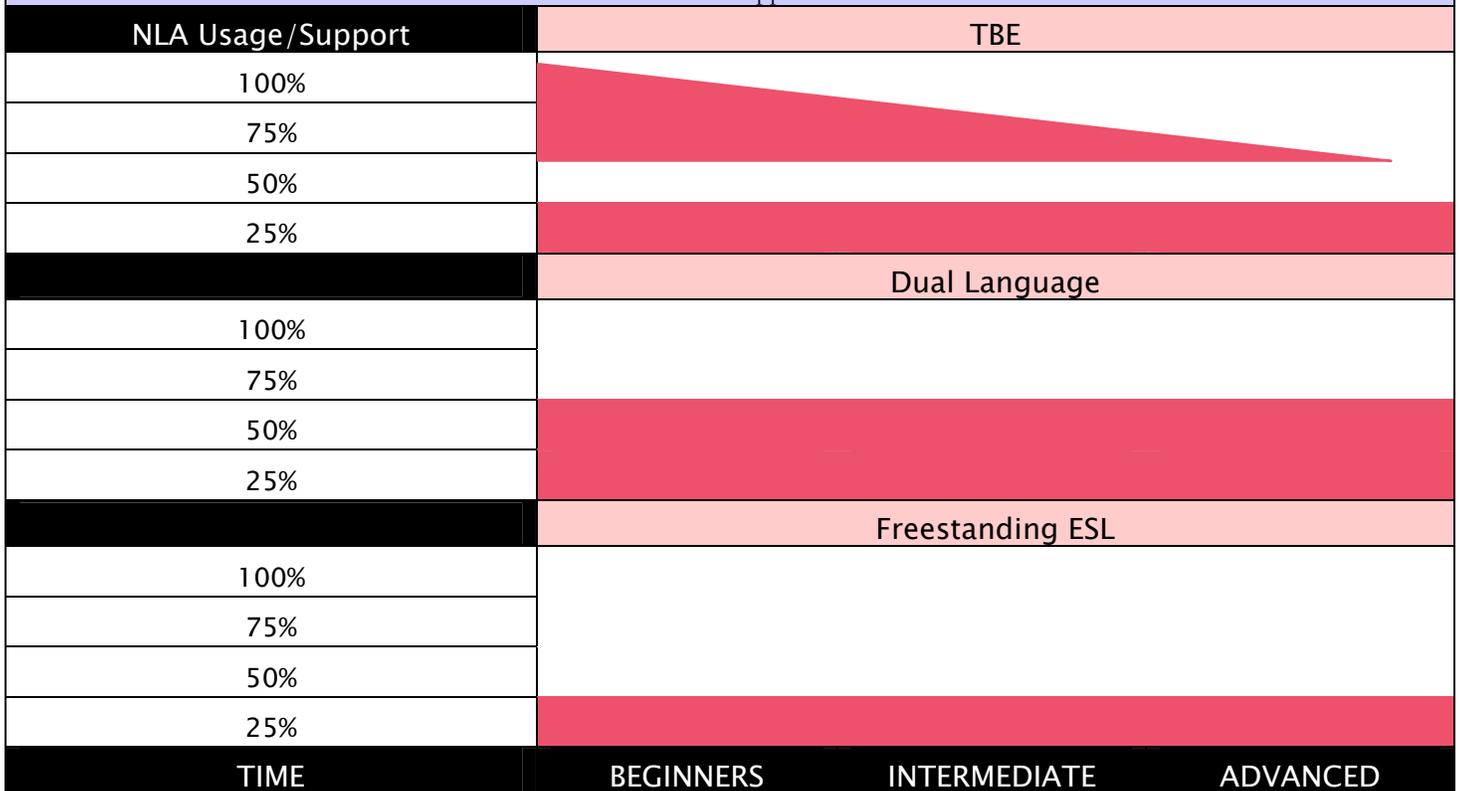
| Programming and Scheduling Information | | | | | | | | | | |
|---|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| <p>1. How is instruction delivered?</p> <ol style="list-style-type: none"> What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? If pull-out, specify the length of time, group, and plans for moving these students into a push-in model. 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])? <p>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)?</p> <ol style="list-style-type: none"> How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)? <p>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.</p> <p>4. How do you differentiate instruction for ELL subgroups?</p> <ol style="list-style-type: none"> Describe your instructional plan for SIFE. 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. Describe your plan for ELLs receiving service 4 to 6 years. Describe your plan for Long-Term ELLs (completed 6 years). Describe your plan for ELLs identified as having special needs. | | | | | | | | | | |
| TOTAL | 3 | 3 | 3 | 5 | 7 | 6 | 0 | 0 | 0 | 27 |

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

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

Native Language Arts and Native Language Support

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



Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

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

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | TOTAL |
| Beginner(B) | 0 | 3 | 2 | 1 | 1 | 1 | | | | 8 |
| Intermediate(I) | 0 | 0 | 1 | 1 | 1 | 2 | | | | 5 |
| Advanced (A) | 3 | 0 | 0 | 3 | 5 | 3 | | | | 14 |
| Total Tested | 3 | 3 | 3 | 5 | 7 | 6 | 0 | 0 | 0 | 27 |

| | | | | | | | | | |
|------------------------------|--|--|--|--|--|--|--|--|---|
| 4 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

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

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

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

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

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

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

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

Part V: LAP Team Assurances

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|-----------------------|--------------------------------|-----------|-----------------|
| Mr. Boris Fishman | Assistant Principal | | 10/28/09 |
| Ms. Chiniza Davis | Parent Coordinator | | 10/28/09 |
| Mrs. Noemi Medina | ESL Teacher | | 10/28/09 |
| | Parent | | |
| | Teacher/Subject Area | | |
| | Teacher/Subject Area | | |
| Mrs. Gloria Rentowitz | Coach | | 10/28/09 |
| | Coach | | |
| Ms. Stacey Levine | Guidance Counselor | | 10/28/09 |
| | School Achievement Facilitator | | |
| | Network Leader | | |
| | Other | | |
| | Other | | |

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

Number of LEP Students Identified and Served in Each School Building by Type of Program in 2009-10 A-2

School District: 21 **Type of Program:** ESL X Bilingual Both
 (Check one only)

School Building P.S. 188K

(Complete this form for each school building with LEP students in grades K-6 during 2009-10)

| Language | K | | | Grade 1 | | | Grade 2 | | | Grade 3 | | | Grade 4 | | | Grade 5 | | | Grade 6 | | |
|---------------------|----------------|--------|-----|----------------|--------|-----|----------------|--------|-----|----------------|--------|-----|----------------|--------|-----|----------------|--------|-----|----------------|--------|-----|
| | Identi fied | Served | | Identi fied | Served | | Identi fied | Served | | Identi fied | Served | | Identi fied | Served | | Identi fied | Served | | Identi fied | Served | |
| | | Bil | ESL |
| Arabic (ARB) | | | | | | | | | | | | | | | | | | | | | |
| Bengali (BEN) | | | | | | | | | | | | | | | | | | | | | |
| Bosnian (BOS) | | | | | | | | | | | | | | | | | | | | | |
| Chinese (CMN) | 1 | | 1 | 0 | | 0 | 1 | | 1 | 1 | | 1 | 0 | | 0 | 2 | | 2 | | | |
| French (FRA) | | | | | | | | | | | | | | | | | | | | | |
| H. Creole (HAT) | | | | | | | | | | | | | | | | | | | | | |
| Hindi (HIN) | | | | | | | | | | | | | | | | | | | | | |
| Japanese (JPN) | | | | | | | | | | | | | | | | | | | | | |
| Korean (KOR) | | | | | | | | | | | | | | | | | | | | | |
| Polish (POL) | | | | | | | | | | | | | | | | | | | | | |
| Portuguese (POR) | | | | | | | | | | | | | | | | | | | | | |
| Russian (RUS) | 1 | | 1 | 1 | | 1 | 0 | | 0 | 1 | | 1 | 2 | | 2 | 1 | | 1 | | | |
| Spanish (SPA) | 1 | | 1 | 2 | | 2 | 2 | | 2 | 3 | | 3 | 5 | | 5 | 3 | | 3 | | | |
| Vietnamese (VIE) | | | | | | | | | | | | | | | | | | | | | |
| Urdu (UD) | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |
| SUB TOTALS → | 3 | | 3 | 3 | | 3 | 3 | | 3 | 5 | | 5 | 7 | | 7 | 6 | | 6 | | | |

Attach additional sheets if necessary.

Total Number of LEP students in grades K-6

Identified in the Building in **2009-10**

_____ Bilingual 27 ESL _____

(Do not include long-term LEPs)

ESL

Total Number of LEP students in grades

K-6 Served in the Building in 2009-2010

Bilingual 27 ESL _____

(Do not include long-term LEPs)

Bilingual

Part C: Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-10

Form TIII – A (1)(a)

Grade Level(s) K-5 **Number of Students to be Served:** 27 LEP _____ Non-LEP

Number of Teachers 1 **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.

Our school uses a pull-out freestanding ESL program which is conducted by a full time licensed ESL teacher. The program is comprised of 27 students ranging from Grades K-5 with 30% of the students scoring at the beginning level, 19% scoring at the intermediate level, and 37% scoring at the advanced level. 14% of the students scored on the proficient level. This is based on the 2009 NYSESLAT exam. Our former ELL's receive AIS services through Tax Levy funds. Students on the beginning/intermediate level receive 360 minutes of ESL instruction per week conducted 2 periods per day, 4 days per week, while our advanced level students receive 180 minutes per week conducted 1 period per day, 4 days per week. Instruction is always conducted in English. Programs such as Rigby's: 'On Our Way to English', and "English At Your Command" are used to support language instruction across the curriculum to ensure that our students meet the state standards. Emphasis will continue to be put on language acquisition from the beginning to the advanced level through the use of phonics, guided reading, and writing (using Writing Process skills - prewriting, drafting, revising, proofreading, and publishing). Our 4th and 5th grade ELL students who are deficient in the areas of mathematics and literacy as determined on the state ELA and Math exams as well as teacher assessment will receive additional AIS services in these areas. Prior to administering the NYSESLAT in Spring 2010, Attanasio and Associates test prep materials will be utilized.

We will be implementing a parent program to aid parents in becoming more proficient in the English language. This will in turn allow the parents to help their children become more proficient in the English language, as well as allowing parents to better understand and help their children with their academics. Our school translates all parent handbooks, letters, and other memos that are sent out to

parents. We are fortunate to be a multi-cultural school with many staff members who speak different languages. Our ELL teacher, our Assistant Principal, who is fluent in Russian, and other teachers attend PTA meetings to translate as needed. Parent workshops with hands on activities are conducted throughout the year.

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.

Our ELL teacher will conduct ongoing staff development during faculty conferences, grade conferences, and on Professional Development days to all staff members putting an emphasis on new teachers. Through articulation between the ELL teacher and classroom teachers, we are able to determine what staff development is needed. One monthly faculty conference will be devoted to instructing ELL's and differentiating instruction within their classrooms. In addition, teachers will be trained in using manipulatives which promote the use of language. Through articulation between the ELL teacher and classroom teachers, we are able to determine the agendas for our staff development. Our focus is to equip new teachers with the skills and strategies needed to instruct their ELL students, in addition to fulfilling the 7 ½ hours of mandated ESL training for general education teachers and 10 hours of Special Education teachers. In addition, it will teach them techniques for differentiating instruction in their classrooms. Professional Development will include hands on activities, training and observation in holistic learning methods, second language acquisition themes, and different forms of assessments.

Form TIII – A (1)(b)

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

| Allocation: | | |
|--|--|--|
| Budget Category | Budgeted Amount | Explanation of Proposed Expenditure |
| Professional staff, per session, per diem (Note: schools must account for fringe benefits) | \$3,000.00 (per session) \$12,000.00 (professional staff) | Read On! ELL program for students to engage in rich language activities focusing on ELA (Reading/Writing) and mathematics skills "F" Status ELL licensed teacher to work with ELL target population and parents |
| Purchased services such as curriculum and staff development contracts | 0 | |
| Supplies and materials | 0 | |
| Travel | 0 | |
| Other | 0 | |
| TOTAL | \$15,000.00 | |

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Our school is translating all parent handbooks, letters, and other memos that are sent out to parents. We are fortunate to be a multi-cultural school with many staff members who speak different languages. Our ELL teacher, our Assistant Principal, who is fluent in Russian, and other teachers attend PTA meetings to translate as needed.

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.

We have found that our ELL parents and children are in need of help in translating all memos, report cards, and notices. These findings were reported to the school community through the Leadership Team, PTA meetings, Open School Night, and parent workshops.

Part B: Strategies and Activities

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

The school will provide translated memos, report cards, and letters. The ELL teacher will translate at PTA meetings and during workshops.

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.

Translations will be provided by our in house ELL teacher and staff members who speak other languages.

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

Our school is translating all parent handbooks, letters, and other memos that are sent out to parents. We are fortunate to be a multi-cultural school with many staff members who speak different languages. Our ELL teacher and other teachers attend PTA meetings to translate as needed

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

| | Title I | Title I ARRA | Total |
|--|--------------|--------------|--------------|
| 1. Enter the anticipated Title I Allocation for 2009-10: | \$618,710.00 | \$84,385.00 | \$703,095.00 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement: | \$6186.00 | | \$6186.00 |
| 3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language): | | \$816.00 | \$816.00 |
| 4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | \$30,935.00 | | \$30,935.00 |
| 5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language): | | \$4219.00 | \$4219.00 |
| 6. Enter the anticipated 10% set-aside for Professional Development: | \$61871.00 | | \$61871.00 |
| 7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language): | | \$8438.00 | \$8438.00 |

1. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 97.1%
2. 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 be using Smart Boards. Professional development of the use of Smart Boards, study groups on collaborative teaching, buddy system,. making all the information necessary to obtain credentials available to all teachers, availability of UFT chapter chairperson, UFT district rep, networking with local colleges on course availability

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 at <http://schools.nyc.gov/Parents/NewsInformation/TitlePIG.htm>. 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 at the NYCDOE website link provided above.

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

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 at <http://schools.nyc.gov/Parents/NewsInformation/TitlePIG.htm> 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 at the NYCDOE website link provided above.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

See pages 14-18

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

Refer to Section VI: Action Plan, pages 21-36.

3. Instruction by highly qualified staff.

Refer to Section VI: Action Plan, pages 21-36.
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.

Refer to Appendix 7
5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Refer to Appendix 7
6. Strategies to increase parental involvement through means such as family literacy services.

Refer to Section VI: Action Plan, page 29-30
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

We have two Pre Kindergarten classes, a Pre K Social Worker, two Pre K paraprofessionals. All work cooperatively with our three Pre K teachers to help make the transition from Early Childhood Programs as seamless as possible. In the Spring prior to entering Pre K we have ongoing visitations with our community programs and preschools for entering children.
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.

We have a strong School Leadership Team, School Instructional Team, Academic Intervention/Pupil Personnel Team. Data Inquiry Team. We also have grade conference, faculty conferences, professional development, workshops, articulation among AIS providers and classroom teacher. Our staff viewed new reading programs for this school year and chose the Pearson Learning Reading 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.

Our Academic Intervention/Pupil Personnel team meets weekly to identify those student who are having difficulties and to plan strategies to help them. We have frequent analysis of Interim tests, assessments, student portfolios, classwork, parent-teacher meetings. We also have an RTI advisor.

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.

Not applicable.

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 IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)

This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured, Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.

NCLB/SED Status: State Ed Dept SINI Year 1
SWD in ELA _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All School Improvement Schools (SINI and SRAP)

1. For each area of school improvement identification (indicated on your pre-populated School Data Profile, downloadable from the NYCDOE website at <http://www.schools.nyc.gov>), describe the school's findings of the specific academic issues that caused the school to be identified.

N/A

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.

N/A

Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)

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.

(a) Provide the following information: 2009-10 anticipated Title I allocation = \$618,710.00; 10% of Title I allocation = \$69,628.00.

(b) Describe how the 10 percent of the Title I funds for professional development 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 the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

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.

- **English Language Learners**

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

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

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

The process our school has to assess the relevance of this finding to our educational program is as follows: faculty conferences, periodic quality reviews, periodic principal one to one conferences with staff, Academic Intervention Services, bimonthly PPT meetings, grade conferences, UFT Consultation Committee meetings, Leadership Team meetings, Instructional Team meetings, conferences with grade leaders, morning announcements, word of the day, articulation with RTI personnel, writing samples, standardized test results, teacher assessments, ECLAS results.

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?

As of this writing, we are using ECLAS and WRAP assessment results, teachers' tests, student evidence, special projects, writing samples, ELA test results from January, 2009, evidence from learning centers, Periodic Assessment test results 2008-2009, teacher's evaluation, Academic Intervention Service Personnel observations and findings.

As of this writing, in the area of ELL we are using LAB-R, NYSESLAT, teachers' tests, student evidence, special projects, writing samples, test results from Spring, 2009, Periodic Assessment test results 2008-2009, ESL teacher's evaluation, Academic Intervention Service Personnel observations and findings.

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

Our school will address the relevant issues in the following ways: Increase professional and staff development from Scott Foresman, in house coach, in house Academic Intervention staff. These can be conducted during faculty and grade conferences, increased use of curriculum maps, special projects with oral and written activities, more listening and critical thinking activities, more frequent writing samples. The following programs are in place in our school: Principal's Book Club, School Enrichment Model, Assistant Principal's Book Club, use of ELA learning centers which promote critical thinking and problem solving skills, continued English Language Arts cluster and added Writing Cluster teacher, RTI representative, adopt a student program, use of Prim Manual, Learning Leaders, Academic Intervention Services, AIS

personnel, teacher's give academic intervention during their professional periods, teacher's continued use of ACUITY, weekly meeting of AIS/PPT team, parent workshops, parent coordinator, parent resource center, extended day program, after school programs, YWCA program, trips and assemblies.

Our school will address the relevant issues in ELL in the following ways: Increase professional and staff development from Rigby, in house coach, staff development by ELL teacher, increased articulation between classroom teachers and ELL teacher, in house Academic Intervention staff. These can be conducted during faculty and grade conferences, increased use of curriculum maps, special projects with oral and written activities, more listening and critical thinking activities, more frequent writing samples. The following programs are in place in our school: Principal's Book Club, School Enrichment Model, Assistant Principal's Book Club, use of ELA learning centers which promote critical thinking and problem solving skills, adopt a student program, use of Prim Manual, Learning Leaders, Academic Intervention Services, AIS personnel, teacher's give academic intervention during their professional periods, teacher's continued use of ACUITY, weekly meeting of AIS/PPT team, parent workshops, parent coordinator, parent resource center, extended day program, after school programs, YWCA program, trips and assemblies.

1B. Mathematics

Background

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

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were

aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.

- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

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

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

The process our school has to assess the relevance of this finding to our educational program is as follows: faculty conferences, periodic quality reviews, periodic principal one to one conferences with staff, Academic Intervention Services, PPT meetings, grade conferences, UFT Consultation Committee meetings, Leadership Team meetings, Instructional Team meetings, conferences with grade leaders, articulation with RTI representative, standardized test results, teacher assessments.

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?

As of this writing, we are using Everyday Math Assessments, Breakaway Math Assessments, teachers' tests, student evidence, special projects, writing across the curriculum, test results from March, 2008, Periodic Assessment test results 2008-2009, EPAL results Spring 2009, Math AIS personnel assessments, Academic Intervention Service Personnel observations and findings.

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.

Our school will address the relevant issues in the following ways: Increase professional and staff development from Scott Foresman, in house coach, in house Academic Intervention staff. These can be conducted during faculty and grade conferences. We have continued our AIS math personnel, increased use of curriculum maps, special projects with oral and written activities, more listening and critical thinking activities, more frequent writing samples. The following programs are in place in our school: School Book Store run by students, School Enrichment Model, use of Math learning centers which promote critical thinking and problem solving skills, adopt a student program, use of Prim Manual, Learning Leaders, Academic Intervention Services, AIS personnel, teacher's give academic intervention during their professional periods, teacher's continued use of ACUITY, bimonthly meeting of AIS/PPT team, , parent workshops, parent coordinator, parent resource center, extended day program, after school programs, YWCA program, trips and assemblies, articulation with RTI representative.

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

The process our school has to assess the relevance of this finding to our educational program is as follows: faculty conferences, periodic quality reviews, periodic principal one to one conferences with staff, grade conferences, UFT Consultation Committee meetings, Leadership Team meetings, Instructional Team meetings, conferences with grade leaders.

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?

In our school, we use the whole language approach combined with a basal reading program for ELA. Cooperative learning is encouraged in all curriculum areas. Learning centers are developed and used for critical thinking and problem solving.

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.

Not applicable.

2B – Mathematics Instruction

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

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

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

The process our school has to assess the relevance of this finding to our educational program is as follows: faculty conferences, periodic quality reviews, periodic principal one to one conferences with staff, grade conferences, UFT Consultation Committee meetings, Leadership Team meetings, Instructional Team meetings, conferences with grade leaders.

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 children work cooperatively in groups during math instruction. Our children use manipulatives and hands on activities during math instruction, participate in our school bookstore, and use computer based mathematics programs. Our School Enrichment Model provides an venue for independent learning.

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.

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.

Not applicable

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

We use information from the School Report Card, Galaxy, Preference Sheets, Staff Organization Sheets.

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?

We look at teacher’s records to ensure that they have the proper credentials, administration and UFT chapter leader provide information on in-service classes, supportive administration provides staff development, consultations, instructional team and leadership team provide support as needed, one to one conferences with principal.

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.

Not applicable

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

Our ELL teacher is an integral part of our staff. She articulates with all teachers and the administration about the ELL population and assesses the needs of our ELL students. As needed, she provides staff development. However, there isn't any professional development being offered by any outside source.

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?

We interview teachers, articulate with principal, articulate with ELL teacher, School Leadership Team discussions, Instructional Team Meetings, Grade and Staff conferences. Our ELL Teacher is looking for more support from outside sources.

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.

Our ELL Teacher, who is also our UFT Chapter Chairperson, will address this issue through our Network Liaisons and through our District UFT Representative.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

Our ELL teacher is an integral part of our staff. She articulates with all teachers and the administration about the ELL population and assesses the needs of our ELL students. All our teachers were trained in and have access to ACUITY. Our data specialist and testing coordinator is always available to our teachers.

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

Applicable Not Applicable

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

Our teachers were all trained in ACUITY, and our ELL teacher has access to the NYSESLAT score. There is constant articulation between our ELL teacher and our classroom teacher.

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.

Not applicable.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

We interview teachers, articulate with principal, articulate with Special Education and General Education teachers, Academic Intervention Personnel, School Assessment Team, Collaborative Team Teachers, Bilingual Social Worker, IEP Teacher, Speech Teacher, School nurse, SINI/AIS Teacher, school based AIS/PPT Team, Student Data sheets.

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

Applicable Not Applicable

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

We interview teachers, articulate with principal, articulate with Special Education and General Education teachers, Academic Intervention Personnel, School Assessment Team, Collaborative Team Teachers, Bilingual Social Worker, IEP Teacher, Speech Teacher, School nurse, SINI/AIS Teacher.

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.

We are currently providing training in the Orton-Gilliam approach, and will provide more staff development in this area, IEP's provided to classroom, A.I.S. and cluster teachers, more involvement of special education teachers with the AIS/PPT Team, more opportunities for articulation between special education and general education teachers. The use of the PRIM Manual is encouraged and a regular practice of our staff.

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

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

Please respond to the following questions for Key Finding 7:

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

We interview teachers, articulate with principal, articulate with Special Education and General Education teachers, Academic Intervention Personnel, School Assessment Team, Collaborative Team Teachers, Bilingual Social Worker, IEP Teacher, Speech Teacher, School nurse, SINI/AIS Teacher.

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?

Our Special Education population is mandated to take the standardized test for the grade they are in, rather than the modifications specified on their IEP's; hence, they are scoring below grade level event though they may be scoring to the modification on the IEP.

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

Our testing coordinator insures that all children are tested according to their test setting modifications, but they still being tested on a level above their ability.

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

All schools that receive C4E funding in FY'09 must complete this appendix.

Directions: Schools will be asked to complete this appendix via a web-based survey. The URL for this survey will be posted on the NYCDOE website and announced in an upcoming edition of Principal's Weekly. The web-based survey will prompt your school to respond to each applicable question in this appendix to indicate your school's planned uses for 2009-10 C4E funding to support one or more of the listed C4E program strategies. The worksheet below can be used as a tool for advance planning of your responses.

Additional Guidance: In the May 20 edition of "Principals' Weekly", the Office of Teaching & Learning will release a memo mapping instructional strategies to some of the most common high-level school goals as identified through the CEP process. This document will specifically call out initiatives that meet C4E eligibility requirements and is intended to help principals and SLTs brainstorm ways that C4E funds can be effectively and creatively deployed to support overall educational goals

N/A

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

We have 6 Students in Temporary Housing at P.S. 188.

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

We provide our STH Population with the following services: Academic Intervention Services, Guidance Service, Attendance Dean, Health and Speech services. Through ACUITY and analyzing test results, we are able to ascertain in which curriculum areas our students are in need of intervention and/or enrichment. Through our parent coordinator we are able to work with the parents of our STH population to help them with the education of their children. We encourage parents to attend parent workshops and PTA meetings and give them accessibility to our ELL and other specialty teachers. We provide our Students in Temporary Housing with school supplies necessary for their academic success, each child is given a buddy in their classroom to help his adjustment to our school, our STH are invited to attend our after school and weekend programs.

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.