



PS 197

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 22K197

ADDRESS: 1599 EAST 22ND STREET BROOKLYN, NY 11210

TELEPHONE: (718) 377-7890

FAX: (718) 377-7505

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. 197 **SCHOOL NAME:** Public School 197

SCHOOL ADDRESS: 1599 East 22 Street

SCHOOL TELEPHONE: 718 377 7890 **FAX:** 718 377 7505

SCHOOL CONTACT PERSON: Rosemarie B. Nicoletti **EMAIL ADDRESS:** nicole@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: _____

PRINCIPAL: Rosemarie Barbieri Nicoletti

UFT CHAPTER LEADER: Patricia Weiser

PARENTS' ASSOCIATION PRESIDENT: Olivia Monroe, Sherlie Louis (Co-presidents)

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 22 **SSO NAME:** Integrated Curriculum and Instruction

SSO NETWORK LEADER: Julia Bove

SUPERINTENDENT: Marianne Ferrara

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Rosemarie B. Nicoletti	*Principal or Designee	
Patricia Weiser	*UFT Chapter Chairperson or Designee	
Olivia Monroe	*PA/PTA President or Designated Co-President	
Olivia Monroe	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Wanda Parente	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Brionna Breland Diaz	Member/parent	
Jennifer Giacobello	Member/parent	
Maria Enriquez	Member/parent	
James Duncan	Co-chair/parent	
tbd	Member/parent	
Lucille Mauro	Member/teacher	
Elizabeth Corso	Co-chair/teacher	
Lynn Norton-Manna	Member/teacher	

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

* Core (mandatory) SLT members.

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Public School 197 is located in the Midwood section of Brooklyn. The school is currently a Title I School-Wide Programs elementary school with Pre-Kindergarten to Grade 5. We have general and special education, ESL, inclusion and gifted programs that work together successfully. Our strength is in our culturally diverse student population. The community is home to many new immigrants and the school is a central part of the community for these new immigrants. It serves as a gateway to their new country and neighborhood.

To nurture these ties we provide many opportunities to engage students and their families. PS 197 welcomes and fosters collaboration with various community organizations and institutions. For the last fifteen years we have worked with Midwood Development Corporation in providing an after-school program. Our students develop their social skills, athletic abilities and are provided with homework assistance. Our second grade students enjoy the Museum of Natural History's traveling science museum. We have obtained grants from Target that enable our fourth graders to go to Aviator Sports Arena in the spring. Several classes attended the ribbon cutting ceremony at our newly refurbished local New York City Public Library. Teachers and students enjoy close collaboration with the children's librarian. Classes frequently visit the library and 90% of our students have active Brooklyn Public Library cards.

This year, we will continue our work with Columbia University Teachers College Reading and Writing Project for Literacy. Staff developers from Columbia come to P.S. 197 and work with administrators, teachers and students. Teachers, administrators and coaches attend workshops at Teachers College where they study the most current research and methods of literacy instruction. Our classrooms have rich leveled libraries that inspire students to develop a love of reading and enables teachers to individualize instruction. In addition, our Everyday Math Program challenges students to develop computation skills as well as deep conceptual understandings. Based upon the belief that all children can achieve high standards of excellence, we implement a rigorous curriculum in keeping with the Principles of Learning. Teachers, paraprofessionals and other staff members receive ongoing professional development. As a community, we like to think of all our members as lifelong learners.

Focusing on the cooperative partnership of school and home in educating children, we, together, strive to promote peace and logical consequences, and teach conflict resolution, decision making skills, responsibility and independence. We provide workshops for parents in nutrition, homework help, test prep and literacy. Our evening activities have included fun Family Math Nights and, in collaboration with Making Books Sing, parents and their children have participated in a series of workshops to produce plays and musical scores. During open school week and parent-teacher conferences we have Book Fairs, Science Fairs and Social Studies Fairs. Additionally, we hold publishing celebrations, author days, carnival and field day.

Community service is interwoven into the fabric of our educational lives. We participate in Toys for Tots, Math-a-thon for St. Jude, Jump Rope for Heart and we also hold an annual food drive for City Harvest. Last year, we were identified as a School of Excellence receiving Highest Honors for our work with Penny Harvest.

We were fortunate to undergo several makeovers this year. Our auditorium was renovated with fresh paint, new seats, wheelchair accessibility, window treatments and professional lighting. This allows us to showcase our music and art programs. We hold Winter and Spring Concerts each year. During the Spring Concert, we have an Art Gallery, where the culmination of students' work is showcased. In Music class, first and second graders study the recorder, while third through fifth study keyboard. Our upper grade chorus performs at Kings Plaza, Senior Centers and Brooklyn Borough Hall. The Trust for Public Land will transform our schoolyard into a 21st century playground. Included in this transformation will be tennis courts which will support our CHAMPS and New York Junior Tennis League Programs.

We strive to ensure that high standards of excellence are met and we seek to implement a challenging curriculum that provides opportunities for learning basic skills through independence and cooperative activities. We emphasize the development of critical thinking and problem solving skills along with the use of modern technology. We welcome and encourage the participation of parents and the school community in the teaching and learning process.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

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

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 197 Brooklyn								
District:	22	DBN:	22K197	School BEDS Code:	332200010197				
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	34	36	36		93.8	94.3	94.7		
Kindergarten	59	76	74						
Grade 1	74	73	80	Student Stability - % of Enrollment:					
Grade 2	74	80	69	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	64	69	66		91.8	93.4	94.5		
Grade 4	56	69	66	Poverty Rate - % of Enrollment:					
Grade 5	69	59	70	(As of October 31)	2006-07	2007-08	2008-09		
Grade 6	0	0	0		61.4	61.4	61.4		
Grade 7	0	0	0	Students in Temporary Housing - Total Number:					
Grade 8	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 9	0	0	0		2	2	15		
Grade 10	0	0	0	Recent Immigrants - Total Number:					
Grade 11	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 12	0	0	0		16	7	11		
Ungraded	8	14	7	Special Education Enrollment:					
Total	438	474	482	(As of October 31)	2006-07	2007-08	2008-09		
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	50	51	54	Principal Suspensions	5	14	3		
# in Collaborative Team Teaching (CTT) Classes	32	46	53	Superintendent Suspensions	11	5	2		
Number all others	11	11	14	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09		
				CTE Program Participants	0	0	0		
English Language Learners (ELL) Enrollment:				Early College HS Program Participants	0	0	0		
(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	Number of Teachers	41	46	49		
# receiving ESL services only	103	91	90						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	16	0	2	Number of Administrators and Other Professionals	6	18	23
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	21	13
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	87.8	71.7	71.4
				% more than 5 years teaching anywhere	68.3	60.9	61.2
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	98.0	91.0	90.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.8	92.0	92.1
American Indian or Alaska Native	0.5	0.6	0.2				
Black or African American	24.0	25.3	26.1				
Hispanic or Latino	17.6	19.8	19.7				
Asian or Native Hawaiian/Other Pacific Isl.	12.3	12.0	13.7				
White	45.7	42.2	40.2				
Male	51.6	49.6	49.2				
Female	48.4	50.4	50.8				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

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

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native		-	-				
Black or African American		√	√	-			
Hispanic or Latino		√	√	-			
Asian or Native Hawaiian/Other Pacific Islander		-	-	-			
White		√	√	-			
Other Groups							
Students with Disabilities		√	√	-			
Limited English Proficient		-	-	-			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		6	6	2	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:	81	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	11.4	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:	18.2	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	46.9						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	4.5						

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Major Findings:

Data Source: Progress Report

Student progress for English Language Arts indicates the following:

- **1 year of progress:** 61% of our students made at least 1+ year of progress, which is 58% of the way from the lowest (47%) to the highest (71%) score relative to our Peer Horizon and 59% of the way relative to our City Horizon.
- **Average Change in Proficiency:** In levels 1 & 2 is 0.39 in student proficiency which is 69% of the way from the lowest (0.19) to the highest (0.48) score relative to our Peer Horizon and 67.6% of the way relative to our City Horizon. In levels 3 & 4 is 0.01 in student proficiency which is 69.6% of the way from the lowest (0.15) to the highest (0.08) score relative to our Peer Horizon and 76.7% of the way relative to our City Horizon.

The overall score for student progress was 61% on the ELA. Additionally, PS 197 did receive extra credit for closing the achievement gap for students performing in the lowest 1/3 citywide. The percentage of our students in the lowest 1/3 making a 1+ year progress is 83.7% and we would like to continue this positive growth pattern. Our levels 1 & 2 students have a greater average of proficiency than our levels 3 & 4 students. We would like to see higher gains in proficiency for our higher achieving students.

Three Year Trends Analysis of ELA Performance

TOTAL SCHOOL – ALL TESTED STUDENTS ELA PERFORMANCE ON STATE ASSESSEMENTS

YEAR	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
	#	%	#	%	#	%	#	%
2009	11	5%	40	19%	143	68%	17	8%
2008	12	6%	35	18%	132	68%	18	9%
2007	12	7%	45	25%	117	65%	5	3%

Data Source: NYS AOR Report and NYC Dept of Ed/DAA

Total School Trends: Over a three year period from 2007-2009, the percentage of all-tested students scoring in Level 1 on the ELA assessment decreased from 7% to 5% (-2). The percentage of students scoring at Level 2 decreased from 25% to 19% (-6). The percentage of students scoring at Level 3 increased from 65% to 68% (+3). The percentage of students scoring at Level 4 increased from 3% to 8% (+5). **An analysis of this three-year trend in ELA TOTAL SCHOOL performance for all tested students indicates that between 2007-2008 there were significant gains, however, between 2008-2009 there was no significant gain or loss.** We will implement programs that will strengthen the skills of students scoring at levels 3 to ensure their movement into levels 4 and additionally, targeted instructional initiatives that will address the specific needs of levels 1 & 2 will continue to be implemented.

Major Findings:

Data Source: Progress Report

Student progress for Mathematics indicates the following:

- **1 year of progress:** 80.2% of our students made at least 1+ year of progress, which is 93.1% of the way from the lowest (47.9%) to the highest (82.6%) score relative to our Peer Horizon and 96.1% of the way relative to our City Horizon.
- **Average Change in Proficiency:** In levels 1 & 2 is 0.46 in student proficiency which is 71.7% of the way from the lowest (0.08) to the highest (0.61) score relative to our Peer Horizon and 75.5% of the way relative to our City Horizon. In levels 3 & 4 is 0.11 in student proficiency which is 92.9% of the way from the lowest (-0.15) to the highest (0.13) score relative to our Peer Horizon and 94.1% of the way relative to our City Horizon.

The overall score for student progress was 80.2% on the Math. Additionally, PS 197 did receive extra credit for closing the achievement gap for students who ELLs, Special Education students and our black students in the lowest 1/3 citywide. The percentage of our students in the lowest 1/3 making a 1+ year progress is 81.4% and we would like to continue this positive growth pattern. Our levels 1 & 2 students have a greater average of proficiency than our levels 3 & 4 students. We would like to see higher gains in proficiency for our higher achieving students.

Three Year Trends Analysis of Math Performance

TOTAL SCHOOL – ALL TESTED STUDENTS Math PERFORMANCE ON STATE ASSESSEMENTS

YEAR	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
	#	%	#	%	#	%	#	%
2009	2	1%	16	8%	104	50%	87	41%
2008	4	2%	15	7%	116	59%	64	32%
2007	4	2%	21	11%	110	60%	50	27%

Data Source: NYS AOR Report and NYC Dept of Ed/DAA

Total School Trends: Over a three year period from 2007-2009, the percentage of all-tested students scoring in Level 1 on the Math assessment decreased from 2% to 1% (-1). The percentage of students scoring at Level 2 decreased from 11% to 8% (-2). The percentage of students scoring at Level 3 decreased from 60% to 50% (-10). The percentage of students scoring at Level 4 increased from 27% to 41% (+14). **An analysis of this three-year trend in Math TOTAL SCHOOL performance for all tested students indicates that between 2007-2008 there were significant gains, however, between 2008-2009 there was a significant gain in the percentage of students moving from level 3 to level 4.** We will continue to implement programs that will strengthen the skills of students scoring at levels 3 to ensure their movement into levels 4.

Three Year Trends Analysis of Social Studies Performance

TOTAL SCHOOL – ALL TESTED STUDENTS Social Studies PERFORMANCE ON STATE ASSESSEMENTS

YEAR	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
	#	%	#	%	#	%	#	%
2009	6	8%	5	7%	20	29%	39	56%
2008	3	5%	4	6%	35	57%	19	31%
2007	12	18%	6	9%	36	54%	13	19%

Data Source: NYS AOR Report and NYC Dept of Ed/DAA

Total School Trends: Over a three year period from 2007-2009, the percentage of all-tested students scoring in Level 1 on the Social Studies assessment decreased from 18% to 8% (-10). The percentage of students scoring at Level 2 decreased from 9% to 7% (-2). The percentage of students scoring at Level 3 decreased from 54% to 29% (-25). The percentage of students scoring at Level 4 increased from 19% to 56% (+27). **An analysis of this three-year trend in Social Studies TOTAL SCHOOL performance for all tested students indicates that between 2007-2009 there were significant gains especially 2008-2009 where many students moved from level 3 to level 4.** We will continue to implement the scope and sequence and curriculum to ensure continued success in this area.

Three Year Trends Analysis of Science Performance

TOTAL SCHOOL – ALL TESTED STUDENTS Science PERFORMANCE ON STATE ASSESSEMENTS

YEAR	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
	#	%	#	%	#	%	#	%
2009	2	3%	5	8%	23	36%	34	53%
2008	1	1%	16	22%	25	39%	28	38%
2007	1	2%	2	4%	36	64%	17	30%

Data Source: NYS AOR Report and NYC Dept of Ed/DAA

Total School Trends: Over a three year period from 2007-2009, the percentage of all-tested students scoring in Level 1 on the Science assessment increased from 2% to 3%. The percentage of students scoring at Level 2 increased from 4% to 8% (10). The percentage of students scoring at Level 3 decreased from 64% to 36% (-28). The percentage of students scoring at Level 4 increased from 30% to 53% (+25). **An analysis of this three-year trend in Science TOTAL SCHOOL performance for all tested students indicates that between 2007-2008 there were significant gains in students scoring in level 4, which shows that students made progress by moving to a higher level. Between 2008-2009, there were significant gains in students performing at level 4. We will continue to implement programs that will strengthen the skills for all students in this content area.**

GREATEST ACCOMPLISHMENTS

Data Source: Quality Review

The principal and assistant principal are very clear about what good learning looks like and are leading improvements effectively.

The school has a comprehensive range of data which it uses effectively to monitor individual student progress and set measurable goals for improvement.

The curriculum is good and gives the school good information about student progress.

Students are engaged in assessing their work through regular discussions with teachers.

Students have positive attitudes to school, listen well in class and behave well at all times.

Teachers take part in a wide range of professional development activities to continually improve their practice.

Teachers meet regularly to plan collaboratively and evaluate the effectiveness of their work.

Parents are welcomed as partners in their children's education and so most give good support to the school.

Special needs students and language learners make good progress because of the effective support they receive.

(Outside) Specialists and community groups give good support to enrich the curriculum and expand student experiences.

AREAS FOR CONTINUOUS IMPROVEMENT

Data Source: Quality Review

Use data to identify school goals that focus on students' expected progress in reading, writing and math.

Use data from the comprehensive range of periodic assessments to identify measurable interim goals against which to measure whether the school is on track to reach its goals.

Monitor more closely the progress of black students in order to raise their achievement.

Ensure all teachers use data to differentiate learning in class and to plan lessons that engage all learners.

Barriers to the school's continuous improvement

Due to the decrease in budgetary funding, it is difficult and/or impossible to purchase computers and/or smart boards so we may utilize technology in classrooms throughout the school in order to support the individualized needs of both struggling and high achieving students.

Outdated classroom computers cannot support software that accompanies the core curriculum materials that have been purchased in Social Studies and Science or current available materials in Literacy, Math and other core areas.

Computers in our lab used by our computer cluster teacher are 5+ years old and are beginning to break down.

Providing professional development in the use of data to improve instruction as well as in other areas is difficult due to the lack of time built into the regular school day.

Although we have invested in Teachers' College for Literacy, we find it difficult to find the time and funds to support Math, Social Studies and Science.

We are unable to fund additional support staff to service our at risk students using a push in or pull out model.

We are unable to fund a math coach to support and enhance our Everyday Mathematics Program.

SECTION V: ANNUAL SCHOOL GOALS

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

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

Goal	Description
<p>1. English Language Arts : By June 2010, 85% of students in Grades K-2 who read on grade level as measured by the TC ECLAS Variation; 75% of the students in Grades 3-5 will read on grade level according to the TC Assessments. By June 2010, there will be a 4% increase in the number of students making 1+ years' progress on the NYS ELA Exam. There will be a 3% increase in the number of students in grades 4 and 5 scoring a level 4 on the NYS ELA Exam. This year, we will work with teachers to help them use data more effectively to plan instruction to meet individual needs.</p>	<p>After conducting our needs assessment, the school determined that the % of the students making 1+ year's progress decreased from 2007-8 (67.9%) to 2008-9 (61%). Since the students have plateau on a level 3, we are focusing on moving our level 3 to 4. Therefore, we determined that it is necessary to focus on the area of progress for improvement in ELA. After a review of our Quality Review we realized that although we have many sources of data, we need to use this information to drive instruction.</p>
<p>2. Mathematics: By June 2010, 80% of students in Grades K-2 will master grade level standards by achieving a Level 3 or 4 on their report cards. By June 2010, 80% of the students in grades 3-5 will master grade level standards by achieving a Level 3 or 4 on their report card; there will be a 3% increase in the number of students scoring a Level 4 on the the NYS Math Exam; 82.2% of students in grades 4 and 5 will make 1+ year worth of progress on the NYS Math Exam.</p>	<p>A review of our needs assessment, we noticed that 49.8% of our students received Level 3 while 41.6% of our students scored Level 4 in the NYS Math exam. We determined that an increase in the % of students scoring Level 4 is warranted. After a review of our School Progress Report, we noticed that 80.2% of our students in Grades 4 and 5 made 1+ year worth of progress. We determined that an increase of 2% was warranted.</p>
<p>3. Social Studies: By June 2010, students in all grades will demonstrate a basic understanding of the Social Studies Core Curriculum as outlined in the NY State Scope and Sequence by achieving 80% on Unit assessments; and 3% increase in the percentage of Grade 5 students attaining a level 4 on the NY State Social Studies Exam.</p>	<p>After reviewing our needs assessment, we noticed that 29% of our students received Level 3 while 56% of our students scored Level 4. While this is a significant increase in the % of students scoring Level 4, we would like to continue this trend moving students from Level 3 to Level 4</p>
<p>4. Science: By June 2010, students in all</p>	<p>After reviewing our needs assessment, we</p>

<p>grades will demonstrate a basic understanding of the Science Core Curriculum as outlined in the NY State Scope and Sequence by achieving 80% on Unit assessments; 3% increase in the number of Grade 4 students attaining a level 4 on the NY State Science Exam.</p>	<p>noticed that 36% of our students received Level 3 while 53% of our students scored Level 4. While this is a significant increase in the % of students scoring Level 4, we would like to see this trend continue, moving students from Level 3 to Level 4.</p>
<p>5. <u>Art, Music, Physical Education</u></p> <ul style="list-style-type: none"> ▪ <i>Art:</i> By June 2010, 85% of our children in grade 1 will have gained knowledge and experience in a variety of art materials as evidenced by completing assigned art projects and obtaining Level 3 or 4 on their report card as per a rubric based on the benchmarks in the NYC Blueprint for the Arts. ▪ <i>Music:</i> By June 2010, 80% of our children in grade 1 will gain knowledge and experience with both vocal and instrumental music as well as music appreciation by obtaining a Level 3 or 4 on their report card as per a rubric based on the benchmarks in the NYC Blueprint for the Arts. ▪ <i>Physical Education:</i> All students in grade 5 will follow the NY State Scope and Sequence in Physical Education. By June 2010, 90% of our students will receive a Level 3 or 4 for their final grade report card as demonstrated by being prepared for class, participating and being on task. By June, 2010, 85% of grade 4 and 5 students will perform at or above normal range as per the Physical Best Activity Guide and Physical Education for Lifelong Fitness on the Fitnessgram or Test of Gross Motor Development 2. 	<p>After a review of research data available with regard to core areas such as Visual Art, Music and Physical Education, it is clear that participation in these areas directly impacts on student performance in academic areas such as Reading, Mathematics, Social Studies and Science.</p> <p>We believe that it is very important to expose our students to a well rounded curriculum that supports an awareness and knowledge of visual and performing arts and experiences that engage students in activities in these areas.</p> <p>We believe that our children need exercise and exposure to athletic activities and healthy competition in ways that build self esteem and sportsmanship. We would like our students to develop good habits with regard to health and nutrition.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable</i></p>	<p>Support:</p> <ul style="list-style-type: none"> ▪ Reading Recovery / AIS Teacher: Contracts for Excellence ▪ Literacy Specialist: TL Fair Student Funding ▪ Librarian: T L Fair Student Funding TL Children First ▪ Computer: T L Fair Student Funding ▪ 3 Teachers: State EGCR ▪ AIS Para: TL Fair Student Funding ▪ Reading Recovery/AIS Teacher: TL Fair Student Funding CFE ▪ TC Project School: Title I Funds for PD ▪ Violence Prevention/Title III Funds
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ▪ Bimonthly individual assessments using Teachers College ECLAS Variation Leveling exam ▪ Students should increase a minimum of 1 level per assessment ▪ Teacher observation ▪ 80% on weekly Vocabulary Exams ▪ Writing Portfolio Assessment (students must attain a performance level of 2 or better on published pieces from each unit of study).
	<ul style="list-style-type: none"> ▪ After School Program for Grade 2 students not meeting standards ▪ Use data to target instructional needs

SECTION VI: ACTION PLAN

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

ENGLISH LANGUAGE ARTS

Subject/Area (where relevant): 3 - 5

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 75% of the students in Grades 3-5 will read on grade level according to the TC Assessments, which correlates to scoring a level 3 or 4 on their report card. By June 2010, there will be a 4% increase in the number of students making 1+ years' progress on the NYS ELA exam. There will be a 3% increase in the number of students in grades 4 and 5 scoring a level 4 on the NYS ELA Exam. This year, we will work with teachers to help them use data more effectively to plan instruction to meet individual needs.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ▪ All classes will use balanced literacy to address the Performance Standards in English language. ▪ Professional Development in the more effective use of formal and informal assessments to individualize and drive instruction ▪ Implementation of the School-wide Enrichment Model in collaboration with City Hall Academy ▪ Demonstrate understanding of fiction, nonfiction and other literacy genres by appropriately answering questions that address higher-level critical thinking skills, produce written response to literature and utilize graphic organizers through reading workshops. ▪ Integration of writer's workshop into daily instruction using a writer's notebook, re-reading, editing, rewriting and publishing, ▪ Read, listen and write a variety of genres (ELA performance standard) ▪ Flexible grouping for instruction ▪ Leveled libraries ▪ Collaborative grade planning ▪ Independent reading

	<ul style="list-style-type: none"> ▪ Integration of computer technology ▪ Spelling journals and word study and vocabulary ▪ Inter-visitations ▪ School-wide rubrics ▪ Genre study groups ▪ Reduction in class size (grades 4,5) ▪ After School Program and Saturday Academy for Grades 3-5 students not meeting standards
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Support:</p> <ul style="list-style-type: none"> ▪ Reading / AIS Teacher: Contracts for Excellence ▪ Literacy Specialist: TLFair Student Funding ▪ Librarian: TLFair Student Funding; TLChildren First ▪ Computer: TLFair Student Funding ▪ 2 Teachers: Title I School Wide Projects ▪ AIS Para: TL Fair Student Funding ▪ Reading Recovery/AIS Teacher: TL Fair Student Funding;CFE ▪ TC Project School: Title I Funds for PD ▪ Violence Prevention / Title III Funds
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ▪ Bimonthly individual assessments using Teachers College Leveling exam ▪ Students should increase a minimum of 1 level per assessment ▪ Teacher observation ▪ 80% on weekly Vocabulary Exams ▪ ELA State Exam 1+ Year's progress ▪ Writing Portfolio Assessment (students must attain a performance level of 2 or better on published pieces from each unit of study).

SECTION VI: ACTION PLAN

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

**MATHEMATICS
K - 2**

Subject/Area (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, 80% of students in Grades K-2 will master grade level standards by achieving a Level 3 or 4 on their report cards.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> ▪ Ongoing assessment of all students ▪ Professional Development in the more effective use of formal and informal assessments to individualize and drive instruction. ▪ Use strategies to solve multi-step problems independently and/or in small groups ▪ Whole class instruction/problem of the day/math journals/mental math ▪ Represent concepts in multiple ways through numbers, graphs, symbols, diagrams or words ▪ Math centers, use of manipulatives and hands-on activities, independent work, math groups according to need and levels ▪ Use of literature to integrate language arts and math ▪ Integration of computer technology for remediation or enrichment ▪ Address performance in mathematics core curriculum ▪ Mainstreaming special education students into general education classes ▪ Emphasis on the integration of writing in mathematics ▪ Academic Intervention Services for all students not meeting grade level standards ▪ After School Program for Grade 2 students not meeting standards

	<ul style="list-style-type: none"> ▪ Reduction in class size
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ▪ Computer: TLFair Student Funding ▪ 3 Teachers: State EGCR ▪ AIS Para: TL Fair Student Funding ▪ Reading Recovery/AIS Teacher: TL Fair Student Funding; CFE ▪ Violence/Prevention and Title III Funds
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ▪ Weekly Exams and Every Day Math Unit Assessments ▪ Math Projects ▪ EDM Games ▪ Student Report Cards ▪ Portfolio assessment – reviewed bi-weekly by teachers, parents, students ▪ Teacher observations and tests – 75% accuracy ▪ Promotional criteria checklist – 80% of Grade Level Standards met ▪ Math Inventory – 10 out of 16 skills mastered – 1 time per year

SECTION VI: ACTION PLAN

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

MATHEMATICS

3 - 5

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>1. By June 2010, 80% of the students in grades 3-5 will master grade level standards by achieving a Level 3 or 4 on their report card; there will be a 3% increase in the number of students scoring a Level 4 on the NYS Math Exam; there will be a 2 % increase in the number of students in grades 4 and 5 who will make 1+ year worth of progress on the NYS Math 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>	<ul style="list-style-type: none"> ▪ Ongoing assessment of all students ▪ Professional Development in the more effective use of formal and informal assessments to individualize and drive instruction. ▪ Use strategies to solve multi-step problems independently and/or in small groups ▪ Whole class instruction/problem of the day/math journals/mental math ▪ Represent concepts in multiple ways through numbers, graphs, symbols, diagrams or words ▪ Math centers, use of manipulatives and hands-on activities, independent work, math groups according to need and levels ▪ Use of literature to integrate language arts and math ▪ Integration of computer technology for remediation or enrichment ▪ Address performance in mathematics core curriculum ▪ Mainstreaming special education students into general education classes ▪ Emphasis on the integration of writing in mathematics ▪ Academic Intervention Services for all students scoring at Level 2 or below on the NYS Math Exam

	<ul style="list-style-type: none"> ▪ After School Program and Saturday Academy for Grades 2-5 students not meeting standards ▪ Reduction in class size
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ▪ Computer: TLFair Student Funding ▪ 2 Teachers: Title I School Wide Projects ▪ AIS Para: TL Fair Student Funding ▪ Reading Recovery/AIS Teacher: TL Fair Student Funding; CFE ▪ Violence/Prevention and Title III Funds
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ▪ Weekly Exams and Every Day Math Unit Assessments ▪ Math Projects ▪ EDM Games ▪ Student Report Cards ▪ Portfolio assessment – reviewed bi-weekly by teachers, parents, students ▪ Teacher observations and tests – 75% accuracy ▪ Promotional criteria checklist – 80% of Grade Level Standards met ▪ Math Inventory – 10 out of 16 skills mastered – 1 time per year ▪ Students making a minimum of 1 year’s progress on NY State Exam

SECTION VI: ACTION PLAN

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

Subject/Area : SCIENCE

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, students in all grades will demonstrate a basic understanding of the New York State Science Core Curriculum as outlined in the New York City Scope and Sequence by achieving 80% on Unit assessments; 3% increase in the number of Grade 4 students attaining a level 4 on the NY State Science 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>	<ul style="list-style-type: none"> ▪ Harcourt Science Grades K-5 ▪ Full Option Science System (FOSS) ▪ Professional Development in the more effective use of formal and informal assessments to individualize and drive instruction. ▪ The use of the scientific method will be evident throughout the course of scientific study, as well as student science fair projects ▪ Participation in hands-on experimentation ▪ Multi-sensory methods ▪ Interdisciplinary approach is used in classroom study, as well as provided by enrichment and extension activities ▪ Journal writing activities ▪ Reflective thinking ▪ Use of higher order questioning techniques ▪ Data interpretation and analysis ▪ Individual and small group activities ▪ Student-to-student interaction ▪ Reading component through the use of content specific <i>science literature</i>

	<ul style="list-style-type: none"> ▪ Home-school connection ▪ Integrates technology via <i>Harcourt Science website</i> ▪ <i>Professional Development</i> ▪ <i>Mini residency with Genovesi Environmental Study Center-grade 4</i> ▪ <i>Organized field study via the Moveable Museum-grade 2</i>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ▪ Tax Levy Fair Student Funding ▪ 1 Science Teacher ▪ Core Curriculum Harcourt and Foss with Classroom Libraries
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ▪ All students will complete a science project working as a class, group or individually. ▪ 80% of students will achieve 85% on end of unit assessments. ▪ 80% of students in grade 4 will perform at level 3 and 4 on NYS Science test. ▪ Teachers will review student portfolios quarterly to assess student performance.

SECTION VI: ACTION PLAN

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

SOCIAL STUDIES

Subject/Area

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound</p>	<p>By June 2010, students in all grades will demonstrate a basic understanding of the Social Studies Core Curriculum as outlined in the NY State Scope and Sequence by achieving 80% on Unit assessments; and 3% increase in the percentage of Grade 5 students attaining a level 4 on the NY State Social Studies 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>	<ul style="list-style-type: none"> ▪ Children will develop class projects based on their grade curriculum for the Spring Social Studies Fair ▪ Scotts Foresman Text K-3 ▪ Houghton Mifflin, Harcourt Core curriculum Grade 4 and 5 ▪ Professional Development in the more effective use of formal and informal assessments to individualize and drive instruction. ▪ Trips to NYC City Museums and Historical Societies all students. ▪ Infusing content area literature and writing through interdisciplinary units of study based the Joseph Renzuli Model. ▪ Interpreting photographs and illustrations based on their grade curriculum ▪ Reading and interpreting maps that support their grade curriculum all students on going. ▪ Exposure to primary source documents all students on going. ▪ Practice answering Document Based Questions. ▪ Interpreting and responding to documents. ▪ Use of video technology to enhance interest. ▪ Infusion on Web base technology such as interactive maps.

	<ul style="list-style-type: none"> ▪ Utilization of data bases provided by New York Historical Society and the New York Public Library. ▪ On line Grolier Encyclopedia
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable</i></p>	<ul style="list-style-type: none"> ▪ Title 1 Schoolwide programs - Open access library with internet connections for research. ▪ Tax Levy Social Studies Staff Developer
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ▪ Showcasing student work through Social Studies Fair in spring. ▪ Improve performance of Social Studies State Test demonstrated by a greater number of students achieving Level 4. ▪ Improved performance on Social Studies end of unit test and/or portfolio assessment.

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> ▪ <i>Art:</i> By June 2010, 85% of our children in grade 1 will have gained knowledge and experience in a variety of art materials as evidenced by completing assigned art projects and obtaining Level 3 or 4 on their report card as per a rubric based on the benchmarks in the NYC Blueprint for the Arts. ▪ <i>Music:</i> By June 2010, 80% of our children in grade 1 will gain knowledge and experience with both vocal and instrumental music as well as music appreciation by obtaining a Level 3 or 4 on their report card as per a rubric based on the benchmarks in the NYC Blueprint for the Arts. ▪ <i>Physical Education:</i> All students in grade 5 will follow the NY State Scope and Sequence in Physical Education. By June 2010, 90% of our students will receive a Level 3 or 4 for their final grade report card as demonstrated by being prepared for class, participating and being on task. By June, 2010, 85% of grade 4 and 5 students will perform at or above normal range as per the Physical Best Activity Guide and Physical Education for Lifelong Fitness on the Fitnessgram or Test of Gross Motor Development 2.
<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><u>Visual Arts:</u> Full time licensed Art Teacher for cluster program. Full time Conflict Resolution through Art program. All classes are programmed for visual arts classes and/or music classes. Students in grades 1 and 2 are invited to participate in a Self Esteem through Art after school program. Making Books Sing residency in Grade 3 classes. Parents as Art Partners is a series of 8 evening family workshops facilitated by Making Books Sing.</p> <p><u>Music:</u> Full time licensed Music Teacher for cluster program. All classes are programmed for visual arts classes and/or music classes. Students in grades 4 are invited to participate in a Self Esteem through Music after school program.</p>

	<p>Midwood Development is a CBO that runs an after school program daily for students. The program incorporates sports and recreation and will be adding a drama component.</p> <p>Arts and Physical Education After School Programs for GE and SE students</p> <p><u>Physical Education:</u></p> <p>Full time licensed PE/APE teacher to implement Physical Education / Health Education programs for students in all classes during and after school. Students in Grade 5 are invited to participate in a Self Esteem through Sports after school program.</p> <p>Redesign of schoolyard with sports, tennis and basketball courts, street games, climbing apparatus, and gardens for school planting. Students will be able to utilize this space during and after school. NY Junior Tennis League will be running programs for our students in both 381 and 197 both during and after school as well as summers</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Full time Physical Education Teacher: TL Fair Student Funding; EGCR Full Time Arts and Conflict Resolution Teacher: TL Fair Student Funding Full time Licensed Art Teacher: EGCR Full time Music Teacher: TL Fair Student Funding After School Per Session: Violence Prevention / Title III Funds</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>ARTS:</p> <ul style="list-style-type: none"> ▪ Visual Arts and Music benchmarks as identified in the Blueprint for the Arts. ▪ Students will achieve 85% of Grade Level Standards on formal and informal assessments and teacher observations. ▪ 85% of our students in grade 1 will receive Levels 3 or 4 on March/June Report Cards in Visual Art and/or Music <p>PHYSICAL EDUCATION:</p> <ul style="list-style-type: none"> ▪ Skills are taught and students are evaluated as prescribed by the scope and sequence for specific grade levels. Benchmarks for progress as per the Physical Best Activity Guide and Physical Education for Lifelong Fitness as evaluated on the Fitnessgram or Test of Gross Motor Development 2 (100% Completion). ▪ 90% of our grade 5 students will receive Levels 3 or 4 on March/June Report Cards in Physical Education.

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	N/A	N/A	N/A	N/A	4	0	1	7
1	2	3	N/A	N/A	1	0	0	4
2	15	17	N/A	N/A	1	0	0	3
3	17	4	N/A	N/A	1	1	1	5
4	9	0	4	11	4	1	1	5
5	3	0	4	4	1	0	1	3
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p>ELA: Foundations Wilson Reading Recovery Great Leaps Reading Quick Reads Acuity Triumphs Treasure Chest Kaplan Aim Higher</p>	<p>Grades K-1 – Small group and one on one during the school day. Foundations is a multisensory decoding program for students with limited experience with letters and their sounds.</p> <p>Grades 3-5-- small group during the school day. Wilson is a very structured, multi-sensory decoding program.</p> <p>Grade 1--1:1 program during the school day. Early Intervention for first grade children experiencing reading and writing difficulties.</p> <p>Grades kg-5—during the school day. Targets fluency in phonemic awareness.</p> <p>Grades 1-5—1:1 and small group during the school day. Research based fluency program that uses high interest non-fiction to improve reading performance and comprehension.</p> <p>Grades 3-5—1:1 during the school day. Technology based program in reading that addresses comprehension .</p> <p>Grades 4-5—small group before and during the school day. A comprehensive reading comprehension program targeting kg-6 students who are below level in acquiring basic skills. Has weekly assessment component.</p> <p>Grade 3—small group during the school day. A comprehensive reading and writing program. Uses differentiated instruction to address vocabulary, writing and reading comprehension skills. Has a weekly assessment component.</p> <p>Grade 3-5—small group on Saturday. Provides skill specific instruction in English Language Arts that align with state standards.</p> <p>Grades 2-5—small group after school. Targets reading and writing instructions for students experiencing difficulty in meeting the standards. Has a unit assessment component.</p>
<p>Mathematics: Great Leaps Problem Solving Math Acuity Kaplan</p>	<p>Grades 2-5—1:1 during the school day. Promotes fluency in computation skills.</p> <p>Grade 5—1:1 during the school day. Technology based program that promotes problem solving strategies.</p> <p>Grades 3-5—1:1 before and during the school day. Technology based program in math.</p> <p>Grades 3-5—small group on Saturday. Provides skill specific instruction in math that aligns with the state standards.</p>

Aim Higher	Grades 2-5—small group after school. Problem solving strategies .
Science: Harcourt Program	Grades K-5 – Differentiated in class instruction during the school day provided within the core program.
Social Studies: Maps, Globes and Graphs Rand McNally Maps Scott Foresman DBQ	Grade 5—small group instruction before the school day. Targets geographic skills. Grades 4, 5 – individual instruction during the school day and extended day, interactive on line map and graph program with a home link. Grades 4, 5 – Small group instruction before the school day.
At-risk Services Provided by the Guidance Counselor: Guidance Counselor: Red Ribbon Week Program	Group counseling, individual counseling and crisis intervention. Activities to promote drug free lives.
At-risk Services Provided by the School Psychologist:	Students who are at risk are seen by the School Psychologist for ERSA counseling for a temporary period of time (usually up to 10 sessions or as needed).
At-risk Services Provided by the Social Worker:	Grades kg-5--1:1 and small group during the school day. Targets students not mandated but who exhibit at risk behaviors.
At-risk Health-related Services:	Daily monitoring or as needed monitoring for students with health related issues such as diabetes, asthma, allergies, heart problems, etc. is provided by a nurse that is assigned to our school on a full time basis.

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

NCLB/SED requirement for all schools

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

P.S. 197 Language Allocation Policy

Team Members:

Rosemarie Nicoletti, Principal; Erica Williams, Assistant Principal;
Serenity Saint Jean, Literacy Coach; Vera Gordonova, ELL Teacher;
Leila Reyes, ELL Teacher

The Language Allocation Policy (LAP) described below has been designed to promote language development of English Language Learners (ELLs) until they acquire academic proficiency in English and meet the high standards set for all students.

P.S. 197 is an elementary school with students from pre-kindergarten through grade 5. There are currently 512 students enrolled, of whom 103 of the students are ELLs, which is about 20% of the student population of the school. The total numbers of ELLs per grade are K (18 ELLs); 1 (15 ELLs); 2 (21 ELLs); 3 (21 ELLs); 4 (14 ELLs); 5 (14 ELLs). They belong to various language groups: Russian (36 ELLs), Spanish (32 ELLs), and other language groups, such as Urdu, Arabic, Albanian, Haitian-Creole, and several other languages.

Procedures for identifying and placing new English Language Learners, including pre-kindergarten students moving to kindergarten, include five major components: registration, identification, parent orientation, program selection, and program placement. ESL teachers are in charge of identifying and placing new ELLs.

The identification process begins with screening which includes administering the Home Language Identification Survey (HLIS) and conducting the informal oral interview in English and in the native language. Based on the established criteria, we determine which of the students are required to take the Language Assessment Battery- Revised (LAB-R). These children are identified as “Potential ELLs”. Based on the hand-scored results of the formal initial assessment (LAB-R), the students are identified as ELLs (those who belong to beginning, intermediate, or advanced levels of English language proficiency) and non-ELLs (those who are identified as proficient). All ELLs are eligible to receive bilingual or ESL services. All parents receive Entitlement Letters and Parent Survey and Program Selection Forms in their native languages. The Program Selection Forms are usually returned by all the parents. This year the parents of all newly admitted ELLs returned the Program Selection Forms indicating the Freestanding ESL Program as their first choice.

Our ESL teachers make every effort to stay in close contact with ELL parents, from administering the HLIS, to informing them of their child's eligibility for ELL services, to collecting the forms that indicate the parent's program choice for their child. In September, an Orientation Meeting for the Parents of the newly enrolled ELLs is held. The parents are provided with information on the different ELL programs using the translated materials (brochures and DVDs in the native languages of the parents of ELLs) and are offered translation and interpretation services, including document translation and onsite interpretation services, as needed. Throughout the year, parents are informed in a number of ways, including one-on-one meetings, phone conversations, or through the mail.

The LAB-R is administered only once to a student to determine eligibility for bilingual services or ESL services. The New York State English as a Second Language (NYSESLAT) is administered in the spring to evaluate the student's progress in English and determine whether the student will continue to receive services for the next school year. The only way to exit the program is to get a passing score on the NYSESLAT. On September 15, 2008 the NYSED Board of Regents approved extending test accommodations to former LEP/ELLs for two additional years after achieving proficiency on the NYSESLAT. Therefore, for up to two years, our former ELLs get the extended test time and a separate location for the tests. Proctors may read the listening passage on the Grades 3-8 English language arts test a third time to ELLs. The bilingual glossaries may be used for math and science tests.

All English Language Learners (ELLs) are very well integrated into our school. The school provides ELLs with a Freestanding ESL program, which means that English-acquisition-focused instruction is provided only in English. Transitional Bilingual Education and/or Dual Language programs, which include the native language arts (NLA) component, will be used upon the availability of the required numbers of students and the parents' choice.

Two fully licensed ESL teachers teach their ELLs via a push-in/pull-out ESL program model. Our ESL teachers group ELL students from different classrooms based on their English language proficiency level and grade and provide ESL instruction in their rooms. (Pull-Out ESL Model). If necessary, ESL teachers go into the classroom to provide ESL instruction there. (Push-In ESL Model). Several classes are usually served during the day. The number of ESL instructional units that a student receives is regulated by New York State CR Part 154 regulations and determined by student English proficiency levels as per the LAB-R and/or NYSESLAT scores. Beginning and intermediate students are mandated to receive 360 minutes of ESL instruction per week; advanced students are mandated to get 180 minutes of ESL instruction per week; all ELLs are mandated to receive 180 minutes of ELA instruction per week. Content area instruction is provided to all ELLs. The students are grouped according to their English language level of proficiency, language development, and academic needs to address their weaknesses and strengths effectively. ESL strategies are used to provide ELLs with the educational tools to communicate in social settings, achieve academically in all content areas, and in socially and culturally appropriate ways. All students are getting their mandated services. ESL strategies and learning materials used are aligned with NYS Standards.

The school library has a collection of books for ELLs both in English and their native languages. Students are taught to use glossaries, bilingual dictionaries and technology to enhance their learning.

ESL instruction addresses four modalities: listening, speaking, reading and writing. ESL lessons incorporate essential elements of the balanced literacy model. ESL instruction promotes phonemic awareness, coding and decoding skills using multi-sensory activities of the Wilson Reading and Writing System. ESL lessons are focused on learning and expanding English language vocabulary, including content area instruction and vocabulary, and develop listening, reading and writing skills. Special attention is given to promoting higher order thinking skills. Big Books and student books published by Prentice Hall Regents ESL, ESL student and activity books by Scott Foresman, Addison-Wesley's Reading Program, nonfiction and fiction series, Amazing English, an integrated ESL Curriculum, and other materials are used in ESL lessons. ESL teachers plan in collaboration with mainstream teachers providing scaffolding instruction for their ELLs. Teachers scaffold academic language and complex content to support students' participation in content areas. Math instruction for ELLs is focused on enhancing math terminology and reasoning while solving problems and interpreting tables and graphs. ELA instruction promotes reading accuracy and fluency, reading comprehension and writing skills.

P.S. 197 uses a wide range of assessment data to measure students' performance and to inform all aspects of lesson planning. To measure the academic progress ELLs make, ESL teachers use the results of the Interim Assessments for ELLs, the spring NYSESLAT, as well as forms of ongoing informal assessment (observation of ELLs during regular classroom activities, portfolios of samples of students' works). The administration of the NYSESLAT in 2009 reveals that about 10% of ELLs have reached the level of proficiency; 50% of ELLs are advanced; 20% of ELLs belong to the intermediate level of English proficiency and 20% belong to the beginning level of English proficiency. The NYSESLAT Modality Analysis shows that speaking and listening are the strongest modalities, while reading and writing are the weakest modalities for students. Therefore, more emphasis has to be made on developing reading and writing strategies through the use of the workshop model and students' participation in activities that promote academic discourse such as accountable talk. Overall Spring 2009 NYSESLAT proficiency results and Fall 2009 LAB-R for new admits show that 49 ELL students are beginners, 19 ELLs are at the intermediate level of English proficiency, and 35 ELLs are advanced students.

Particular consideration is given to identifying students in need of improvement and students with special needs. An Individual Education Plan (IEP) is in place for all Special Education ELL students. Instruction is organized around task and learning groups. All teachers who serve Special Education ELLs have the required qualifications and language competencies. New ELLs, SIFE (Students with Interrupted Formal Education), long term ELLs and Special Education ELLs are part of the Academic Intervention Program, which is aimed at learning math vocabulary, problem solving, as well as literacy skills. This year, the school has 80 newcomers (ELLs receiving service 0-3 years), 23 ELLs receiving service 4-6 years), 23 Special Education students, 3 SIFE students. They all receive targeted instruction via before and after school programs. All ELLs are afforded equal access to all programs in the school.

Professional development for classroom teachers and teacher assistants includes issues associated with teaching ELLs. They are: New York State – LEP identification process; English proficiency levels of ELLs; essential elements of effective program models for ELLs; ESL methodologies and description of classroom practices; second language acquisition; instructional scaffolding used with ELLs; the critical components of reading instruction for ELLs.

The parents hold the school in high regard. Regular parent orientation meetings, parent-teacher conferences, and parent workshops are held for the parents of ELLs. Based on the review of the Parent Survey and Program Selection forms for the past few years, a Freestanding ESL program offered at our school is aligned with what the parents have been requesting. All information is available in English and the native languages of the parents of ELLs.

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 22	School P.S. 197 K
Principal Ms. Rosemarie B. Nicoletti	Assistant Principal Ms. Erica N. Williams
Coach Ms. Serenity Saint Jean	Coach
ESL Teacher Ms. Vera Gordonova	Guidance Counselor
Teacher/Subject Area ESL Ms. Leila Reyes	Parent
Teacher/Subject Area	Parent Coordinator
Related Service Provider	SAF
Network Leader	Other

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	512	Total Number of ELLs	103	ELLs as Share of Total Student Population (%)	20.12%
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Part II: ELL Identification Process

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

All ELLs	103	Newcomers (ELLs receiving service 0-3 years)	80	Special Education	23
SIFE	3	ELLs receiving service 4-6 years	23	Long-Term (completed 6 years)	

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
Dual Language										0
ESL	80	3	15	23		6				103
Total	80	3	15	23	0	6	0	0	0	103

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	2	4	8	6	6	6				32
Chinese										0
Russian	9	6	7	6	4	4				36
Bengali										0
Urdu	1	1	1	1	1	2				7
Arabic	3			3	1	2				9
Haitian Creole			1	1						2
French										0
Korean										0
Punjabi										0
Polish										0
Albanian	1	2		1	1					5
Other	2	2	4	3	1					12

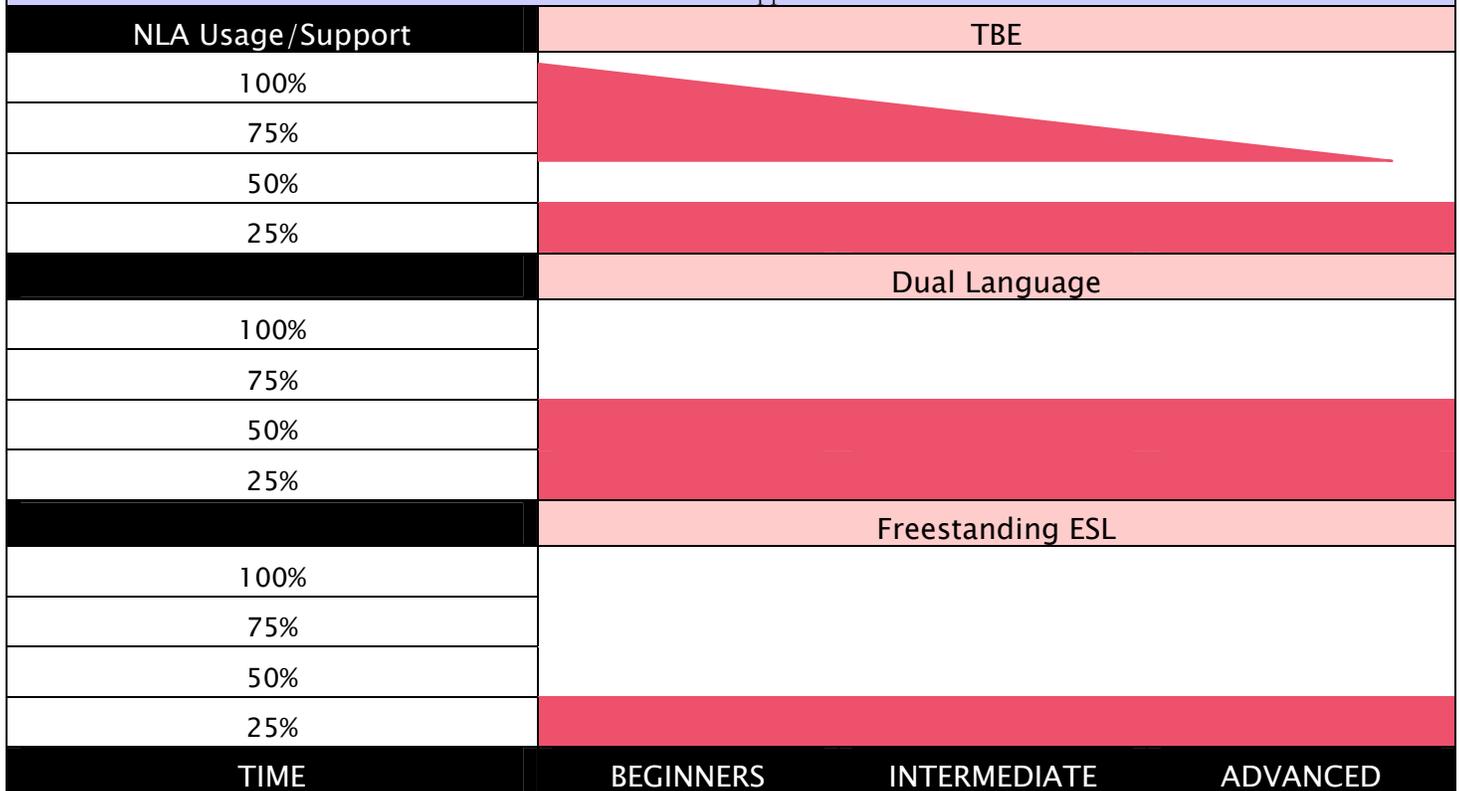
Programming and Scheduling Information										
<p>1. How is instruction delivered?</p> <ol style="list-style-type: none"> What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? If pull-out, specify the length of time, group, and 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	18	15	21	21	14	14	0	0	0	103

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)	15	10	7	9	4	4				49
Intermediate(I)	3	2	5	7	1	1				19
Advanced (A)		3	9	5	9	9				35
Total Tested	18	15	21	21	14	14	0	0	0	103

4	1		1		7		3		12
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	3				2		1		6
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)
Erica Nicole Williams	Assistant Principal		
	Parent Coordinator		
Vera Gordonova	ESL Teacher		
	Parent		
Leila Reyes	Teacher/Subject Area		
	Teacher/Subject Area		
Serenity Saint Jean	Coach		
	Coach		
	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
	Other		
	Other		

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

Filename: 22K197 LAPK Worksheet 2009-10_Final.doc
Directory: G:\CM-DIGI\2010\03_Mar_10\030510\CEP
Batch15\Process\CEP_K197
Template: C:\Documents and Settings\partha\Application
Data\Microsoft\Templates\Normal.dot
Title: OFFICE OF ENGLISH LANGUAGE LEARNERS
Subject:
Author: rbellis
Keywords:
Comments:
Creation Date: 1/5/2010 2:07:00 PM
Change Number: 2
Last Saved On: 1/5/2010 2:07:00 PM
Last Saved By: NYCDOE
Total Editing Time: 1 Minute
Last Printed On: 3/8/2010 3:09:00 PM
As of Last Complete Printing
Number of Pages: 10
Number of Words: 5,831 (approx.)
Number of Characters: 33,242 (approx.)

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

Form TIII – A (1)(a)

Grade Level(s) 2-5

Number of Students to be Served: 64 LEP 25 Former ELLs 29 Non-LEP

Number of Teachers 9 T/Th and 2 Sat Other Staff (Specify) 1 supervisor

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.

In order to insure the success of our ELL students, we intend to implement an after school and Saturday program taught in English by qualified teachers, that all ELL students will be invited to attend two days per week after school and/or on Saturday mornings. This program will be very specific to the needs of those students who are involved in the ESL program during the school day and are required to take examinations in the academic content areas. The work will be grounded in literacy and math and core content areas. It will include test preparation.

The program will focus on all ELLs and former ELLs in grades two, three, four and five with a maximum class size of 15 students. They will be integrated with English proficient students. We will have a total of 8 after school classes and 2 Saturday classes that will be serviced by content area specialists in literacy, math, social studies and science. A licensed ESL teacher will work closely with the content area teachers and students, pushing into each of the classes for a minimum of 15 minutes per session. She will instruct ELLs and provide support and materials to our teachers.

The program will run for 120 minutes, two days per week and 180 minutes on Saturday mornings. It will take place from 3:00 p.m. until 5:00 p.m. on Tuesdays and Thursdays for a total of 12 after school sessions and 10 Saturday sessions. Programs will begin on Saturday, February 27, 2010 and will run through Saturday, April 24, 2010. Fifty percent of the time will be focused on mathematics and fifty percent of the time will be focused on literacy and reading in the content areas, specifically science and social studies.

Each teacher will focus on assisting their students to meet the performance standards for that child's particular grade. In addition, the teachers will focus on expanding and enriching each youngster's English academic vocabulary.

Teachers will be chosen based on experience in specific grade levels and proven success with moving students (ELLs, and/or other subgroups) to meet grade level standards.

In addition, we will need to have 1 supervisor available both after school and Saturday to support quality instruction.

We have many supplemental materials purchased through other school funds both specific to ESL students as well as content area materials for us to use in the after school and Saturday program, therefore, it will not be necessary for us to purchase additional materials using Title III funds.

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.

Two full time ESL teachers service our English Language Learners. These teachers work with classroom teachers on an ongoing basis. They do workshops on designated PD days, at Faculty Conferences, and Grade Conferences with our all our teachers and paraprofessionals in small groups. They provide suggestions for teaching strategies as well as materials for classroom teachers and after school teachers to use with our ELLs. Teachers know that they can consult with our ESL teachers when they have students with limited English proficiency for support. This professional development is built into the fabric of our PS 197 community and is at no cost to our school.

PS 197 is a Teachers College Reading and Writing Project School (TCRWP). With Title I funds, we purchase professional development through Columbia University. Staff Developers work with teachers and students at our school throughout the year for a total of 20 days. They model instruction in the classroom, have teachers practice teaching approaches with groups of students, and meet with teachers to share ideas. All our teachers attend workshops at Teachers College, Columbia University. Staff Development at school and workshops at Columbia University include the use of TC assessment tools, utilizing assessment to drive instruction and approaches to differentiate instruction in reading and writing for our varied levels of ELLs, special education, and general education students.

Form TIII – A (1)(b)

School: PS 197 BEDS Code: 332200010197

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

Allocation Amount: \$15000		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	16300	Instruction: Per Session Tues / Thurs 8 teachers x (12 sessions @ 2 hrs) 24 hrs x \$50/hr = 9600 1 ESL teacher x (12 sessions @ 2 hrs) 24 hrs x \$50/hr = 1200 1 supervisor x 30 hours x \$50/hour = 1500 Sat 2 teachers x (8 sessions @ 3 hrs) 24 hrs x \$50/hr = 2400 1 supervisor x (8 sessions @ 4 hrs) 24 hrs x \$50/hr = 1600
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 	None	
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	None	We have supplemental materials in the building purchased through other school funds to support both ESL instruction as well as content area instruction for this program.
Educational Software (Object Code 199)	None	
Travel	None	
Other	None	
TOTAL		Instruction: 9600 + 1200 + 1500 + 2400 + 1600 = 16300 Total 16300 (We will pay remainder, 1300, from school funds)

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.

P. S 197 Home Language Report (RHLA) 2009-2010 revealed that immigrant students speak the following primary languages: Russian - 107 students, Spanish - 64 students, Albanian – 21 students, Urdu – 19 students, Arabic – 15 students, Pilipino – 10 students, Turkish-8 students, Uzbek-6 students, Georgian 4 students, Punjabi 4 students. School determines within a few days of a student's enrollment the primary language spoken by the parent of each student enrolled in the school, and provides appropriate and timely language assistance to effectively communicate with teachers, guidance counselors, school nurse, parent coordinators or other school staff regarding critical information about the child's education.

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.

Besides a Home Language Report, certified ESL teachers conduct informal interviews with the parents of the newly admitted ELLs in the beginning of the year at parent orientation meetings, and throughout the year as the student gets admitted to school. For the year 2009-10 we have several parents in different language groups who are not literate in the English language. Russian 10, Spanish 5, Arabic-3, Urdu 1, Turkish 1, Georgian 1, Haitian Creole 1.

The above mentioned parents need a translation of the documents that contain student specific information regarding, but not limited to, a student's : a) health, b)safety, c) legal or disciplinary matters, d) entitlement to public education or placement in any

Special Education, English language learner or non standard academic program. They also need oral interpretation assistance in order to communicate with school staff and school officials regarding their child's education.

School maintains appropriate and current record of the primary language of each parent. Such information is in ATS and on the student emergency card. School staff is aware of the language resources available to our school. All school based staff is familiar with the Language Identification Card (for example, I speak (language) cards) that allows parents to identify their language needs to the school staff.

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.

Written translation services will enhance parents' understanding of academic standards, assessments and tests. It will inform parents about supplementary education services and other educational programs.

Language assistance in Russian, Spanish, Arabic, Albanian, and Haitian Creole will be provided by the school staff. Parents can choose to rely on an adult or relative for the needed language assistance. If no language resources are available, school will contact an outside vendor such as, Translation and Interpretation Unit.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

P.S 197 will provide oral interpretation service to parents who request such service in order to communicate with the school staff and school officials regarding critical information about their child's education.

Such interpretation service will be provided either at the location where the parent is seeking to communicate or by telephone. Oral interpretation service will be provided partly by the school staff, partly by the outside vendor, or the parent's relative/friend/companion if the parent chooses so.

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>.

P.S 197 will be responsible for providing each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities, which include their rights regarding translation and interpretation services. Translated versions of this document, in the covered languages, are available at [http://schools.nyc.gov./RulesPolicies/ParentBillofRights/Parents Bill of Right and Responsibilities.htm](http://schools.nyc.gov./RulesPolicies/ParentBillofRights/Parents%20Bill%20of%20Rights%20and%20Responsibilities.htm)
The school will post in a conspicuous location at or near the primary entrance a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services.

Safety plan of P.S 197 will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative office solely due to language barriers.

If 10% of the children at P.S. 197 speak primary language that is neither English nor the covered language, school shall obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to the section seven of the Chancellor's Regulations A-663, and shall post and provide such forms in accordance with this section.

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:	\$319,871	\$173,884	\$493,755
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,199		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$1,739	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$15,923		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$8,694	
6. Enter the anticipated 10% set-aside for Professional Development:	\$31,987		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$17,388	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 92.1%

9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

We are working with our music teacher to help her obtain certification in music. We set up a meeting with a Certification Specialist at the ISC. She was informed that she must :

- Submit a copy of her Massachusetts certification to SED in Albany
- Submit new transcripts to SED in Albany
- Take the music Content Specialty Test
- Complete the SAVE workshop

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

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

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

This Parent Involvement Policy is in effect during the school year 2009-2010. It is reviewed annually in June and is distributed in January to families.

TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY

I. General Expectations

P.S. 197 agrees to implement the following statutory requirements:

- Parents of all students will receive workshops and or information in the following topics:
 1. *Homework assistance*
 2. *Reading(Instruction / Testing)*
 3. *Math*
 4. *Science and Social Studies*
 5. *The Arts*
- Back-to-school events will be organized for the purpose of welcoming parents and students.
- Translators will be available at workshops, where possible, to allow for greater participation and understanding
- A monthly calendar will be distributed with school activities and important dates
- Notices will be translated into “home” languages where possible i.e., Russian, Spanish, Haitian, Cantonese, etc.
- Parent Coordinator will communicate with parents on a regular basis, organize informative workshops and inform parents of upcoming school events and activities.

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

1. P.S. 197 will conduct a review of the current Parent Involvement Plan by members of the SLT. Recommendations will be made for the plans improvement.
2. P.S. 197 will conduct monthly SLT meetings and principal meets monthly with executive board members of the PTA.
P.S. 197 will provide technical assistance and other support in planning and implementing effective parental involvement activities in the following ways:
 - Workshops offered in the following topics, to be coordinated by the Parent Coordinator:

Homework assistance	Physical Education
Reading	Family Literacy nights
Math	Project Arts events
Science and Social Studies	Family Arts nights
3. P.S. 197 will conduct a survey of all parents in order to evaluate the effectiveness of our Parent Involvement Policy. A committee of parents will evaluate these findings and make recommendations to the SLT. The SLT will review findings and incorporate into the school plan.

P.S. 197 will conduct workshops for parents in reading and math. At these workshops parents will view samples of previous state tests in order to become familiar with their content and format. These workshops will be conducted by teachers and will provide the parents with the opportunity to solve, first hand, some of the questions on the tests. Parents were then provided the opportunity to discuss their responses and review answers based on needed skills. They will identify skills needed by the students in order to be successful. Math and reading strategies will be discussed.

Teachers will inform parents of students being assessed by alternate methods. Parents will become familiar with these methods and learn strategies for assisting their children,

P.S. 197 will, with the assistance of parents, provide the following opportunities for reach-out:

- working collaboratively as members of the PTA
- joint fund raisers
- parents will assist in the interpretation of results of surveys
- parent sponsored translation services

P.S. 197 will ensure that information related to the school and parent programs, meetings and other activities are presented to parents in the following ways:

- Continuation of workshops which are offered in the following topics (coordinated by the Parent Coordinator):
 - Homework assistance
 - Reading
 - Math
 - Science and Social Studies
 - The Arts

- Workshops to assist non-English speaking parents (if funds are available) to communicate more clearly with school personnel in order to improve their participation in the process.
- Translators will be provided at workshops, when possible, to allow for greater participation and understanding.
- Notices will be translated into “home” languages, where possible, e.g., Spanish, Russian, Cantonese, etc.
- Develop a handbook which includes curriculum requirements and expectations for each grade level as well as pertinent telephone numbers, addresses of Department of Education, school personnel, and neighborhood politicians.
- Continuation of a monthly calendar which contains information regarding school activities, testing dates and other relevant data.
- Have parents available to translate for other parents in their native language

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

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

This School-Parent Compact is in effect during the school year 2009-2010. It is reviewed annually in June and is distributed in January to families.

SCHOOL-PARENT COMPACT

The school community of **Public School 197** including the staff and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve high standards.

PART I - REQUIRED SCHOOL-PARENT PROVISIONS

School Responsibilities

Public School 197 will:

- provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - *hold curriculum meetings each year to set goals and establish class criteria.*
 - *to provide students with the educational materials necessary to achieve success.*
 - *to share responsibility for improving student achievement.*

- *to participate in ongoing staff development in the best teaching practices of all curriculum areas to ensure high quality instruction for all populations.*
 - *to collaborate with outside agencies to enhance and enrich the current teaching practices.*
- hold parent-teacher conferences (at least annually) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
 - *to provide annual meetings for Title I parents to inform them of the Title I program at P.S. 197 and the right to be involved. A flexible number of meetings at various times will be arranged to take into account parents needs.*
 - *to actively involve parents in planning, reviewing and improving the Title I programs and parental involvement policies at P.S. 197.*
 - *to provide parents with timely information about all programs.*
 - *to assure that all parents may participate in workshops such as reading/math strategies, behavior modification programs, nutrition, physical education, ESL, etc.*
 - *to actively participate in the P.S. 197 PTA and other related school activities.*
- provide parents with frequent reports on their children's progress and reasonable access to staff. Specifically, reports and staff will be available as follows:
 - *to provide a welcoming and open environment.*
 - *to provide performance profiles and individual student assessment results for each child and other pertinent individual and school district information.*
 - *to provide open communication between teachers and parents through:*
 - parent teacher conferences
 - frequent reports to parents on their children's progress
 - reasonable access to staff
 - opportunities to participate in and observe their child's class
- provide parents opportunities to volunteer and participate in their children's class, and to observe classroom activities as follows:
 - *to provide opportunities to participate Project Arts Family Nights.*
 - *to become involved in developing, implementing, evaluating and revising the school/parent involvement policy.*
 - *to accompany children's class on trips.*
 - *to provide the opportunity to attend instructional lesson in their children's classes.*
 - *to assist in the planning and execution of our school shows and Chorus performances.*
 - *to be active spectators at Field Day.*

Parent Responsibilities

We as parents will support our children's learning, such as:

- attending Parent Teacher Conferences.
- working with our children on schoolwork, supervise child's reading for 30 minutes per day and insure that a reading log is completed daily.
- monitoring our children's:
 - *attendance*
 - *homework*
 - *television watching and computer usage*
- sending our children to school appropriately dressed, prepared to learn and on time.
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate.
- reading together with my child every day.
- communicating positive values and character traits, such as respect, hard work and responsibility.
- respecting cultural differences of others.
- supporting the school's uniform and discipline policy.
- express high expectations and offer praise and encouragement for achievement.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
 - a. ELA p 10-11, 13, 15
 - b. Math p 11-12, 13, 15
 - c. Science p 13, 15
 - d. Social Studies p 12, 15
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - a. ELA p 21-24
 - b. Math p 21-24
 - c. Science p 25-26
 - d. Social Studies p 27-28

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - ELL after-school program.
 - 2. Project Read/Math for at-risk students not meeting state standards.
 - 3. Saturday Academy for at-risk students in grades 3-5 not meeting state standards.
 - 4. Extended Day for ELL, special education, and general education at-risk students.
 - 5. Summer school for students who received a level 1 on the ELA and or Math State test.
- Help provide an enriched and accelerated curriculum.
 - We have District 22 designated Gifted and Talented classes in grades 2, 3, 4, and 5. Our Scholars Program in Kindergarten and Grade 1 enhances and enriches the standard curriculum.
 - Meet the educational needs of historically underserved populations.
 - The principal and assistant principal disaggregate assessment data from the state and city test for individual students and by class, grade, ethnicity, and gender. The progress of special education students and English language learners is tracked very closely to evaluate whether intervention strategies are effective in supporting their achievement. The computerized system enables them to disaggregate the data using multiple criteria to identify trends and patterns in achievement. As a result, the school has identified that based upon our most recent progress report, both our English Language Learners, special education students, African American students in the lowest third city-wide has made exemplary proficiency gains in ELA. In mathematics, our special education students and other students in the lowest third city-wide have made exemplary proficiency gains. We offer a wide variety of AIS and student support services to target and support our historically underserved population and at-risk students.
 - ELA p 21-24
 - Math p 21-24
 - Science p 25-26
 - Social Studies p 27-28
 - Academic Intervention Services p 32-34
 - 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.
 - Student Support Services pg. 25-27
 - Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
 - Professional development coordinated by a team consisting of the Principal, Assistant Principal, Reading Staff Developer, Math Lead teacher, Wilson Specialist, and Reading Recovery Teacher.
 - Continuation of intensive professional development in balanced literacy by a full-time reading staff developer.
 - On-site professional development support and mentorship by experts from Teachers' College.
 - Math Lead-teacher will provide on-going professional development to all staff with emphasis on specialized strategies for special education and English Language Learners (ELL).

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.
 - Professional development coordinated by a team consisting of the Principal, Assistant Principal, Reading Staff Developer, Math Lead teacher, Wilson Specialist, and Reading Recovery Teacher.
 - Continuation of intensive professional development in balanced literacy by a full-time reading staff developer.
 - On-site professional development support and mentorship by experts from Teachers' College.
 - Math Lead-teacher will provide on-going professional development to all staff with emphasis on specialized strategies for special education and English Language Learners (ELL).

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
Not applicable

6. Strategies to increase parental involvement through means such as family literacy services.
 - Family Literacy Workshops
 - Family Mathematics Workshops
 - Family Art and Literacy Program facilitated by Making Books Sing
 - Workshops for Articulating Grade 5 students
 - Social Studies and Science Fairs
 - Book Fairs

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 full-time Pre-K classes which allows for transition into Kindergarten.
 - Workshops for parents to provide information about importance of Pre-K as preparation for Kindergarten.
 - Parent orientation meetings at the beginning of the school year to familiarize parents with school policies and procedures.
 - Open school week to observe interaction between teacher and child.
 - Early identification and testing and provision of services for 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.
 - Weekly Cabinet meetings attended by a cross-section of staff.
 - Teacher surveys
 - Teacher discussion of mid-year review.
 - Referral, by teachers, to Pupil Personnel Team
 - Grade level common preps

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.
 - ECLAS Variation Assessment
 - Teachers' College Running Record
 - Use of the Interim Assessments such as: Periodic Assessments ,Scantron Performance Series.
 - Use of customized assessments such as: Acuity.
 - Use of State standardized test.
 - AIS specialist who uses previously discussed assessments and informal testing, and discusses these results with teachers and provides for one-to-one and small group instruction for students as needed.
 - At-risk students also receive instruction during Extended Day and in after-school programs and Saturday Academy.

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 IDENTIFIED FOR IMPROVEMENT

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

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

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

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

Part B: For Title I Schools Identified for Improvement

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

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

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

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. Our school is using formal as well as informal assessments in literacy. The assessments include Acuity, ELA-State standard performance indicator, ECLAS VARIATION, and portofolio analysis. In addition, teacher observations, interviews, grade meetings, use of surveys, and cabinet meetings are conducted to review the data. We have members of cabinet that interface with their respective grades in an effort to guarantee to the alignment of the state curriculum.

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? We have data that supports and demonstrates the scores that the students have achieved in each measured area. We utilize the following recourses: Diane Smith Resource library, TC units of study in reading and writing, Words their Way word study program, TC spelling inventory, Teacher created daily and weekly plans with goals that students are expected to achieve at the end of the lesson/unit. One area of needed improvement is the targeting of specified skills-based comprehension.

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.

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. Our school uses the Everyday Math program which is aligned with New York State standards. Part of the Everyday Math curriculum includes instruction specifically for ELL students. Teachers follow the scope and sequence and administer an assessment after each unit. In addition, the teachers use a pacing calendar. We supplement with Math Steps, Center Stage and Silver Burdett when necessary. The teachers use a variety of materials to differentiate instruction and provide opportunities for students to work hands-on to solve problems.

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? Teachers follow the scope and sequence and utilize pacing calendars. We administer an assessment after each unit.

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

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. We observe the teachers engaging in both indirect and direct instruction. The students are in small groups and partnerships and have multiple opportunities to engage in accountable talk. Teachers College staff developers come on a monthly basis to provide best practices in teaching.

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? Teacher lessons are mini-lessons presented in 10 minutes. The students practice either through a guided practice or turn-and-talk to their partners. Students spend a remainder of the period in independent or differentiated work.

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

2B – Mathematics Instruction

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

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

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

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

Teachers are observed during math lessons to ensure that the students are engaged in inquiry based lessons. The math lesson follows the workshop model in presented in literacy. The students are provided with many opportunities for hands-on learning and partnership work. We do see a need to increase technology in mathematics, and providing funding, we will upgrade the computers to support this work.

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? Teacher observation and learning walks are conducted. The workshop model is implemented during the math block. Students attend to a mini-lesson which includes an active engagement or try-it. During this time, students are learning using wipe-off boards or various types of manipulatives dependent on what the lessons lend itself to.

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.

Even though the finding is not applicable, we need funding to support the efforts to better utilize technology in the classrooms.

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 have examined the School Profile and Galaxy and have determined that this finding is not relevant to our school's educational program.

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?

Based on the school Accountability report, our Teacher Turnover Rate has been less than 20% for the last 3 years.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. We have and will continue to conduct teacher interviews and surveys to assess whether this finding was relevant to our school's educational program.

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

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? Our school has 2 full-time ESL teachers who provide professional development to all staff members. In addition, information regarding best practices is shared on an ongoing basis to all teachers. Our TC professional development often provides an ELL component to their staff development workshops.

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

The process used is teacher interviews and surveys.

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? The response to teacher interviews have indicated that we are lacking in disseminating testing data that has been gathered about our ELL students in a timely manner for informing instruction.

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

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 have and will continue to conduct teacher interviews, classroom observations, IEP reviews, and learning walks in order to ensure that the teachers have sufficient understanding of how 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.

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? Teachers are invited to attend Special Education workshops when offered. Our IEP coordinator meets with Special Education teachers on a regular basis to review IEPs and discuss moving children to the Least Restrictive Environment. As per chapter 408, all teachers both general education and special education has received copies of student's IEPs, and therefore, are fully aware of their students' needs, accommodations, modifications, and behavioral plans where applicable. In addition, we have scheduled common grade level preps so that they have sufficient understanding of how 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.

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

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

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

Please respond to the following questions for Key Finding 7:

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

Teachers use the Performance Indicators per grade to set goals for each student's functional levels. We have looked at the IEPs and determined that they include behavioral goals and objectives for students with documented behavioral issues and concerns, but not for those that do not present issues.

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?

We have reviewed the IEPs, interviewed the IEP coordinator, teachers, as well as IEP administrator to determine that the curriculum delivered to students are aligned between the goals, objectives, and modified promotion criteria that are included in student IEPs .

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.

Special Education teachers will review grade performance indicators that correlate with the student's present academic performance. Teachers use these indicators to set appropriate goals and objectives where necessary. Additionally, this information along with the goals and objectives are used to create modified promotion criteria.

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

At P.S. 197 there is one student currently in temporary housing.

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

The Guidance Counselor, Social Worker and School Psychologist are available to assist on an as needed basis with extra support s services.

The Parent Coordinator, along with the PTA is available to assist the entire family with issues concerning outside resources/agencies which may assist in expediting the process of finding permanent housing. In addition, the Parent Coordinator collects clothing and uniforms for children in need. Furthermore, the PTA will provide any and all costs for school related functions, i.e. school trips.

Pupil Accounting Secretary keeps accurate records to ensure that all children are immunized. We provide outreach for children and parents in need of immunizations by directing parents to the appropriate outside agencies for vaccinations.

Our Attendance Teacher, Mr. Remy, communicates with Pupil Accounting on a weekly basis and makes home visits as needed.

Metro Cards are available when appropriate.

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.

Filename: 22K197 CEP 2009-10_Final.doc
Directory: G:\CM-DIGI\2010\03_Mar_10\030510\CEP
Batch15\Process\CEP_K197
Template: C:\Documents and Settings\partha\Application
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Author: Sharon Rencher
Keywords:
Comments:
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Last Saved By: partha
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As of Last Complete Printing
Number of Pages: 72
Number of Words: 21,788 (approx.)
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