



P.S. K225 - THE EILEEN E. ZAGLIN

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. K225 - THE EILEEN E. ZAGLIN
ADDRESS: 1075 OCEAN VIEW AVENUE
TELEPHONE: 718-743-9793
FAX: 718-743-7096

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Part B. School Demographics and Accountability Snapshot

SECTION IV: NEEDS ASSESSMENT

SECTION V: ANNUAL SCHOOL GOALS

SECTION VI: ACTION PLAN

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

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

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

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

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 21K225 **SCHOOL NAME:** P.S. K225 - The Eileen E. Zaglin

SCHOOL ADDRESS: 1075 OCEAN VIEW AVENUE, BROOKLYN, NY, 11235

SCHOOL TELEPHONE: 718-743-9793 **FAX:** 718-743-7096

SCHOOL CONTACT PERSON: Joseph Montebello **EMAIL ADDRESS** jmonteb@schools.nyc.gov

<u>POSITION / TITLE</u>	PRINT/TYPE NAME
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	<u>MaryAnn Calabrese</u>
<input type="text"/>	<input type="text"/>

PRINCIPAL: Joseph Montebello

UFT CHAPTER LEADER: Christina Grigoli

PARENTS' ASSOCIATION PRESIDENT: Gabriella Kiernan

STUDENT REPRESENTATIVE:

(Required for high schools) N/A

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 21 **SSO NAME:** Children First Network 8

SSO NETWORK LEADER: Hurwitz, Anya

Superintendent Isabel DiMola



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
Joseph Montebello	*Principal or Designee	
Christina Grigoli	*UFT Chapter Chairperson	
Gabiella Kiernan	*PA/PTA President	
Maria DelValle	Parent/Title I Representative	
N/A	DC 37 Representative	
N/A	Student Representative	
N/A	CBO Representative	
Mary Ann Calabrese	Teacher/Chairperson	
Meghan Maguire	Teacher/Recording Secretary	
Jared Shapiro	Teacher/Middle School	
Lori Izen	Teacher/Middle School	
Elena Ponce	Teacher/Elementary	
Ana Espada	Parent/Middle School	
Josh Lichtenstein	Parent/Elementary	
Stuart Handman	Parent /District 21 CEC	
Brendalee Carmona	Parent/Elementary School	

Margaret Benzriouil	Parent/Middle School	
---------------------	----------------------	--

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.

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.

School Vision and Mission

P.S. 225 is a school that strives to make a difference in the lives of our students. We see our school as a community where all students, staff and parents support each other, address, accept, and meet the needs of individuals and create an atmosphere where learning, creativity, and participation takes place. Ideally, the students in our school will become life-long learners that think critically and creatively to solve problems. They will create long-term goals, have high self-esteem, be respectful of themselves and others, and develop the ability to communicate their thoughts and ideas.

We are a multiethnic-multicultural school. Our vision is to provide the highest quality education for our students through standards driven instruction in a nurturing environment. The members of our school community believe that all children can and will learn given ample time and exemplary instruction. We all believe all students can meet or exceed high academic expectations by participating in a rigorous performance-based Pre-K-8 core curriculum. Staff, parents and community work together to provide the excellent and equitable education to which all children are entitled, regardless of individual backgrounds, talents, or abilities.

Contextual Information about the School's Community and its Unique/Important Characteristics

P.S. 225 is located in the Brighton Beach community of South Brooklyn. The school population reflects that of the largely immigrant community of approximately 50 different ethnic and cultural backgrounds. P.S. 225 services the educational needs of the largest student immigrant population in the borough. More than 70% of the students have emigrated from Kazakhstan, the Ukraine, Azerbaijan, Belarus, Latvia, Moldova, Tajikistan, Uzbekistan, Georgia and other parts of the Russian Federation. Other countries from which our students come include: Pakistan, Mexico, India, China, Korea, Germany, Poland, Romania, Hungary, Montenegro, Albania, Italy, Israel, Yemen, Syria, Egypt, Turkey, Greece, Canada, Cuba, El Salvador, Honduras, Peru, Puerto Rico, the Philippines, Africa and many parts of the U.S.

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. K225 - The Eileen E. Zaglin								
District:	21	DBN:	21K225	School BEDS Code:	332100010225				
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	26	47	37		91.2	91.3	92.9		
Kindergarten	89	95	104						
Grade 1	109	103	89	Student Stability - % of Enrollment:					
Grade 2	127	103	101	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	81	85	101		88.9	91.4	90.1		
Grade 4	100	85	101						
Grade 5	102	94	84	Poverty Rate - % of Enrollment:					
Grade 6	83	105	67	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	91	107	124		66.5	66.5	66.5		
Grade 8	178	100	127						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	0	0	0		1	7	17		
Grade 12	0	0	0						
Ungraded	0	5	1	Recent Immigrants - Total Number:					
Total	986	956	924	(As of October 31)	2006-07	2007-08	2008-09		
					64	62	33		
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	29	38	38	Principal Suspensions	48	40	6		
# in Collaborative Team Teaching (CTT) Classes	49	71	71	Superintendent Suspensions	13	8	2		
Number all others	71	58	59						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				(As of October 31)	2006-07	2007-08	2008-09		
				CTE Program Participants	0	0	0		
				Early College HS Program Participants	0	0	0		
English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:					
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09		
# in Transitional Bilingual Classes	0	0	0						
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	414	389	412	Number of Teachers	82	88	88		

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	23	10	3	Number of Administrators and Other Professionals	13	27	31
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	18	17
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)	1	1	1	% fully licensed & permanently assigned to this school	100.0	100.0	98.9
				% more than 2 years teaching in this school	79.3	75.0	75.0
				% more than 5 years teaching anywhere	62.2	64.8	71.6
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	94.0	90.0	90.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	91.5	99.3	99.5
American Indian or Alaska Native	0.1	0.1	0.3				
Black or African American	5.8	4.7	3.6				
Hispanic or Latino	25.8	27.4	28.7				
Asian or Native Hawaiian/Other Pacific Isl.	16.7	17.7	17.1				
White	51.6	50.1	49.8				
Male	55.8	54.7	53.8				
Female	44.2	45.3	46.2				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

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

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad Rate
All Students	√	√	√			
Ethnicity						
American Indian or Alaska Native	-	-				
Black or African American	-	-	-			
Hispanic or Latino	√	√	√			
Asian or Native Hawaiian/Other Pacific Islander	√	√	-			
White	√	√	√			
Other Groups						
Students with Disabilities	√SH	√	-			
Limited English Proficient	√	√	√			
Economically Disadvantaged	√	√	√			
Student groups making AYP in each subject	7	7	5	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	A	Overall Evaluation:	√
Overall Score:	88.7	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment:	10.9	Quality Statement 2: Plan and Set Goals	√
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	√
School Performance:	15.7	Quality Statement 4: Align Capacity Building to Goals	W
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	√
Student Progress:	50.8		
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:	11.3		

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?

What student performance trends can you identify:

ANALYSIS OF NYS ELA ASSESSMENT BY GRADE:

An analysis of Progress Report ELA scores for 2008- 2009 indicates that 70.1% of our students performed at either a Level 3 or 4, as compared to 56.8% performing at proficiency for 2008. This reflects a 13.3% increase in student performance for the year. The percentage of students making at least one year of progress increased from 58.8% in 2008 to 69.9% in 2009, an 11.1% increase over last year.

Grade 3

An analysis of Grade 3 State ELA Assessment results indicated a slight increase (0.1%) in the percent of students performing at Level 1 from 7.9% in 2008 to 8% in 2009. The percent of students performing a Level 2 decreased from 20.8% in 2008 to 13.6% in 2009. The overall percent of students performing at Levels 3 and 4 increased from 71.3% in 2008 to 78.4% in 2009.

Grade 4

An analysis of Grade 4 State ELA Assessment results indicated a decrease in the percent of students performing at Level 1 from 9.9% in 2008 to 2.1% in 2009. The percent of students performing at Level 2 also decreased from 28.4% in 2008 to 14.4% in 2009. The overall percent of students performing at Levels 3 and 4 increased from 61.7% in 2008 to 83.5% in 2009.

Grade 5

An analysis of grade 5 State ELA Assessment results indicated that for the second year in a row, there were no students performing at Level 1. The percent of students performing at Level 2 decreased from 23.3% in 2008 to 13.8% in 2009, while the percent of students performing at Levels 3 and 4 increased from 76.7% to 86.3%.

Grade 6

An analysis of grade 6 State ELA Assessment results indicated a decrease in the percent of students performing at Level 1 from 2.9% in 2008 to 0% in 2009. The percent of students performing at Level 2 also decreased, from 45.1% in 2008 to 13.3% in 2009. The overall percent of students performing at Levels 3 and 4 increased from 52% in 2008 to 86.7% in 2009.

Grade 7

An analysis of grade 7 State ELA Assessment results indicated a decrease in the percent of students performing at Level 1 from 3.4% in 2008 to 0% in 2009. The percent of students performing at Level 2 also decreased,

from 54% in 2008 to 36% in 2009. The overall percent of students performing at Levels 3 and 4 increased from 42.5% in 2008 to 64% in 2009.

Grade 8

An analysis of grade 8 State ELA Assessment results indicated very slight changes from 2008 to 2009. While there was a 6.3% drop in the percent of students performing at Level 1, there was an increase in the percent of students performing at Level 2 from 51.3% in 2008 to 57.1% in 2009. The overall percent of students performing at Levels 3 and 4 slightly decreased (.05%) from 42.5% in 2008 to 42% in 2009.

ANALYSIS NYS MATHEMATICS ASSESSMENT BY GRADE

An analysis of Progress Report Math scores for 2008-2009 indicates that 85.5% of our students performed at either a Level 3 or 4, as compared to 75.1% performing at proficiency for 2007-2008. This reflects an increase of 8.4% in student performance for the current school year. The percentage of students making a least 1 year of progress increased by 14.6% from 55.6% in 2007-2008 to 70.2% in 2008-2009. A breakdown by grade follows:

Grade 3

An analysis of Grade 3 NYS Mathematics Assessment indicates the following: Results for all tested student indicate a decrease in the number of students performing at Level 2 from 4.7% in 2008 to 3.3% in 2009. There were no students performing at Level 1. There was an increase in the percentage of students performing at Levels 3 and 4 from 93.4% in 2008 to 96.7% in 2009.

Grade 4

An analysis of the NYS Mathematics Assessment for Grade 4 indicates the following: Results for all tested students indicate a decrease in the percentage of students performing at Level 2 from 7.1% in 2008 to 2% in 2009. There were no students performing at Level 1. There was an increase in the percentage of students performing at Levels 3 and 4 from 92.9% in 2008 to 98% in 2009.

Grade 5

An analysis of the NYS Mathematics Assessment for Grade 5 indicates the following: Results for all tested students indicate a decrease in the percentage of students performing at Level 2 from 11.5% in 2008 to 3.7% in 2009. There were no students performing at Level 1. The percentage of students achieving a Level 3 or 4 increased from 86.5% in 2008 to 96.3% in 2009.

Grade 6

An analysis of the NYS Mathematics Assessment for Grade 6 indicates the following: There was an increase in the percentage of students performing at Level 1 from 4.5% in 2008 to 6.9% in 2009. However, there was a decrease in the percentage of students performing at Level 2 from 19.1% in 2008 to 11.1% in 2009. The percentage of students achieving a Level 3 or 4 increased from 76.7% in 2008 to 81.9% in 2009.

Grade 7

An analysis of the NYS Mathematics Assessment for Grade 7 indicates the following: Results from all tested students indicate there was a decrease in the percentage of students performing at Level 1 from 6.7% in 2008 to 2.2% in 2009. There was a decrease in the percentage of student performing at Level 2 from 34.6% in 2008 to 14.2% in 2009. There was also an increase in the percentage of students achieving a Level 3 or 4 from 58.7% in 2008 to 83.6% in 2009.

Grade 8

An analysis of the NYS Mathematics Assessment for Grade 8 indicates the following: Results from all tested students indicate there was a decrease in the percentage of students performing at Level 1 from 3.5% in 2008 to 2.4% in 2009. There was also a decrease in the percentage of students performing at Level 2 from 40.6% in 2008 to 32.3% in 2009. The percentage of students achieving a Level 3 or 4 increased from 45.8% to 65.3%.

Implications Based on Data

- Based on the above ELA data, we realized that a more concerted effort and specific plans are needed to increase the proficiency levels of our Middle School students from performance level 2 to levels 3 and 4. To this end, all middle school classrooms are self-contained, to allow minimal movement of students and to

provide greater flexibility in establishing a continuum of instruction for cohesive reading, writing and content area workshops. This is aligned with the elementary grade workshop model of balanced literacy instruction.

- Based on the above Mathematics data, the large majority of Level 3 students need to be challenged through differentiated instruction in order to continue making annual yearly progress. Students at Level 2 are being serviced by a Math interventionist to increase achievement, with particular attention to students at the cusp of reaching Level 3.
- Academic interventionists are continuing to provide individual and small group differentiated instruction for Special Education, ELL and low performing students, with special attention to students at the cusp of moving up to a Level 3.
- Due to minimal ELA gains in Grade 8, a team teaching model allows for a smaller teacher to student ratio during lessons and independent work. The second teacher helps the students stay focused and on task and is able to work with individuals and small groups for guided instruction as needed.
- A skills/strategy monthly pacing calendar for reading workshops has been established for middle school as well as elementary school. This calendar, which is aligned with mandated writing portfolio standards, allows for a sense of consistency in instruction and professional development during grade conferences. The literacy coach highlights appropriate resources in the Lending Library and an A.U.S.S.I.E consultant is working directly with middle school teachers, providing professional readings, instructional resources and demonstration lessons.. The emphasis is instruction/modeling that allows students to develop critical thinking skills/strategies that can be used for reading and writing independently and in test-taking situations.
- Teachers need to continue to use standardized and authentic classroom data along with Acuity's Item Skills Analysis to set goals in both Language Arts and Math to address students' specific needs. Each teacher is using this data to set next steps for their students' classroom goals.

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

- Our 2008-2009 Progress Report overall score was an A. Exemplary Proficiency Gains indicated substantial improvement for all student subgroups. Our largest subgroup of ELLs showed exemplary proficiency gains of 34.7% making at least one and a half year's progress in English Language Arts and 26.1% in Mathematics.
- Our 2008-2009 Progress Report School Environment Score improved from a C to an A, reflecting increases in the number of respondents both for teachers and parents, as well as substantial increases in positive survey scores for each category.
- Our 2008-2009 Quality Review overall score was proficient, with some well-developed characteristics.
- Our attendance statistics indicate a 1.6% improvement from 91.3% in 2007-2008 to 92.9 in 2008-2009.
- In 2007-2008 and 2008-2009, all student subgroups made Adequate Yearly Progress in all areas of New York State school accountability. This year, 2009-2010 is our first year off SINI status and as a school in good standing.
- Our School Library Media Center continues to be designated a "Best Practice" site in the NYCDOE for its flexible schedule/open access program, and for integrating technology into teaching. A certified Library Media Specialist in our LMC motivates reading while teaching information literacy skills as per the Information Fluency Continuum, New York State information literacy standards, and AASL guidelines. The SLMS maintains a web-based catalog and resources page which provides a virtual library at all times on the Internet (library, clasasroom, home, etc). The Independent Investigation Method of reserach is incorporated as a school-wide model for research and inquiry-based learning with the SLMS team-teaching with classroom and subject teachers to impart library skills to content in an authentic manner. Multimedia resources offer a rich content base in multiple formats (databases, streamed video and audio, recorded books, DVDs, CDs, videos) to assist in differentiating instruction. Up-to-date technology includes: a

Smartboard, 29 wireless laptops, laser printers, listening center, cable/TV connection, and wireless access. Our School Library Media Center was featured in a New York Times article and video in February, 2009.

- Model classrooms on every grade have provided staff with on site inter-visitation opportunities. In order to improve middle school scores, inter-visitations are being extended so that middle school teachers can benefit from observing and articulating with elementary grade teachers who effectively use explicit instruction within a workshop model framework.
- CAASS automated attendance and lateness monitoring system for middle school students is in place. In addition Messaging Service software is providing a support service that connects students and parents with the school's commitment to improve attendance across the grades.
- A one million dollar state of the art chemical science lab opened in the fall of 2008. The lab is equipped with a Plasma flat screen television, a LCD projector, and wireless computers. The lab services all of our middle school students in grades 6-8, including our special education classes, a minimum of four times a week.
- For the second year, we are offering an Intermediate Algebra Regent Course to those 8th grade students who met criteria, based on the 7th grade NYS Mathematics exam, a qualifying entrance exam, and teacher review and recommendation. The students enrolled have 120 minutes of instruction each day, and commencing in January will be expected to attend afterschool sessions Monday through Thursday from 3:00 to 4:30pm, until the Regent is offered in June.
- We are continuing to develop cutting-edge technology resources. Fifteen Smartboards and eight Mimio Boards have been placed in classrooms to enhance student engagement and provide interactive instruction. Hopefully, this will lead to greater academic achievement, particularly in middle school. Ongoing professional development has been provided.
- Additional laptop carts have been purchased and five computer banks were installed in several classrooms, improving student access to technology. We will continue use of the Dimension M's Tabula Digita math enrichment program. Thirty iPods were purchased for use in the library in order to create multi-media learning experiences. Our technology specialist has compiled a schoolwide software catalogue for teachers' use.
- Acuity training has been turnkeyed to help all teachers access and analyze data. AIS providers have been trained to set up their own class rosters in order to develop item skill analysis for the students that they service.

What are the most significant aids to the school's continuous improvement?

- Family College staff and students grades pre-k through 2 have been integrated into the main building population. This allows for consistency in all aspects of teaching and learning, with a greater sense of community and common vision.
- This year we have transitioned from a Targeted Assistance Title I school to a School Wide Programs model. We are confident that by having greater flexibility in using available funding, all our our student will be able to benefit educationally.
- The agenda for June 4, 2008 Chancellor's Professional Development Day for teachers of grades 4-8 was provided by Quality Teaching for English Learners. Teachers were assigned to one of three workshops (English Language Arts, Mathematics, Science) for small group exploration of effective scaffolding of teaching and learning for English Language Learners in each content area.
- Because of the new New York State Mathematics testing schedule, we are aligning school instruction and the City's pacing calendar to reflect these changes.
- We have continued implementation of the workshop model approach in reading, writing, Everyday Math and Impact Math in order to differentiate instruction and actively engage students, Test preparation is being integrated into an interactive workshop model format.
- Our literacy and math coaches are providing ongoing informal professional development through co-teaching, demonstrations and reflective discussion. An open-access Lending Library and Coaches room

allows teachers to meet and explore resources in a congenial setting. Resources aligned with curriculum pacing calendars are displayed monthly and are available to teachers when visiting the lending library. Coaches also collaborate with administration at weekly Cabinet meetings and participate in CEP development.

- We have continued expansion of the Lending Library resources to support shared and guided reading. A big book reading program (Good Habits, Great Readers) enhances the teaching and learning of reading strategies and skills, promoting self-extending systems and fostering greater independence and better test results. A variety of other instructional resources supporting differentiated instruction in reading, math and other content areas is also available.
- We have continued the development of classroom libraries to support a variety of reading levels for independent reading and integration of literacy into the content areas. Requisition of additional core libraries for ESL and Special Education classrooms for NYCDOE supports a wide range of reading levels in all classrooms for these sub-groups.
- We have successfully transitioned to the Everyday Math Edition 3 in grades Pre-K through fifth grade and to Impact Math's 3rd Edition in grades 6 through 8 and are in our second year of offering an Integrated Algebra Regents class using Prentice Hall text materials. A licensed math academic interventionist services our at risk students.
- We are in our second year of utilizing a new kindergarten literacy program in order to provide a systematic format of teaching, learning and assessment for this challenging group of young English Language Learners. Weekly grade meetings and professional development have assisted teachers in further differentiating instruction and encouraging collaborative, reflective efforts in developing best practices.
- A Reading Recovery teacher services at-risk 1st grade students one-to-one as well as small group instruction for wait-listed 1st graders and at-risk second graders. She works closely with early childhood classroom teachers and is coordinator of ECLAS. She is a member of the Pupil Personnel Team as well.
- We have continued our policy of establishing a newcomer ELL class for 8th grade students new to the country and homogeneous grouping of beginner, intermediate and advanced ELL students in other classrooms.
- Laptop mobile computer centers promote computer literacy for all staff and students and integrate technology into the classroom environment. Our wireless and interactive footprint in the building has been successfully increased.
- Our full time School Library Media Specialist supplements classroom literacy instruction and research methodology in our School Library Media Center whose current collection supports all curriculum areas at every reading level and has a flexible scheduling/open access program. Library book circulation has increased dramatically. Total circulation for 2008 was 13,928 books and 15,138 have been circulated so far in 2009.
- Our full-time music and art teachers support Arts Count initiatives in order to provide high quality arts education for our students. Integration of arts education has a positive impact on the healthy development of students, both intellectually and socially. It effectively engages students and is an entry point for reaching our diverse population of learners.
- A full-time School Assessment Team addresses at risk behavior and referrals to special education. AstroCare, an on site mental health service program provides licensed psychologists to assist referred students, with parental knowledge and consent.
- Our Inquiry Team has built on our initial case study, which used a Collaborative Team Teaching classroom as an opportunity for action research to evaluate new teacher resources, explore more effective models of Academic Intervention services, and utilize Smartboard technology to promote greater and more interactive student engagement. We also used our year one work to reflect on student selection criteria and its effect on student achievement in organizing our year two CTT classes. Our inquiry focus year two incorporated a repertoire of strategy prompts, cue systems and questioning techniques to extend comprehension in reading. For the 2009-2010 school year we are developing professional learning communities at each grade

level by having each grade collaborate as an Inquiry Team, developing a focus question and documenting the process on ARIS' Inquiry Space.

- We have developed a School Document Resource Website and staff E-mail distribution list to facilitate the dissemination of important documents to all staff.
- The principal and administrative staff encourages open dialogue to resolve problems, and there is ongoing evidence of collegiality and shared vision among most staff members.

What are the most significant barriers to the school's continuous improvement?

- P.S. 225 services a diverse immigrant community. 43% of our students are English Language Learners and need to adapt to their new homes, school, language environment and lifestyles quickly in order to perform on standardized assessments. Mandates for the State ELA exam requires that ELLs take the test after just one year in school.
- There is a great instability in our school population. This exacerbates problems with instructional continuity and impacts on attendance record-keeping .
- There is a lack of continuum of our high achieving population from the elementary to middle school grades. High performing 5th grade students test into specialized gifted and talented District 21 middle schools.
- Due to budget cuts this year we were unable to rehire an F-status family assistant who provided translations services to parents.
- Per Session activities including before and after school programs and SEM which would begin in late September, have been put on hold pending funding.

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 (SINI/SRAP/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.*

Annual Goal	Short Description
By June 2010, eighty percent of the 8th grade students tested on the New York State Integrated Algebra Regents will receive a passing grade of 65% or greater .	Eighty percent of the 8th grade students tested on the NYS Integrated Algebra Regents will receive a passing grade on 65% or greater through intensive, focused instruction on the required State Math Standard and efficient use of the pacing calendar.
By June 2010, we will achieve a 95% or greater participation rate on our school Accountability Overview Report (AOR) in all subject areas for all students.	Due to below 95% participation rates for students with Disabilities in 2005-2006 and 2006-2007, P.S. 225 was designated a School in Need of Improvement in December 2008. In 2007-2008 and 2008-2009, all student subgroups made Adequate Yearly Progress in all areas of New York state Accountability. This year, 2009-2010, is our first year off SINI status. A participation rate of 95% participation or greater would contribute to all students continuing to make Adequate Yearly progress and allow us to remain a school in good standing.
By June 2010, we will improve the achievement levels of our middle school students on the New York State Testing Program English Language Arts exam by 3%.	To increase the English Language Arts achievement level of middle school students (grades 6, 7 and 8) by 3% through increased use of data, individual goal setting, and instructional strategies aligned with these goals.

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

Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, eighty percent of the 8th grade students tested on the New York State Integrated Algebra Regents will receive a passing grade of 65% or greater .</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>For the 2009-2010 academic year, all 8th grade students to be tested on Integrated Algebra have been selected based on previous years' performance on the New York State Math Assessment for Grade 7, as well as overall grade performance and teacher recommendations. Weekly formative assessments and monthly summative (unit) assessments will indicate if students are meeting learning objectives. Additional periodic review will be data from the November, January and March Acuity mathematics interim assessments. The students will also take the Acuity Integrated Algebra Regents assessment in the spring. An extra math period has been scheduled twice a week to provide additional assistance to students requiring remediation. After the NYS Mathematics Assessment for grade 8, additional tutorial time will be extended to accommodate students in need.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>A State certified math teacher will instruct the students using the State's guidelines for pacing and standards based instruction. Periodic review of teacher plans by the Administration and math coach will ensure that instruction is current and aligned with the pacing calendar. If the budget permits, commencing in January, teachers will hold afterschool sessions Monday through Thursday from 3:00 to 4:30pm until the Regents exam in June. Per session monies will be used to pay for the per session activities.</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>Weekly formative and monthly summative unit tests as well as analysis of November, January and March Acuity mathematics interim assessments and the spring Acuity Integrated Algebra interim assessment, will enable the teacher and students to set goals to ensure that at least 80% of the students to be tested will pass the Regents in June.</p>

Subject Area**All**

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, we will achieve a 95% or greater participation rate on our school Accountability Overview Report (AOR) in all subject areas for all students.</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Due to the new testing calendar, we will have additional procedures to ensure that all students are tested. All classroom and academic intervention providers will keep daily attendance for students being serviced. Excessive absences and lateness will be addressed with parents/guardians on a weekly basis. A CAASS automated attendance and lateness monitoring system for middle school students is in place on a daily basis. The importance of State mandated testing is stressed to parents at P.A. meetings, class teas and parent conferences. Telephone messaging service software is providing a support service to teachers to ensure parents are aware of testing dates. Family assistants are available for translation services when necessary. The Guidance Counselor and Student Assessment Team will also participate in these efforts.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Reliance Communications (messaging service) - \$2,137.50 Morrison Consulting (CAASS system) - \$370.00 Imagestuff (attendance incentive) - \$3,150.00</p>
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Daily, weekly and monthly ATS attendance reports are closely monitored by the administration and classroom teaches. Absence reports are utilized to identify students and families for attendance outreach and support. Periodic attendance assemblies, individual student incentives, as well as prominent public graphic displays, celebrate and reward demonstrated progress in attendance.</p>

English Language Arts

Subject Area

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, we will improve the achievement levels of our middle school students on the New York State Testing Program English Language Arts exam by 3%.</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>For the 2009-2010 academic year, both the 7th and 8th grades have been programmed as self-contained classrooms, to allow minimal movement of students. This is aligned with our self-contained 6th grade structure, and provides greater flexibility in providing a continuum of instruction for cohesive reading, writing and content area workshops. Middle school ELA teachers have been provided with a uniform pacing calendar for both reading workshop skills/strategies that parallel the curriculum map for New York State standards writing portfolio requirements. Professional development is provided at grade meetings by administration, the literacy coach and an A.U.S.S.I.E consultant, who also is working directly with middle school teachers during literacy blocks of instruction and preparation periods. Teachers of other content areas share the responsibility of assisting ELA teachers during independent work, as well as integrating and reinforcing taught reading skills/strategies into their own lesson plans. Inter-visitations by middle school teachers to model elementary classrooms are being encouraged so that they can effectively incorporate the classroom management/structure needed for a balanced literacy program and reinforce the continuity of instruction schoolwide. Weekly formative assessments will indicate if reading skill outcomes are being reached. Summative assessments after reading skill/strategy units (approximately six weeks), as well as analysis of aligned writing portfolio assignments, will indicate if classroom goals are being met. Results of the November, January and March Acuity English Language Arts interim assessments will provide data to remediate areas of weakness according to item skill analysis. ELL and Title I funded teachers collaborate with classroom teachers to service level 1 and 2 students, particularly students at the cusp of moving to the next level, by differentiating and supporting individual student instructional goals. We anticipate that this model will ensure that test genre skills/ preparation will be individualized in small group settings during independent reading/writing time to better prepare our middle school students and promote greater achievement on the spring ELA State examinations.</p>

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>A.U.S.S.I.E. professional development - \$27,000.00</p>
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Direct observation by supervisors, literacy coach and A.U.S.S.I.E. consultant will include periodic review of teacher lesson plans evidencing that teachers are planning instruction according to the pacing calendar provided. Teachers’ classroom binders will indicate initial benchmarks for each student’s independent reading level, determined by WRAP, Columbia Quick Assessment, or the Fountas and Pinnell Assessment kits. Periodic reassessment (bi-monthly) will determine if students are making sufficient progress as they move towards year end grade appropriate reading benchmarks.. Teachers will also analysis on-going weekly and monthly formative and summative assessments to drive instruction and meet bi-monthly classroom goals. Results of the November, January and March Acuity English Language Arts interim assessments will show if we are making progress towards meeting projected 3% gains on the June, 2010 New York State Testing program Language Arts exam.</p>

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, 7, & 9. (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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

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

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

<p>Name of Academic Intervention Services (AIS)</p>	<p>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>
<p>ELA:</p>	<p>During the course of the school day, funded reading teachers provide small group instruction in reading and writing to students who have been identified as "at risk", level 1 or level 2. This small group instruction is implemented in either a pull-out or push-in setting. The funded reading teachers are continuously collaborating with the classroom teacher and the PPT leader to discuss ways to differentiate instruction to meet the individual academic goals of each student, which are aligned with State Standards.</p>
<p>Mathematics:</p>	<p>During the course of the school day, the funded math teacher provides small group instruction to students who have been identified as "at risk", level 1 or level 2. This small group instruction is implemented in a pull-out or push-in setting. The funded math teacher is continuously collaborating with the classroom teacher and the PPT leader to discuss ways to differentiate instruction to meet the individual academic needs of each student.</p>
<p>Science:</p>	<p>A science cluster specialist works with grades Pre-K - 3 one period per week, and the 4th and 5th grade classes twice a week. The Middle School is serviced by two teachers in a state-of-the-art science lab where exploration and hands-on activities are encouraged and individual attention is given to all students, with particular attention to at risk students.</p>
<p>Social Studies:</p>	<p>A social studies cluster teacher works with students in grades Pre-K - 5 approximately two times per week. Curriculum is based on grade appropriate State Standards.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>At risk students receive related services from the school Guidance Counselor on a weekly basis throughout the school day. Non-mandated students are seen by the Guidance Counselor on a as needs basis.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>The School Psychologist screens for learning difficulties, meets with parents and teachers to discuss the needs and remediation for the identified students.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>The school Social Worker provides prevention and intervention services when necessary with identified children with behavior and learning problems.</p>
<p>At-risk Health-related Services:</p>	<p>The school nurse works with asthmatic children doing "open airways" to help minimize absenteeism. The school nurse works with identified diabetic students to provide privacy to take care of their daily and unexpected needs in order to enable them to meet their educational needs.</p>

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) - Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP. **Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010**

Form TIII - A (1)(a)
Grade Level 8

Number of Students to be Served: **LEP 30** **Non-LEP 0**

Number of Teachers 1 **Other Staff (Specify) N/A**

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.

The Title III funds are being used to provide additional and supplemental language instruction and support to 25-30 newcomers in a self-contained class in the 8th grade. As of October 31st, there were 26 eighth grade students enrolled in our newcomer's class due to a high number of newly immigrated students registering in September 2009. When these students become proficient enough as evidenced by formative assessments, they transition into a regular mainstream eighth grade class. Students in this newcomer class receive instruction in English in their core subjects and electives from highly qualified subject area teachers. In addition, these students also receive their mandated eight periods (360 minutes) of ESL instruction per week by Ms. Scala, a fully licensed ESL teacher. To supplement their language acquisition, an additional fully licensed and certified ESL teacher, Ms. Wren, team teaches with the core subject teachers to provide ESL support. In addition, Ms. Wren provides two periods of ESL/ELA above the mandated 360 minutes. Translation, when necessary, is provided by the classroom teachers, the additional ESL teacher, a paraprofessional and/or students with enough English language understanding to translate.

Below are the schedules for 805, the newcomer class, and for Ms. Wren, the fully licensed and certified ESL teacher who provides supplemental services under Title III.

Class 805

Periods	1	2	3	4	5	6	7	8
Monday	ESL/ELA Ms. Scala	ESL/ELA Ms. Scala	SS Ms. Friedler	L	Music Ms. Stager	Gym Mr. Kelly	Math Ms. Friedler	Science Ms. Friedler
Tuesday	ESL/ELA Ms. Scala	ESL/ELA Ms. Scala	Art Ms. Pulzone	U	SS Ms. Friedler	Gym Mr. Kelly	Math Ms. Friedler	Math Ms. Friedler
Wednesday	ESL/ELA Ms. Scala	ESL/ELA Ms. Scala	SS Ms. Friedler	N	Art Ms. Pulzone	Science Ms. Hernandez	Math Ms. Friedler	Math Ms. Friedler
Thursday	ESL/ELA Ms. Scala	ESL/ELA Ms. Scala	SS Ms. Friedler	C	Gym Mr. Kelly	Science Ms. Hernandez	Math Ms. Friedler	Math Ms. Friedler
Friday	ESL Ms. Wren	ESL Ms. Wren	SS Ms. Friedler	H	Music Ms. Stager	Science Ms. Hernandez	Math Ms. Friedler	Math Ms. Friedler

Ms. Wren

Periods	1	2	3	4	5	6	7	8
Monday	ESL/ELA with Ms. Scala	ESL/ELA with Ms. Scala	SS with Ms. Friedler	L	Prep	Administrative	Math with Ms. Friedler	Science with Ms. Friedler
Tuesday	ESL/ELA with Ms. Scala	ESL/ELA with Ms. Scala		U	SS with Ms. Friedler	Administrative	Math with Ms. Friedler	Math with Ms. Friedler
Wednesday	ESL/ELA with Ms. Scala	ESL/ELA with Ms. Scala	SS with Ms. Friedler	N	Prep	Administrative	Math with Ms. Friedler	Math with Ms. Friedler
Thursday	ESL/ELA with Ms. Scala	ESL/ELA with Ms. Scala	SS with Ms. Friedler	C	Prep	Administrative	Math with Ms. Friedler	Math with Ms. Friedler
Friday	ESL	ESL	SS with Ms. Friedler	H	Prep	Administrative	Math with Ms. Friedler	Math with Ms. Friedler

The rationale for creating this self-contained newcomer's eighth grade class comes from the success of the self-contained 7th grade newcomer program implemented last year. Out of the fourteen non-English speaking students who were in the program last year (in seventh grade), 36% of the students remained at a beginner level, 43% of the students improved from the beginner to intermediate level and 21% progressed to an advanced level by the end of the school year. Due to this success, their self-contained teacher last year, is now their supplemental ESL support teacher.

Some of the programs in this newcomers class are Leapfrog Learning Systems, Let's Read Together by Kane Press and Gateway Newcomers Pilot Program by Steck Vaughn. These programs help accelerate English proficiency in speaking, listening, reading and writing skills. These programs are used on a daily basis. Along with the Title III supplemental services, the subject area teachers also dedicate a portion of the balanced literacy block, math block, science, and social studies periods for read alouds in an effort to enhance listening skills, reading comprehension, attitudes towards reading, and vocabulary skills. Approximately four times a week students are engaged in shared reading in all content areas using cueing systems which also helps to increase reading and listening skills as well as raise vocabulary skills.

Instruction is differentiated based on the students' English proficiency levels obtained from the Lab-R and ELL Periodic Assessments. Visuals, drawings, and realia provide hands-on interactions with models of vocabulary. Singing in English enhances reading, listening and speaking skills and at the same time teaches vocabulary. This takes place several times a week. Independent reading provides the students with the opportunity to apply learned reading strategies while reading at an independent level. Writing tasks reinforce content area lessons such as literature, character analysis and description, grammar skills, sequence of events, personal narrative, non fiction, and persuasive writing. The use of technology enhances content area work; www.brainpop.com for math and power-point presentations in Social Studies. Lap top and SMART Board Technology is used on a daily basis.

Spelling and language arts workbooks enhance everyday use of English. Daily use of graphic organizers breakdown content area learning for English Language Learners and provide them with a pre-writing tool to refer to while working through the writing process. Right-brain learning of language is utilized with TPR (Total Physical Response) and by using student-made artwork to integrate mathematical concepts.

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.

On November 3rd, 2009, Chancellors Conference Day, the entire staff participated in workshops provided by school based professional development. WestEd provided professional development program titled "Quality Teaching for English Language learners Institute" (QTEL) to Pre K-4th grade staff. QTEL focuses on developing students' abilities to read, discuss, and write academic text in English as part of their rigorous academic instruction. Some of the workshops objectives were: build a theoretical basis for the development of pedagogical expertise, deepen understanding of how to scaffold the teaching of reading comprehension for young ELL's and to develop understanding of the role of interaction in learning

Grade 5-8 received training in an Introduction to Writing Fundamentals within a Writing Workshop provided by Schoolwide Incorporated. The topics discussed were an introduction of writing fundamentals materials, how to create a writing environment, rituals and routines in writing workshop, the tools of the workshop, purpose and outcomes of the mini-lessons, conference questions and using conferences to assess students.

Ongoing Professional Development

- An A.U.S.S.I.E consultant works with teachers of English Language Learners during grade conferences and workshops which concentrate on integrating ESL strategies and techniques with core curriculum in the mainstream classroom.
- ESL staff meets with administration monthly to articulate program goals and objectives.
- The ESL staff will model activities for mainstream personnel during professional periods and grade conferences to ensure that our LEP population is receiving differentiated ESL services throughout the day.
- Teachers also receive professional development given by administration and coaches.
- ESL teachers attend ESL workshops outside the school as much as possible
- New teachers receive their mandated 7 1/2 hour training in all facets of the ESL program. The training agenda includes:
 - ESL methodologies to use in their lessons
 - creating an environment for language acquisition in their classroom
 - identifying the stages of language acquisition
 - including newcomers in all classroom lessons
 - encouraging ELLs to participate
 - various ways to assist newcomers/beginners
 - program placement, testing, mandates, and grading ELLs
 - scaffolding instruction for ELLs to incorporate ESL strategies in all subject areas
 - support to enhance differentiated instruction
 - teaching reading and writing skills
 - transitioning students to English proficiency
 - aligning classroom rubrics and ESL rubrics together and working with newcomers

Form TIII – A (1)(b)

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

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	64,560.00	Teacher salary for newcomers class.
Purchased services such as curriculum and staff development contracts		At no cost to Title III
Supplies and materials		At no cost to Title III
Travel		At no cost to Title III
Other		At no cost to Title III
TOTAL	64,560.00	

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-8 LANGUAGE ALLOCATION POLICY
WORKSHEET
2009-2010**

Part I: School ELL Profile

Our Language Allocation Policy Team consists of a variety of fully licensed pedagogues. The members are Principal Joseph Montebello, Assistant Principal Samantha Maisonet, 8 certified ESL Teachers (Dana Lombardi, Rosalba Scala, Anna Nigro, Lori Gilroy-Erickson, Farooqi Mufti, and Amy Finegold), Literacy Coach Brenda Halperin, Math Coach Maryann Calabrese, SBST Lydia Friedman, Parent Gabrielle Kiernan, Parent Coordinator Luiza Mezhibovsky,

PART II: ELL Identification Process

In P.S.225, our current enrollment consists of 937 students. Parents/guardians of all new entrants are given a Home Language Identification Survey to complete as part of the intake process. This survey determines English LAB-R (Language Assessment Battery-Revised) eligibility. If the HLIS indicates the home language is other than English, one of the fully certified ESL teachers or a bilingual pedagogue will conduct an informal interview in their native language, where applicable and in English. Initial screening and the informal oral interview in English and in the native language is conducted by certified ESL teachers with the help of qualified interpreters, as needed. If the student speaks a language other than English, or very little English we proceed to step two.

In step two, within ten days, of enrollment, an initial assessment (LAB-R) is conducted by a licensed ESL teacher. Students that score at the beginner, intermediate or advanced level are then identified as Limited English Proficiency (LEP). Spanish speaking students who do not receive a level of proficiency on the English LAB-R are also given the Spanish LAB. At this stage of the LEP Identification Process, students are placed in the appropriate program. When a student is determined to be entitled to receive ESL services, entitlement letters are sent home in the home language indicated on the HLIS. The letter explains the available programs and invites parents/guardians to an orientation where further information in their Home Language is provided. At this orientation meeting, which occurs within ten days of student enrollment, parents are introduced to a description of the programs choices available throughout the city. This is where they will be informed of the different ELL programs, Transitional Bilingual Education, Dual Language, and Freestanding English as a Second Language. A video will be shown in their native language if available, if not a translator will be provided. They are informed that our school offers a freestanding ESL program. Parents will be given the opportunity to ask questions about ELL services. At the end of each orientation, a survey is handed out which gives the parents/guardians the opportunity to select one of the three programs. This form confirms that the parents/guardians have received all of the necessary information and they have selected the appropriate ELL program for their child. Identified ELLs are placed in available instructional programs on the basis of choices made by parents/guardians on the Program Selection forms.

The third step is program placement. Surveys are collected, copied and placed in the child’s cumulative folder as well as on file in the main office. For parents/guardians who can not come to a scheduled orientation, repeat meetings are held after prior notification. If parents/guardians still can not come to an orientation, parent surveys are sent home followed by a telephone call informing them about various program choices. The ESL coordinator keeps records of who has not returned their survey through an ATS report (BEDC). Letters are sent home and phone calls are made in attempt to communicate with parents and inform them of their program choices. If parents have not returned their forms, their program choice is automatically entered as Transitional Bilingual. If fifteen students in two consecutive grades who speak the same language chose Transitional Bilingual, a bilingual class must be formed. To date this has not occurred in our school.

All ELLs are annually administered an exit exam, the New York State English as a Second Language Achievement Test (NYSESLAT). The results of the NYSESLAT determine the continuation or termination of services for ELL students. The NYSESLAT exam is given strictly in accordance with the directions contained in the teacher manuals for various grade levels. Students with modifications are administered the test strictly in accordance with the modifications that they are entitled to. The test materials are stored and locked in a secure location with access strictly limited to authorized personnel to ensure the integrity of the testing process. The test is administered in a timely manner in all four modalities (Reading, Writing, Listening and Speaking) to all ELLs and quality check procedures are put in place to double check for possible mistakes in bubbling student information on the answer grids as required. The information gathered from the exit exam will then be used for appropriate placement of those students who have not met proficiency levels for the following school year.

After reviewing Parent Surveys and Program Selection Forms in our school for the past several years we noticed a consistent trend towards the Freestanding ESL program. The data from the 09-10 BESIS is as follows:

	<u>No Survey Returned</u>	<u>Bilingual</u>	<u>ESL</u>
K	11	0	44
1	6	0	67
2	4	0	35
3	2	2	35
4	1	1	30
5	0	0	20
6	0	0	28
7	3	0	24
8	12	0	41

The program model offered at our school is Freestanding ESL which is in accordance with parent requests. Of the total number of Program Selection forms that have not been returned to the school, we do not have 15 students who speak the same language in 2 consecutive grades.

PART III: ELL DEMOGRAPHICS

Programming and Scheduling Information

P.S. 225s ELL population consist of 425 students which is 45.3% of our total student population. Our student population is comprised of 122 Hispanics, 11 Asians, 177 Russians, 1 Bengali, 66 Urdu, 15 Arabic, 3 French, 1 Punjabi, 5 Polish, 10 Albanian, 1 Serbo-Croatian, 3 Hebrew, 6 Turkish, 2 Turkman, 2 Philipine. Our ESL Department practices the push-in/pull-out model for our entire ELL population. This allows the classroom teachers to communicate with ESL teachers to discuss lesson planning, which enables them to adjust their instruction accordingly. The ESL teachers mirror what the classroom teacher is doing using of scaffolding instruction and ESL methodologies such as visual aides, vocabulary development, and total physical response (TPR).

P.S. 225 utilizes the heterogeneous model of programing. Within each class, both classroom teacher and ESL teacher will group the students according to proficiency level and provide appropriate differentiated instruction. The ESL staff adheres to the NYS CR Part 154 Regulations to ensure that the mandated number of instructional minutes is provided to the ELLs according to their proficiency levels in each classroom. Beginner and intermediate level students receive 360 minutes (eight periods) of ESL support per week. Students that are on an advanced level receive 180 minutes (four periods) per week. Each period consists of 50 minutes.

All ESL teachers deliver instruction to ELLs in English. Content and language objectives are clearly written for the students and the students are aware of their individual benchmark goals. Teachers choose content concepts that are age appropriate keeping in mind the educational background level of the students. Teachers use supplementary materials such as graphs, models/manipulatives and visual aids, to ensure that content areas are taught at the levels of student proficiency. Teachers also plan meaningful activities that incorporate lesson concepts providing opportunities for listening, speaking reading and writing. Teachers identify various ways to assess our students' progress using data such as, LAB-R, NYSESLAT, ELL Periodic Assessments, NYS ELA, NYS Math, Interim, Predictive and Informal Assessments to identify students' preferred learning styles, strengths and weaknesses and individual learning needs.

All ELLs are screened to see if they are SIFE (Students with Interrupted Formal Education). Home Language Surveys and prior school records are analyzed to determine the level of proficiency in student's native language. Student and parent interviews are conducted when necessary. Once a student is identified to be SIFE, he or she is immediately assessed using current and past indicators, LAB-R and NYSESLAT test scores, classroom tests, grades, observable classroom performance, and articulation with the classroom teacher. In grades 3-8, SIFE students are encouraged to attend our 37 ½ minute Extended Day Program where they receive extra support in academic areas in small group settings. They are also encouraged to attend the morning tutorial program where ESL methodologies are implemented. Furthermore, the school has a bilingual psychologist on staff as well as a bilingual parent coordinator and bilingual staff members to provide translation support services to students and families. Our plan for newcomers (less than three years) consists of teaching English to those of other languages. They will learn for both academic and social purposes. We teach through meaningful interactions where newcomers will explore concepts and ideas at a rate that reflects their level of English proficiency and academic readiness. The ESL teachers engage newcomers by using a variety of visuals, modifying difficult tasks and peer tutoring. The language experience approach is also used to help with reading instruction based on activities and stories developed from personal experiences of the students. Our goal is to have students recognize the role of reading and the importance of language.

We keep language comprehensible yet challenging. We ensure that our newcomers receive specialized instruction which allows literacy development for preparation of the NYS exams. A self contained 7th grade newcomers class was implemented in 2008-2009 for ELL students taught by a NYS certified ESL teacher. This year eighth grade newcomers are in a self-contained class in which they are taught in English by highly qualified subject area teachers and are also being supported by a fully licensed and certified ESL teacher in their core subject areas. This is in addition to their 360 minutes of mandated ESL. The primary goal is to improve the listening, reading, speaking and writing skills of ELL students. Out of the fourteen non-English speaking students who were in the program last year (in seventh grade), 36% of the students remained at a beginner level, 43% of the students improved from the beginner to intermediate level and 21% progressed to an advanced level by the end of the school year. Due to the success of the program, the students and teacher looped to the eighth grade, as their supplemental ESL teacher.

P.S. 225's plan for ELLs who have been receiving services for four to six years and those who have completed six years, is to encourage them to attend our Extended-Day Program. The program allows both classroom and ESL teachers to target the students weakest modality (based on NYSESLAT results) and provide instruction or review of instruction in smaller groups. After-school enrichment programs provide text in student's native language for classroom use. P.S. 225 partners with The Shore Front YM-YWHA of Brighton-Manhattan Beach. The Family Literacy Program provides instruction for parents and their children to improve literacy skills. The skills are taught through theme based readings, learning games, field trips and projects. The program offers Adult English as a Second Language (ESL), Children's ESL, Parent Resource, Parent and Child Together (PACT) and Toddler classes. The program consists of ten hours of instruction each week plus two hours of take home activities.

Selected students receive Academic Intervention Services (AIS) in addition to the mandated ESL services. Additional support may include explicit vocabulary instruction (i.e. pre-teaching and contextualizing vocabulary), alternate reading text, and scaffolded writing activities. AIS also provides remedial math and ELA intervention by certified teachers. The Reading Recovery Intervention program is designed for at risk first grade students, which is taught by a certified Reading Teacher. Resource room is provided five periods a week for students in need of academic support by the Special Education Teacher Support Services (SETSS). All classes are taught in English, however, native language materials are provided to all classroom teachers and are available in the ESL office.

Our ELLs with special needs (depending on their IEPs) are assigned paraprofessionals or placed in appropriate settings allowing them to learn appropriately. Paraprofessionals assist the teachers in helping the students to learn successfully at their own pace. Those with IEPs receive all the necessary services and accommodations that the IEP dictates.

The plan for continuing transitional support for Former ELLS will be provided by Title I services during class time and extended-day. Students will continue to receive extended time on all NY State exams for two years after reaching the level of proficiency on the NYSESLAT. They will also receive Academic Intervention Services in small groups that can help the students sustain their proficient skills.

New programs being offered for the upcoming school year are targeted for parents of ELL students. The library now provides open access to parents during the school week. Parents will have access to the library-media; computer programs and support from the librarian and the staff. The library's web-site offers instructional support and reading materials in native languages.

All ELLs are encouraged to attend after-school programs where they are encouraged to buddy up and socialize with peers in their native language to promote social academic growth and self esteem. The Shore Front Y after-school program provides homework assistance in math, reading, and school enrichment model programs such as theater, dance, art, scrapbooking, sewing, etc. During extended day, teachers (including ELL teachers) work in small groups on English Language Arts and Mathematics skills.

At P.S. 225, technology is used in every classroom. Teachers use SMART Boards to present mini-lessons and to research interesting topics. Laptops carts are available for each classroom. A NYS certified Computer Specialist as well as trained classroom teachers, assist students with computer skills. A plethora of computer resource programs are available. Our ESL resource center is equipped with a LeapPad Library, a Leapster Portable Technology Center, and a LeapTrack Assessment and Instruction System, which is accessible to teachers and students as needed. Our state of the art school science lab is well equipped with the latest technological equipment.

Native language support is delivered to our Freestanding ESL program with materials such as dictionaries, novels, picture books, Versa Tiles and visual aids. Activities such as cooking, writing recipes, listening to music and class presentations are some ways native language is supported. Based on NY State testing guidelines, ELLs are given the opportunity to use a translated version of the NY State Math, Science, and Social Studies exams. Students who speak and read in a language that is not provided as a translated version by the state, are given the opportunity to use a bilingual glossary.

Schools with Dual Language Programs N/A

Professional Development and Support for School Staff

Professional development is differentiated and ongoing throughout the school year to the staff of P.S. 225. Comprehensive professional development is provided to all personnel who are involved with ELLs, including assistant principals, the ESL coordinator and other ESL teachers, special education teachers, paraprofessionals, psychologists, occupational, speech and physical therapists, the guidance counselor and parent coordinator. Training on scaffolding instruction for ELLs will be given throughout the year to incorporate ESL strategies in all subject areas. Additional support will be given to enhance differentiated instruction, teaching reading and writing skills, transitioning students to English proficiency, aligning classroom rubrics and ESL rubrics together and working with newcomers. Consistent articulation is a standard practice between ESL and classroom teachers.

The training agenda includes:

- ESL methodologies to use in their lessons

- creating an environment for language acquisition in their classroom
- identifying the stages of language acquisition
- including newcomers in all classroom lessons
- encouraging ELLs to participate
- various ways to assist newcomers/beginners
- program placement, testing, mandates, and grading ELLs

All staff, grades pre-kindergarten through grade eight, received their 7.5 hours of ELL training during two Chancellors Professional Development Days on June 4, 2008 and November 3, 2009 by WestEd on Quality Teaching for English Language Learners (QTEL), which focuses on developing students' abilities to read, discuss, and write academic text in English as part of their rigorous academic instruction. Additional ELL training is provided at grade meetings and monthly ESL/academic interventionist staff meetings. Attendance sheets for all professional development meetings are maintained in the main office.

ESL teachers also receive professional development from the Children First Network. The 2009-2010 meetings are held on September 14, November 12, December 22, January 13, March 17, and May 26, on compliance and instructional issues, with a focus on vocabulary development, writing strategies, analyzing the ELL periodic assessments, and NYSESLAT preparation. Training on scaffolding instruction for ELLs will be given throughout the year to incorporate ESL strategies in all subject areas. Additional support will be given to enhance differentiated instruction, teaching reading and writing skills, transitioning students to English proficiency, aligning classroom rubrics and ESL rubrics together and working with newcomers. Consistent articulation is a standard practice between the ESL and classroom teachers.

Parental Involvement

Parent involvement is a priority at P.S. 225. Parents will be encouraged to become actively involved in our school by having the opportunity to join the Parent Teacher Association (PTA). At P.S. 225 we have an open door policy which allows parents to communicate with their child's teacher when needed to discuss the needs of the child to help them grow academically and socially. There are set times for parents to utilize our library media center. This parent resource program will meet the needs of the parents by allowing them to have access to literature and computer programs especially designed for ELLs. Our communication with parents is an ongoing process throughout the year through classroom orientations, Parent Teacher Conferences and personal contact by telephone and letters. Parents are provided all available information about various programs and activities at our school in the language they understand in order to help them make an informed choice. We also help parents register for these programs and guide them through the process. The feedback we receive from an initial parent survey in September is kept in each student's cumulative file and copies are kept in the main office. These surveys, as well as additional contacts and feedback from the Department of Education Parent Environmental Survey, help us evaluate the needs of the parents. General issues and concerns are discussed at monthly ESL staff meetings.

P.S. 225 partners with the Shorefront YM-YWHA of Brighton-Manhattan Beach. The Family Literacy Program provides instruction for parents and their children to improve literacy skills. The program offers Adult English as a Second Language (ESL), Children's ESL, Parent

Resource, Parent and Child Together(PACT) and Toddler classes. The program consists of ten hours of instruction each week plus two hours of take home activities.

Part IV: Assessment Analysis

A. Assessment Analysis

The results of the 2008-2009 ELA exam indicate that 6 out of 53 third grade ELLs scored a level 1, 10 scored level 2, 31 level 3 and 3 students scored a level 4. There were a total of 31 fourth grade ELLs who took the ELA exam. Two scored at level 1, 9 at level 2, 19 at level 3 and 1 at level 4. A total of 25 fifth grade ELLs took the ELA exam. Six scored at level 2, 17 at level 3, and 2 at level 4. Out of the total 22 sixth grade ELLs who took the ELA exam, 5 scored at level 2 and 17 at level 3. The seventh grade had 58 ELLs who took the ELA exam 26 scored at level 2 and 13 at level 3. A total of 47 eighth grade ELLs took the ELA exam. 1 scored at level 1, 24 scored at level 2 and 10 at level 3.

The results of the 2008-2009 Math exam indicate that 1 of 53 third grade ELLs scored at level 2, 32 scored at level 3 and 20 students scored at level 4. There were a total of 33 fourth grade ELLs who took the math exam, 1 student scored at level 2, 20 scored at level 3 and 12 scored at level 4. A total of 27 fifth grade ELL's took the Math exam 2 scored at level 2, 14 at level 3, and 11 at level 4. Out of the total 34 sixth grade ELLs who took the Math exam, 5 scored at level 1, 7 scored at level 2, 13 scored at level 3 and 9 students scored at level 4. The seventh grade had 58 ELLs who took the math exam 3 students scored at level 1, 15 scored at level 2 and 36 at level 3 and 4 students scored at level 4. A total of 47 eighth grade ELLs took the math exam 2 scored at level 1, 17 scored at level 2, 24 scored at level 3 and 4 scored at level 4.

B. Reviewing and Analyzing the Assessment Data.

Overall, the data shows that students 1-8 perform better in the listening and speaking modality, than in reading and writing. It is evident from the data that students overall proficiency is often dictated by their reading/writing proficiency, while they are often of a higher proficiency in the listening/speaking modality.

In 2009, 73 students passed out, obtaining a Proficient score. In the 1st grade, 9 were proficient. In the 2nd grade, 12 were proficient, including 4 who had been beginners and 4 who had been intermediate the previous year. In the 3rd grade, 7 were proficient. In the 4th grade, 7 were proficient, including 2 who had been intermediate the previous year. In the 5th grade, 7 were proficient. In the 6th grade, 10 were proficient. In the 7th grade, 12 were proficient. In the 8th grade, nine students were proficient, including 2 who had been intermediate the previous year. Of all of these 73 students who became proficient in 2009, all had been either advanced or proficient in the listening/speaking modality, with the exception of 4 who were beginners in this modality, the previous year, all fourth graders, and three who had been intermediate in this modality, one in the 2nd grade, and the other two being 8th graders.

After analyzing the patterns from the 2009 NYSESLAT results we discovered that in grades K- 8, Speaking/Listening was the highest scored modality. The weakest modality in all grades was writing/reading. Patterns across NYSESLAT modalities indicate the necessity to modify and strengthen instruction in the weakest modalities. Overall, 73 students tested as proficient in the Spring 2009. This is more than a 100% increase from the previous year, in which only 30 students tested proficient. We therefore know that our program is successful and is improving. We will

however continue to provide students with intensive instructional support in a small group or personalized settings to make instructional delivery effective and results oriented. Student programs will be monitored continuously and instruction modified as needed.

At this time, we do not offer Transitional Bilingual or Dual Language programs, however, ELLs do take tests in their native language, upon request and where applicable. Based on NY State testing guidelines, ELLs are given the opportunity to use a translated version of state Math, Science and Social Studies exams. Students who speak and read in a language that is not one of the translated languages provided by the state are given the opportunity to use a bilingual glossary published by the Department of Education.

The success of our ESL program is evaluated regularly based on NYSESLAT scores, improvement and progress in proficiency level, as well as student scores in all state assessments and grades. The ELL Periodic Assessment has become a valuable tool to determine the progress of ELLs. All eligible ELLs take the ELL Periodic Assessment numerous times a year. Results are analyzed to determine current student strengths and weaknesses which help teachers plan instruction and tailor instruction to the individual needs of their students. This helps the students determine what goals they have to set to improve. The results are shared with our school leadership team, classroom teachers, and related service providers. The analysis of the test results will illuminate any differences between student classroom performances and test scores. The results allow teachers to recognize students test taking skills and analyze their situations before standardized exams and give teachers the opportunity to prepare ELLs effectively.

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. 225 is a Pre-K-8 school that serves a community with a large number of parents and students who speak languages other than English in their home. We strive to eliminate communication barriers between the parents and our school by having translators on staff in a variety of languages. At the time of registration parents/guardians are mandated to fill out an emergency card. The card contains a space for the parents to fill in their preferred language of communication both verbal and written. Parents/guardians also fill out a Home Language Survey where they are asked to identify the language they wish to receive any written or oral information on. This information is then entered into the school's ATS and updated as needed. Interviews are also held with students and parents who speak a language other than English at home. These interviews are conducted by the parent coordinator, teachers and other staff members who speak languages other than English to identify communication translation needs for parents. The school has staff members that fluently speak Russian, Spanish, Urdu and Arabic and French. If we are unable to provide the translation needed within our school, additional support is then provided by the Department of Education's Translation and Interpretation Unit.

In order to accurately assess the written translation needs for P.S. 225, the ESL staff first reviewed the Home Language Surveys in order to accurately identify the languages currently spoken by parents of the ESL population. The required documentation for communicating with the parents for its availability both in-house and online was then reviewed by the ESL Staff.

A careful analysis of family language data indicates the following:

- There are 177 Russian speaking families. All of them prefer to receive information both verbally and written in Russian.
- 122 Spanish speaking families, 121 prefer to be spoken to in Spanish (1 prefers to be spoken to in English) and 120 prefer to receive written information in Spanish (2 prefer to receive to information in English).
- 10 of the 11 Chinese speaking parents/guardians prefer to be spoken to in Chinese, the other 1 prefers to be spoken to in Cantonese. All 11 parents/guardians would like to receive written information in Chinese.

- The 1 family that speaks Punjabi would like to receive both written and verbal information in Punjabi.
- Out of 66 Urdu speaking families, 66 would like to communicate verbally in Urdu. 9 would like to receive written information in English and 57 would like to receive written information in Urdu..
- 1 family who speaks Serbo-Croatian would to receive both written and verbal information in Serbo-Croatian.
- 3 families who speak French would to receive both written and verbal information in French.
- There are 10 Albanian speaking families. All of them prefer to receive information both verbally and written in Albanian.
- There are 15 Arabic speaking families. All of them prefer to receive information both verbally and written in Arabic.
- 1 family who speaks Bengali would like to receive both written and verbal information in Bengali.
- There are 6 Turkish speaking families. All of them prefer to receive information both verbally and written in Turkish.
- There are 2 Turkman speaking families. Both of them prefer to receive information both verbally and written in Turkman.
- 5 families who speak Polish would like to receive both written and verbal information in Polish.
- 1 family who speaks Armenian would like to receive all written and verbal information in Armenian.
- There are 3 families who speak Hebrew. Both of them prefer to receive information both verbally and written in Hebrew.
- 4 families speak Georgian and would like to receive both written and verbal information in Georgian.
- There are 2 Philippine speaking families. Both of them prefer to receive information both verbally and written in Tagalog.
- 3 families who speak Uzbek would like to receive both written and verbal information in Uzbek.
- There is 1 Bulgarian speaking family. This family prefers to receive information both verbally and written in Bulgarian.
- 2 families who speak Portuguese would like to receive both written and verbal information in Portuguese.
- 3 families who speak Ukrainian would like to receive both written and verbal information in Ukrainian.
- There is 1 Hindi speaking family. This family prefers to receive information both verbally and written in Bulgarian.
- There are 3 families who speak Uzbek and would like to receive information both verbally and written in Bulgarian.

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

The eight certified teachers comprising the P.S. 225 ESL team, meet to discuss the interpretation needs of the parents of our targeted population. After reviewing the current paperwork for each of the students, as well as the Home Language Survey, the team decides that the following interpretation needs exist;

1. Oral translation for in- house events such as Parent Teacher Conferences or PTA meetings or Open School
2. Interpretation for IEP or referral meetings
3. Translation services for admissions
4. Translations for major content area exams

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.

At this time the Department of Education provides translated copies of key documents such as Entitlement Letters, Placement Letters, Survey/Selection Forms, and a Title III Supplementary form. We will also be submitting report cards and promotion in doubt letters for translation into our seven primary languages. It is the opinion of the ESL team, that once the requested forms are translated, the parents of our ESL population will be able to receive and understand their children's status reports.

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.

The proposed oral interpretation services of which P.S. 225 will consist of the following, if funds allow: obtaining the services of a bilingual family assistant, SAPIS or school aide to assist in translation or interpretation on Fall and Spring Open School nights, and the extension of the hours for the Spanish speaking SAPIS Worker to better serve the daily needs of the families. In addition, the services of the bilingual Parent Coordinator as well as bilingual staff members will assist in oral translation.

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

In anticipation of the implementation of Section VII of Chancellor's Regulations A-663 regarding parental notification for translation and interpretation services, the staff of P.S. 225 has conducted a needs assessment via personal interview with parents and students in order to determine where the shortage of translated materials exist for parents. At this time the following interventions are in place;

A. Bilingual staff in the three primary languages (Russian, Urdu and Spanish) spoken by the families of our students are available throughout the school day.

B. All documents leaving the building are either translated or contain a translated message in seven languages that directs parents to contact the school regarding the notices for the purpose of being informed of the contents of each notice.

C. The school will utilize the services of the Translation and Interpretation Unit in order to expand the number of school documents that currently exist.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

Directions: *All Title I schools must complete this appendix.*

- 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:	695,925	357,997	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	6959		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		100	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	34,797		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		100	
6. Enter the anticipated 10% set-aside for Professional Development:	15,000		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		0	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 100

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

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

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.

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

School-Parent Involvement Policy

- I. P.S. 225, in compliance with the Title I/PCEN mandates, has implemented a parent involvement policy strengthening the link between the school and the community. P.S.225's policy is designed to keep parents informed by actively involving them in planning and decision-making. Parents are encouraged to participate on the school leadership team, the parents association, and the District 21 President's Council. Educational research has shown a positive correlation between parental involvement and student achievement. The overall aim of the policy is to develop a parent involvement program that will build a home-school partnership that assists parents in acquiring effective parenting skills, provide parents with the information and training needed to effectively become involved in planning and decision making, increase their understanding of the role of the home in enriching education and improving student achievement, and the development of positive attitudes toward the school community as whole.

- II. The policy encompasses all parents including parents of English Language Learners and special needs students.

- III. The policy is designed based upon a careful assessment of parents' needs and the evaluation of the effectiveness of the Title I/PCEN Parent Involvement Program. In developing the P.S. 225 Parent Involvement Policy, the School PTA and parent members of the School Leadership Team were consulted on the proposed Parent Involvement Policy and asked to survey its members for additional input. To increase parent involvement, P.S. 225 will:
 - Actively involve parents in planning, reviewing and improving the funded programs and parental involvement policy of the school.
 - Support level committees that include parents such as the School Leadership Team and the Parents Teacher's Association. Provide technical support when needed.
 - Maintain a parent coordinator utilizing Title I funds to serve as a liaison between the school and parent communities. The parent coordinator will provide parent workshops based on the assessed needs of the parents in the school site.
 - These workshops may include the parenting skills, GED, ESL and curriculum based workshops to build parents' capacity to help their children at home.
 - Provide a school informational meeting on all funding programs in the school.
 - Provide written translations.
 - Provide an Annual Parent Fair where all parents are invited to attend formal presentations and workshops that address their parenting needs.

The school will encourage more school-level parental involvement by:

- Holding annual Parent Curriculum Conference
- Maintaining parent participation in school leadership teams
- Encouraging parents to become trained volunteers through Learning Leaders
- Having written and verbal progress reports that are periodically given to keep parents abreast of their children's progress
- Providing school planners for daily written communication between school/teacher and the home.

SCHOOL - PARENT COMPACT P.S. 225

The school and parents working cooperatively to provide for the successful education of the children agree:

The School Agrees

- To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.
- To offer a flexible number of meetings at various times, and if necessary, and if funds are available, to provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.
- To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.
- To provide parents with timely information about all programs.
- To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.
- To provide high quality curriculum and instruction.
- To deal with communication issues between teachers and parents through:
 1. Parent-teacher conferences at least annually
 2. Frequent reports to parents on their children's progress
 3. Reasonable access to staff
 4. Opportunities to volunteer and participate in their child's class
 5. Observation of classroom activities
- To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e., literacy classes, workshops on reading strategies.

The Parent/Guardian Agrees

- To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.
- To participate in or request technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies.
- To work with his/her child/children on school work; and read to them for 15 to 30 minutes per day.
- To monitor his/her child's/children's:
 1. Attendance at school
 2. Homework
 3. Television watching
- To share the responsibility for improved student achievement.
- To communicate with his/her child's/children's teachers about their educational needs.
- To, as parents and parent groups, provide information to the school on the type of training for assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards. **See Section IV: Analysis and Implications of Data**
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. **See Section IV: Greatest Accomplishments and Significant Aids to the School's Continuous Improvement**
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities. **Students receiving intervention services are addressed during the 37.5 minutes extended day in a 10:1 setting, allowing for more individualized instruction in areas of deficiency. Many of these students also attend an afterschool tutorial program where strategies are employed to improve comprehension skills, as well as develop mathematical thinking.**
 - o Help provide an enriched and accelerated curriculum. **We are building on a series of seven spring 2008 professional development sessions, presented by staff from NYC SEM Network (The Schoolwide Enrichment Model), which encouraged participating teachers to improve the academic performance of all students in areas of the regular curriculum and to blend into the standard curriculum activities that will engage students in meaningful and enjoyable academic pursuits. Since most of these teachers are also involved with afterschool and Saturday programs, it additionally provided them strategies and hands-on resources to enhance students' academic and personal development by promoting their talent potentials and providing engaging enrichment activities.**
 - o Meet the educational needs of historically underserved populations. **P.S. 225 has earned exemplary credit gains in ELA and Math for all high need student sub-groups; English Language Learners, Special Education Students, Hispanic Students in the Lowest Third Citywide, and Other Students in the Lowest Third Citywide.**
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career

awareness/preparation, and the integration of vocational and technical education programs. **Our classroom teachers and our AIS teachers meet on a weekly basis to articulate student goals for students at risk, and strategies that help these students meet those goals. See Appendix I Part B, Description of Academic Intervention Services.**

o Are consistent with and are designed to implement State and local improvement, if any. NCLB programs, Title I School Quality Review funding, SED Improvement grants, ESDSVPP, C4E, TASC Shorefront Y, and Family Literacy services are coordinated by the administration for the seamless integration of State and Local services and programs.

3. Instruction by highly qualified staff. **The Administration has gone to great lengths to ensure that all of our teachers have been certified in their areas of instruction. Title I set-aside money is available for this endeavor.**

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. **Teachers and other staff have experienced professional development opportunities to support differentiated instruction, the implementation of new learning strategies into instructional practices, research methods, school enrichment models, and ELL training. Much of the development occurs during faculty conferences, grade conferences, inquiry team meetings, Chancellor's Professional Development days, and individual conferences with supervisors and coaches. Coaches are offering lunch and learn opportunities for interested teachers. We have hosted annual Parent Curriculum Conferences and encouraged continued parent participation in the School Leadership Team. Our Parent Coordinator has provided parent workshops based on the assessed needs of the parents. These workshops have included ARIS Parent Link, parenting skills, GED, ESL and curriculum based workshops to build parents' capacity to help their children at home. In addition, weekly parent newsletters are sent home at each grade level to inform them of curriculum and ongoing activities occurring in their child's classroom.**

5. Strategies to attract high-quality highly qualified teachers to high-need schools. **100% of our staff is highly qualified.**

6. Strategies to increase parental involvement through means such as family literacy services. **P.S. 225's policy is designed to keep parents actively involved in their school community. We encourage our parents to participate on The School Leadership Team, the Parents Association and Parent Advisory Council. We invite our parents to attend parent teas, student assemblies, concerts, and school field trips, in the hope of developing positive attitudes toward the school community as a whole. We have developed a successful partnership with an OST CBO Shorefront Y, and began a Family Literacy program to assist parents in acquiring the English language.**

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. **Going from a familiar environment to an unknown environment can be stressful on PreK students and their parents. These adjustments can be significantly lessened when teachers, administrators and parents work together. In attempts to achieve a smooth transition from an early childhood program to an elementary program teachers and administrators need to prepare the parents and children for what will be expected of them in their new age appropriate setting by instituting the following activities :**

- **Children are made aware of what is expected of them in their new setting by providing opportunities to visit with Kindergarten classrooms prior to the start of the school year .**
- **Older siblings are invited into the classroom.**
- **Books in the classroom library introduce the theme of transition.**
- **Children and parents are encouraged to ask questions.**
- **Parents are encouraged to be active members of our school community.**
- **We provide parents with information about the school in different languages.**
- **We encourage ongoing communication and cooperation among educators and families. Throughout the year the school will facilitate opportunities to ensure that the transition from an early childhood program to the local elementary school is successful.**

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. **This year all teachers are involved in the inquiry process through grade level professional learning communities in order to address the needs of student sub-groups. If the action research proves effective, we will use this information to improve our overall instructional program.**

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

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. **NCLB programs, Title I School Quality Review funding, SED Improvement grants, ESDSVPP, C4E, TASC Shorefront Y, and Family Literacy services are coordinated by the administration for the seamless integration of Federal, State, and Local services and programs.**

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards. **N/A**
2. Ensure that planning for students served under this program is incorporated into existing school planning. **N/A**
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: **N/A**
 - 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; **N/A**
5. Provide instruction by highly qualified teachers; **N/A**
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff; **N/A**
7. Provide strategies to increase parental involvement; and **N/A**
8. Coordinate and integrate Federal, State and local services and programs. **N/A**

**(TO BE REVISED FOLLOWING CONVERSATION WITH SED ABOUT TIMELINE FOR IMPLEMENTATION OF NEW
DIFFERENTIATED ACCOUNTABILITY REQUIREMENTS)**
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:

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

Part B: For Title I Schools 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. **N/A**
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development. **N/A**
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. **N/A**

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

-Gaps in the Written Curriculum. Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.

-Curriculum Maps. The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.

-Taught Curriculum. The Surveys of Enacted Curriculum (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.

-ELA Materials. In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

-English Language Learners.

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the

school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

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.

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

1A.1: Describe the process your school engaged in, during the 2008-2009 school year, to assess whether this finding is relevant to your school's educational program.

The five key findings related to ELA alignment issues were discussed initially at a school Cabinet meeting consisting of the Principal, elementary and middle school Assistant Principals and Literacy and Math Coaches. We attempted to establish a clear focus of how these five findings relate to standards-based teaching and learning in our school, keeping in mind our established bottom line goals, reflective of needs articulated in our Progress Report and Quality Review. We discussed how the underpinnings of intended and assessed curriculum presently align with implementation of School Quality Criteria. We realized that the taught curriculum often needs to be differentiated to address the needs of our large ELL population, making it more difficult to go into greater depth in addressing alignment of teaching and learning to state standards, both in planning and implementation. Additional meetings of our Cabinet and Inquiry Team analyzed school data and evaluated the impact on student achievement through the lens of these key findings. Our SAF and Network Leader assisted us in this endeavor. We also addressed these findings at grade and faculty meetings, as well as SLT meetings, and encouraged input from parents and self-assessment from staff.

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

Applicable Not Applicable

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

After analyzing the 2008-2009 Progress Report we noted that Exemplary Proficiency Gains for ELL learners were the lowest achieving subgroup in both ELA and Math. Student performance at levels 3 and 4 proficient is the weakest category in ELA and Math.

Curriculum Maps

We have developed a curriculum map for elementary and middle school grades aligned with State mandated writing pieces. This acts as a pacing calendar for teaching rather than a definitive outline of student outcomes in writing. Standards based rubrics are used that are reflective of required student outcomes. This year we have aligned instruction in ELA skills/strategies, both horizontally and vertically across grades and subjects, with our standards based pacing calendar for writing. An A.U.S.S.I.E consultant is assisting middle school teachers with creating challenging levels of differentiated instruction using critical thinking skills to improve student achievement.

Taught Curriculum

Although most New York State Standards are being addressed at all grade levels, there are some gaps of in-depth instruction. Efforts to improve test results and less instructional time due to additional standardized tests make it difficult for teachers to address all literacy competencies. There is less emphasis on spelling and handwriting, as these competencies are minimally relevant in State ELA exams. Teachers emphasize speaking and listening as part of the workshop model and as a key element for ELLS, but enrichment activities in this area also may be limited due to time constraints. In addition there may be a lag in taught curriculum of grade-specific student competencies when teachers struggle to find time to differentiate instruction for low performing students and ELL's.

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.

The cabinet will continue to revisit all aspects of State mandated curriculum with teachers during grade conferences and during Title 1 and ESL staff meetings. Efforts have been made to develop more in-depth curriculum maps for writing. We will continue to look at ways to address vertical alignment across grade levels. Many students enter below standards from the previous grade level. The proposal for the School Wide Project option has been approved allowing for more flexibility in classroom organization and grouping students with similar needs. We have continued to look at the Collaborative Team Teaching model (part of our Inquiry Team research) and have established a team teaching model in 8th grade, our weakest grade in achievement.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as process strands and content strands. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and

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

Specific Math Alignment Issues:

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

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

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

Opportunities arise during professional development, and especially at grade conferences have determined the dissatisfaction of teachers with the choice of materials used for Math instruction. Some teachers feel the program is on a higher instructional level than the majority of students can rise to, and the corresponding work is difficult to complete independently. This is true for our ELL and our Special Education students, as well as our lower performing students. Therefore, teachers will teach the content and in many cases the process will be individually interpreted by the teachers. Often, the process becomes secondary to teaching content.

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?

In both *Everyday Mathematics* and *Impact Mathematics* there has been an outcry from educators of mathematics to align the text curriculum to the NYS Standard 3. While there is not an exact alignment, good attempts have been made by the publishers to show the correlation between content and standards. As recently as September, 2009, the publishers of Every Day Math have updated their pacing and planning guides to reflect the new State testing schedule, based on NYS Standard 3.

The process strands have been somewhat better addressed in *Impact Mathematics*, if and only if the Workshop Model is encouraged by Teachers of Mathematics and followed by students in the exploration portion of the lesson, using appropriate models for the Representation strands. Communication can usually be addressed in the share out or in small group work, where idea exchange is encouraged. However, this does not always transfer to the writing of adequate explanations, a task that students must master for the State exam. The Problem Solving strand is somewhat wanting, because the texts don't always use realistic situations and therefore connections between what we teach in math class doesn't always translate to real life situations.

When *Everyday Mathematics* published their 3rd Edition, they also published and distributed to NYC Schools a pacing guide with each lesson aligned to a process and a content strand, where applicable. It is not always a good marriage between text and standard. The text itself does not address process strands, they are usually teacher directed activities, where the process is embedded through teaching the content, and will vary from classroom to classroom.

Looking at the NYS Standard, The State Exams, and the material covered in either EDM or Impact, there are very noticeable differences between City curriculum and State Testing. The level of instruction from the texts is on a much more difficult level than what is tested by the State, and has material that students will not be tested on in that grade. The scope and sequence far exceeds what a student should know by the end of a particular grade, so, teachers usually teach to the standards, which could account for the lack of depth in what is being taught in the mathematics classroom.

One of the more obvious disadvantages, and possibly the reason for the "gaps", is the transition from EDM to Impact. Teachers feel there is no connection between the current grade, and the previous grade's instruction. This is especially true moving from Impact Course 1 to Course 2, to Course 3.

We assume that most schools supplement instruction from other books, such as test preparation materials, former NYS exams, and books that use a direct instructional approach, as opposed to investigative approach found in Impact, and to some extent in EDM. Teachers must use supplemental materials to address the needs of their special education population, as well as the ELLs.

Through questioning and discussions held at grade conferences, most of our middle school teachers find that teaching the content, away from the text, and then plugging in applicable material from Impact works better than using the text to initiate instruction. The other concern is that there is not enough practice provided in either Impact or EDM and options for reteaching are inadequate. Again, neither series seems to address the needs of our ELL students or our Special Education population sufficiently.

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.

We have looked at other texts that are more suited for our student population, that will address the process and content strands incorporated in NYS Standard 3, and provide teachers with more direction to go deeper into concepts, and yet be able to remain on pace with the NYC calendar. However, budget cuts made this a very expensive proposition and not financially feasible at this time. However, we are encouraging teachers to provide standards based instruction using adequate time frames to ensure deeper concentration on Math strands that require additional time on task. It would be in the best interests of students and teachers of mathematics to have Central develop a program that addresses all Mathematical Strands and establishes a calendar that allows more in depth study of the subject.

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

Formal and informal observations by administrators and Coaches show evidence of best practices classroom instructional strategies across all grades and subject areas.

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?

School based observations, as well as results of our Quality Review, supports our schools use of best practices and differentiated instruction. Coaches support implementation of the workshop model and special attention is being given to the implementation of the California Teaching Standards.

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

As determined through random classroom observations and most formal observations, direct instruction in mathematics classes was frequently noted. Differentiated practice of the skill is common during workshop model lessons.

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?

It has been noted that teachers will deliver a mini-lesson, work through a guided practice with the students, and then have students work in small groups or partners to complete a series of exercises related to the instruction. A share out will follow, where any misconceptions will be addressed. Some exercises will involve small group investigations, others lessons will be lesson- related seat work. If computers are available in the classroom, early finishers can be assigned to work on a task that might or might not be related to the lesson. Technology use can therefore be determined as low, at least until there are enough computers in each classroom for student use. Teachers' use of computers combined with Smart Boards or Mimioboards, is another way of relating information to students using interactive means. Students are also learning how to use Smart Boards to display and share their work.

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.

As more computers become available in the classrooms, through purchase, or through grants, more students will be able use interactive websites based on standards. As Teachers explore various websites, assisted by our Media Specialists, more and more use of technology will occur.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

School staff data will be analyzed across the last several years to determine retention rate.

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 school staff data (BEDS, School Report Cards) our teachers' turn over rate is low. Data will continue to be analyzed to determine future retention rates.

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.

³To 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.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT - ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

Professional development is differentiated and ongoing throughout the school year at P.S. 225. Comprehensive professional development will be provided to all personnel who are involved with ELLs. Training on scaffolding instruction for ELLs will be given

throughout the year to incorporate ESL strategies in all subject areas. Additional support will be given to enhance differentiated instruction, teaching reading and writing skills, transitioning students to English proficiency, aligning classroom rubrics and ESL rubrics together and working with newcomers. Consistent articulation is a standard practice between the ESL and classroom teachers. New teachers receive their mandated 7 1/2 hour training in all facets of the ESL program.

The training agenda includes:

- ESL methodologies to use in their lessons
- creating an environment for language acquisition in their classroom
- identifying the stages of language acquisition
- including newcomers in all classroom lessons
- encouraging ELLs to participate
- various ways to assist newcomers/beginners
- program placement, testing, mandates, and grading ELLs

As part of our 2009-2010 school year plan, WestEd will continue to provide in house professional development to our entire staff on Quality Teaching for English Language Learners (QTEL). QTEL focuses on developing students' abilities to read, discuss, and write academic text in English as part of their rigorous academic instruction.

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?

Teachers are informed about professional development opportunities through our school's "Intercom", where workshop titles and dates are posted. The D.O.E. Teachers' Weekly is forwarded to Teachers E-mails, applicable workshops from the Principal's Weekly are shared with the staff as well as specific invitations to attend various Workshops offered through PROTRAX.

Unfortunately, many workshops are held during class time, and when teachers are pulled from the school, students miss vital instructional time. When workshops are offered on weekends or afterschool, few teachers are able to attend due to travel time constraints or parenting responsibilities.

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.

We have looked for support from NYCDOE to provide opportunities during Chancellor's Professional Development Days. We are planning to continue providing professional development on language acquisition strategies during grade conferences and monthly ELL support staff meetings. Coaches offer additional professional resources and instructional materials in our Lending Library. *Lunch and Learn* meetings are being offered to teachers as alternative to professional development during the school day. On June 4, 2009, we held a Quality Teaching for English Learners Institute for teachers grades 5-8 differentiated for ELA, Math and Science. A similar opportunity will be offered to Grades Pre-K to 4 on November 4, 2009. We are also instituting grade level Inquiry Teams so that all teachers can become involved in professional learning communities and action research that may impact positively on our large ELL population.

KEY FINDING 5: DATA USE AND MONITORING - ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

We will meet with teachers during weekly grade conferences and monthly meetings of ELL support staff to determine monitoring of ELLs academic progress and English language development, particularly through use of NYSESLAT testing data to determine frequency and duration of instruction for this large group of students.

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?

Although we have made great strides in using data for goal setting and next steps for all our students, we need to continue to develop articulation between ELL academic intervention staff and classroom teachers. Classroom teachers need more training in disaggregating NYSESLAT scores and data implications need to be explained and made available to all teachers to inform 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.

Suggestions: Presentations at grade conferences or faculty meetings on analyzing LAB/NYSESLAT Test, distribution of NYSESLAT to teachers in September.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT - SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

The Cabinet will meet with the IEP teacher and members of the School Assessment Team, Special Education teachers and classroom teachers to determine their belief as to whether staff has sufficient understanding of or capacity to fully implement the range and types of approaches needed to increase access to the general education curriculum and improve student performance. Disaggregated data for special education students as a group as well as individual student progress will be examined more closely.

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?

Although we have taken steps to ensure classroom teachers not only have and are familiar with students' I.E.Ps, particularly accommodations and modifications that would help support students with disabilities, teachers, as well as paraprofessionals, need more professional development regarding accommodations and behavioral support plans for these students, as well as goal setting aligned to individual students I.E.P's

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.

Although we have made great strides in using data for goal setting and next steps for all our students, and are focusing on the Collaborative Team Teaching model to create more supportive classrooms for students with disabilities, students in least restrictive environments are often less likely to get regular classroom teacher support, often depending in large part on their paraprofessional for instructional guidance. Not only is greater citywide professional development needed for teachers, but paraprofessionals as well. Much of this work was previously done at the district level and is now the responsibility of the schools. We are striving to fill the need and have provided additional professional development for staff on IEP regulations and implementation as well as CTT instructional models.

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

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

Please respond to the following questions for Key Finding 7:

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

The Cabinet will meet with the IEP teacher, the School Assessment Team, special education and classroom teachers to evaluate whether the classroom environment, including classroom instruction, is specified in the I.E.P's of students with disabilities, whether there is an alignment between the goals, objectives, and modified promotional criteria included in the I.E.P and grade level state tests, and whether behavioral plans are included.

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?

Classroom teachers need more experience in developing goals based on Individual Student's I.E.P.'s as they relate to student's objectives. Goal setting for these students has just started to become a collaborative process between classroom teachers and A.I.S. providers.

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.

The relevant issues will be addressed by close teamwork of teachers, the I.E.P. team and the Math and Literacy coaches. To improve the alignment between the goals, objectives and modified promotional criteria included in the I.E.P. and grade level State Assessments, it is imperative that all those involved, teachers, related service providers, and paraprofessionals, receive in-depth professional development in all areas of instruction, as well as the methods that measure a student's progress. To this end, a half-day of training on I.E.P. implementation and the Standard Operating Procedures Manual (SOPM) was offered to staff members by ISC on February 4, 2009. Also on February 10, 2009 our empowerment network presented a workshop on the CTT model and I.E.P implementation. Professional development is ongoing and coordinated by the IEP teacher on an as-need basis.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

For Title I Schools

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

0

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

At the current time, there are no students in temporary housing registered at P.S. 225. If students in temporary housing do register at P.S. 225, the pupil accounting secretary will inform them of the McKinney-Vento Act and designate that NCLB mandatory Title I, Part A funds be set aside to be used primarily for educational services to ensure homeless children and youth progress academically. All usage of these funds will follow acceptable usage guidelines.

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). **N/A**

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds. **N/A**

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. **N/A**