



P.S. 229 DYKER

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 229 DYKER
ADDRESS: 1400 BENSON AVENUE, BROOKLYN, NY, 11228
TELEPHONE: 718-236-5447
FAX: 718-331-8173

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 20K229 **SCHOOL NAME:** P.S. 229 Dyker

SCHOOL ADDRESS: 1400 BENSON AVENUE, BROOKLYN, NY, 11228

SCHOOL TELEPHONE: 718-236-5447 **FAX:** 718-331-8173

SCHOOL CONTACT PERSON: Mr. James J. Harrigan **EMAIL ADDRESS** jharrig@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**
SCHOOL LEADERSHIP TEAM CHAIRPERSON: Linda Palmer

PRINCIPAL: James J. Harrigan

UFT CHAPTER LEADER: Linda Palmer

PARENTS' ASSOCIATION PRESIDENT: Linda LaSpina

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 20 **SSO NAME:** Integrated Curriculum & Instruction LSO

SSO NETWORK LEADER: Greg Jaenicke Network 7/17

SUPERINTENDENT: Karina Costantino

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/RulesPolicies/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
Mr. James J. Harrigan	Principal	Electronic Signature Approved.
Linda LaSpina	PA/PTA President or Designated Co-President	Electronic Signature Approved.
Linda Palmer	UFT Chapter Leader	Electronic Signature Approved.
Marion D'Amico	PA/PTA President or Designated Co-President	Electronic Signature Approved.
Ronnie Ryba	Parent	Electronic Signature Approved.
Grace Borrometti	Title I Parent Representative	Electronic Signature Approved.
Antonella Ungaro	Parent	Electronic Signature Approved.
Monique Zhou	UFT Member	Electronic Signature Approved.
Jane Bolden	UFT Member	Electronic Signature Approved.
Jeanmarie Amato	DC 37 Representative	Electronic Signature Approved.

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

*** Core (mandatory) SLT members.**

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The motto of P.S./I.S. 229K is "Home, School, Community." These three supports are the necessary elements to educate all children academically, socially, and emotionally.

We are creating a community of caring, technologically sophisticated, self-directed, life-long learners, through content-rich curriculum, standards-driven instruction, and active parent involvement.

We are committed to having all our children reach their full potential and to become productive citizens of the twenty-first century. (School Vision and Mission Statement)

P.S./I.S. 229 presently serves pre-kindergarteners through sixth graders. We will add seventh grade and eighth grade classes in September of 2010 and 2011 respectively.

Special programs are in abundance at P.S./I.S. 229. Classes offered include the visual arts, general music, band, orchestra (string ensemble), library/media, technology, and physical education. In addition to these, other programs integrated into the curriculum include Author Studies, Junior Great Books, Project Arts, Accelerated Reader, and Renzulli Learning. A comprehensive gifted education class is also offered at each grade level.

Extracurricular activities are an important part of our daily schedule. Jazz, Drama, and Visual Art Clubs meet after school, as does the Neighborhood Improvement Association's (NIA) Out-of-School-Time (OST) Program at P.S./I.S. 229. The NIA provides quality after-school services to students in Kindergarten through Grade 6. Registration for this program is conducted in September and participants are determined by lottery.

At the present time we collaborate with community organizations, including: Bay Ridge Community Council, Dyker Parks Alliance, Eighteenth Avenue Columbus Day Parade, Fontbonne Hall, Kiwanis Club, Museum of Modern Art, Poly Prep Country Day School, Principal for a Day, St. Francis College, St. John's University, St. Joseph's College, Sports and Arts Network, and Xaverian High School.

Our vision for P.S./I.S. 229K is that we may be a lively center for sound learning, a place of discovery, and a haven for the pursuit of wisdom.

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.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 229 Dyker								
District:	20	DBN:	20K229	School BEDS Code:	332000010229				
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:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Pre-K	0	0	35				95.6	95.7	TBD
Kindergarten	97	123	123						
Grade 1	93	104	131	Student Stability - % of Enrollment:					
Grade 2	97	100	112	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Grade 3	116	105	108				95.9	96.5	TBD
Grade 4	103	124	108						
Grade 5	94	104	136	Poverty Rate - % of Enrollment:					
Grade 6	0	0	29	<i>(As of October 31)</i>			2007-08	2008-09	2009-10
Grade 7	0	0	0				40.7	40.8	TBD
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Grade 11	0	0	0				2	13	TBD
Grade 12	0	0	0						
Ungraded	0	0	0	Recent Immigrants - Total Number:					
Total	600	660	782	<i>(As of October 31)</i>			2007-08	2008-09	2009-10
							9	13	6
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
# in Self-Contained Classes	12	11	12	Principal Suspensions			0	2	TBD
# in Collaborative Team Teaching (CTT) Classes	0	0	13	Superintendent Suspensions			0	1	TBD
Number all others	50	49	59						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>			2007-08	2008-09	2009-10
				CTE Program Participants			0	0	0
				Early College HS Program Participants			0	0	0
English Language Learners (ELL) Enrollment:				Number of Staff - Includes all full-time staff:					
<i>(BESIS Survey)</i>				<i>(As of October 31)</i>			2007-08	2008-09	2009-10
<i>(As of October 31)</i>	2007-08	2008-09	2009-10						
# in Transitional Bilingual Classes	0	0	0						
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	79	81	90	Number of Teachers			36	36	TBD

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	1	2	11	Number of Administrators and Other Professionals	7	8	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	4	4	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	94.4	100.0	TBD
				% more than 2 years teaching in this school	72.2	86.1	TBD
				% more than 5 years teaching anywhere	66.7	72.2	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	89.0	92.0	TBD
American Indian or Alaska Native	0.2	0.2	0.3		86.3	92.9	TBD
Black or African American	0.8	0.6	0.5				
Hispanic or Latino	10.0	9.1	9.6				
Asian or Native Hawaiian/Other Pacific Isl.	42.8	45.2	43.6				
White			0.9				
Male	52.2	52.4	51.8				
Female	47.8	47.6	48.2				
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			
	N	N	N	√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√		Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area AYP Outcomes:			
Elementary/Middle Level		Secondary Level	
ELA:	√	ELA:	
Math:	√	Math:	
Science:	√	Graduation Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	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	√	√					
Multiracial							
Students with Disabilities	√	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	A	Overall Evaluation:	NR
Overall Score:	75.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	11.4	Quality Statement 2: Plan and Set Goals	
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	20.8	Quality Statement 4: Align Capacity Building to Goals	
<i>(Comprises 25% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	
Student Progress:	43		
<i>(Comprises 60% of the Overall Score)</i>			
Additional Credit:	NR		

KEY: AYP STATUS

√ = Made AYP
 √^{SH} = Made AYP Using Safe Harbor Target
 X = Did Not Make AYP
 - = Insufficient Number of Students to Determine AYP Status

KEY: QUALITY REVIEW SCORE

Δ = Underdeveloped
 ► = Underdeveloped with Proficient Features
 √ = Proficient
 W = Well Developed
 ◊ = Outstanding

* = 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.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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?

P.S./I.S. 229K received an "A" on the 2008-09 Progress Report, with the following scores in sub-categories:

- School Environment – A
- Student Performance – A
- Student Progress – A

A review of the Progress Report indicates that P.S./I.S. 229K students' overall achievement is high. On the 2009 State English Language Arts (ELA) Assessment, 92.7% of students scored at proficiency level 3 and 4. On the 2009 State math assessment, 97.9% achieved level 3 and 4.

The "Student Progress" category showed significant improvement with 61.6% of our students making at least one year of progress on the ELA. The results were better for the lowest third of students, with 84.2% of these students making at least one year of progress. Relative to the city and peer horizon, the school performed in the third quartile for both all tested students and the lowest third of students. Average proficiency change for the Level 1 and 2 students (0.43) was positive, putting the school at the 54th percentile for the peer group and 79th percentile relative to city schools.

Students with Disabilities are making good progress, although expressive writing continues to need improvement. Content and materials for the writing process will be guided by our *Imagine It!* and *Treasures* literacy programs.

Although we did not have a sufficient number of English Language Learners (ELL) to be held to an accountability sub-group, the NYSESLAT results showed that these students were making steady progress. On the Spring 2009 NYSESLAT, 27% reached the proficiency level.

The percentage of students in Mathematics making at least one year of progress was 84.3% putting P.S./I.S. 229K at the top of the "city horizon" and in the top quartile relative to its peer group.

For the lowest third, 78.7% of students made a year of progress in math. This put P.S./I.S. 229K in the upper half for its city and peer horizon.

In science, students are performing very well. For the past four years our grade 4 students have out-performed similar schools, as reported by the New York State School Report Card. Specifically, on average, 94% of P.S./I.S. 229K students score at level 3 or above and 18% of students score at level 4. These results out-perform similar schools by 12% and 17% respectively.

P.S./I.S. 229K is a school ***in good standing*** based upon the New York State Accountability Status. All student groups made Annual Yearly Progress (AYP) in ELA, Mathematics and Science. The performance index for the above subjects for identified sub-groups ranged as follows: ELA, 156-193; mathematics, 189-200; and science, 191-200.

Based upon the above results, the State Education Department has recognized P.S./I.S. 229K as a “high performing/closing the gap” school for the past four years.

This year’s school budget continues to be carefully parceled out to address the needs of our students. We provide Academic Intervention Services (AIS) to target students in small group settings during the school day and during extended day. A new Science Cluster Teacher position has also been established. This specialist continues to coordinate the alignment of the State Science Learning Standards with the new, revised Department of Education science curricula and pacing chart.

P.S./I.S. 229K has received an overall score of well-developed on its 2006-07 and 2007-08 Quality Reviews. (We were exempt from the 2008-09 Quality Review process since we received an “A” on the 2007-08 Progress Report.) The major recommendation on the Quality Reviews was to improve differentiation of instruction. Consequently, differentiated instruction has been our priority as an instructional and professional development focus.

P.S./I.S. 229K also opted into the Develop Your Own (DYO) periodic assessments. For 2009-10, P.S./I.S. 229 is implementing the following periodic assessments:

- Pearson *GRADE+* ELA assessments for grades K-2.
- *Treasures' Running Records* (guided reading) for grades K-2.
- *Acuity Predictives* in ELA and Mathematics for grades 3-6.
- *Scantron Performance Series* in ELA and Mathematics for grades 3-6.

These assessments, in conjunction with our *Imagine It!* and *Treasures'* (ELA) and *Everyday Mathematics* unit tests, will guide teachers in differentiating instruction in order to assist their students in achieving grade level goals.

On the annual Learning Environment Survey (2008-09), P.S./I.S. 229K demonstrated that, in comparison to all NYC elementary schools, there are high levels of parent and teacher satisfaction in all four categories: academic expectations, communications, engagement, and safety/respect--without any significant change from the previous year. Regarding the category of communication (scoring 7.8 out of 10), administration, staff, and parents will focus upon new ways to use technology in fostering the home-school connection.

Our academic school-wide attention for the 2009-10 school year will continue to be on the English Language Arts. A review of the 2009 ELA item analysis revealed that students had difficulty with non-fiction passages. Specific skill deficiencies were related to identifying a conclusion that summarizes the main idea or passage; making inferences (i.e., What is "most likely..."; What is the best response?); making predictions, distinguishing fact from opinion, evaluating the content of a paragraph by identifying important and unimportant details, and identifying the author’s purpose. A focus upon reading non-fiction literature will be guided by resources provided in our *Imagine It!* and *Treasures* programs.

The School-wide Inquiry Team’s Focus Group for 2009-10 continues to target fifth grade students. Grade 5 teachers are increasing their use of modeling to help students become strategic

readers. Consequently, the school will be closely monitoring grade 5 students through the ELA Acuity Predictives and Scantron Performance Series assessments to challenge these students. These assessments will assist teachers in setting interim benchmarks to target differentiated instruction, assess students' readiness, and align instruction with standards, as well as to engage learners and emphasize critical thinking.

Through the inquiry process conducted at each grade level, teachers will monitor student progress, discuss educational strategies to meet individual needs, and receive professional development in implementing our educational plan.

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, the percentage of students making at least one year of progress on the New York State ELA exam will increase by 10%.	Teachers will meet for collaborative inquiry to examine recent data from multiple sources: <i>Imagine It!</i> and <i>Treasures</i> ELA assessments, Scantron <i>Performance Series</i> , and Acuity <i>Predictivies</i> .
By June 2010, all K-6 classroom teachers will demonstrate increased ability to teach science using the DOE Science Scope and Sequence as measured by a 1% increase in student progress on the NYS Science Tests as well as a 10% increase in the number of students scoring at a level 4 on these same tests	Implementation of the new curriculum and its resources rolled out by the DOE, particularly grades K, 1, and 2 in the 2009-10 school year.
By June 2010, 80% of teachers will engage in professional development around differentiated instruction that addresses the needs of students with different learning styles and achievement levels.	Teachers will participate in programs conducted in our school or through the DOE's professional development offerings.

	<p>and differentiated instruction.</p> <p>The School has implemented a comprehensive Academic Intervention Services (AIS) program which includes: Extended Day, an hour per day on Mondays and Tuesdays after school, serving over 200 students in small groups no larger than 10 students:1 teacher; Staff servicing at-risk students include two AIS teachers (6-10 students in a group), two ESL teachers (76 students), one SETSS teacher (caseload of 30 IEP students), one part-time AIS teacher (students requiring less intense intervention); After-School Test Preparation Skills, for grades 3-6, two days a week from 3:40-5:20 PM, staffed by four teachers with 12-15 students each.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>CORE INQUIRY TEAM - Per Session - TL Children First \$6,219.</p> <p>DATA SPECIALIST - Per Session - TL Fair Student \$1,500.</p> <p>AIS EXTENDED DAY/PER SESSION (240 hours) - TL Fair Student \$810,800.</p> <p>SETSS TEACHER - 1.0 FTE - TL IEP \$79,953.</p> <p>SETSS TEACHER - .5 FTE - TL Fair Student \$29,930.</p> <p>AIS TEACHER - 1.0 FTE - Split Funding: Title I ARRA SWP \$31,981; TL Fair Student \$12,425; C4E \$49,126.</p> <p>AIS TEACHER - 1.0 FTE - Split Funding: TL Fair Student Subsidy \$57,374; TL Fair Student \$22,579.</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>GRADE+ (Fall and Spring, Grades 1-2; Winter and Spring, Kindergarten);</p> <p>Scantron Performance Series (Winter and Spring, Grades 3-6);Acuity Predictives (Winter, Grades 3-6);</p> <p>Acuity Item Bank Pre- and Post-Tests (Core Target Population, 6-8 weeks);</p> <p>Imagine It! and Treasures unit assessments (at least bi-weekly, in all grades);</p> <p>NYS ELA Assessments (May 2010 administration)</p>

**Subject Area
(where relevant) :**

Science

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, all K-6 classroom teachers will demonstrate increased ability to teach science using the DOE Science Scope and Sequence as measured by a 1% increase in student progress on the NYS Science Tests as well as a 10% increase in the number of students scoring at a level 4 on these same tests</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>All classroom teachers (K-6) will:</p> <ul style="list-style-type: none">list a weekly science lab on their program cards; include a weekly science lab lesson in their plan books;collaborate with the science cluster specialist in pacing, planning science lab lessons, and selecting curriculum-related trips and activities;assess student learning informally, including through use of a science journal;assign science-related homework and projects on a regular basis, as appropriate to the grade level;formally assess students at the end of each chapter and/or unit using a common instrument where 80% of the students will score at a level of 3 or above on chapter tests (following the NYC DOE Scope and Sequence, using item analysis to guide teachers in differentiating instruction), and with 90% scoring at a level 3 or above on the final unit assessment (approximately bi-monthly);participate in ongoing professional development in order to implement the new NYC Department of Education science resources. <p>The science cluster teacher/specialist will:</p> <ul style="list-style-type: none">attend DOE Professional Development sessions on the Science Scope and Sequence, and provide turnkey training for teachers;conduct in-school training via faculty and grade conferences on the units in the scope and

	<p>sequence, pacing, and new resources, e.g., classroom science libraries, manipulatives;</p> <p>teach a weekly period to grade 3-6 students, providing hands-on "lab" inquiry lessons, engaging students in the discovery process, and aligned with the units outlined in the pacing chart;</p> <p>team teaching with grade K-2 teachers to introduce the new physical and environmental science resources to students;</p> <p>developing enrichment activities, such as class trips, in-school presentations, etc., with science organizations, which are aligned with the science curriculum and may make connections to other subject areas.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>SCIENCE CLUSTER TEACHER/SPECIALIST - 1.0 FTE - Title I ARRA SWP \$79,953.</p> <p>SCHOOL TRIPS (Admission fees, buses) - TL Fair Student \$5,000.</p> <p>PARTNERSHIPS and PROFESSIONAL DEVELOPMENT/SCIENCE ORGANIZATIONS - Title I ARRA SWP \$5,000.</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>Results of the grade 4 NYS Science Assessment, disaggregated for both the written and performance test.</p> <p>Quality of student science exit projects (grades 5 and 6), as measured by a teacher team-created rubric.</p> <p>Participation in the science fair by students in grades 3-6, as measured by a district-created rubric.</p> <p>Agendas, minutes, and attendance records of science PD (faculty and grade conferences).</p> <p>Student science journals, with lessons in accord with the pacing guide schedule.</p> <p>Science chapter/unit test results (as per DOE pacing guide), using item analysis to differentiate instruction in guiding teachers, including AIS and mandated services providers, toward meeting grade level curriculum goals.</p>

**Subject Area
(where relevant) :**

**Professional Development -
Differentiated Instruction**

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, 80% of teachers will engage in professional development around differentiated instruction that addresses the needs of students with different learning styles and achievement levels.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Teachers will receive professional development enabling them to incorporate best practices of differentiated instruction:</p> <p>our ELA core curriculum materials (Imagine It! and Treasures) have extensive differentiation resources and strategies embedded into their daily instructional plans for intervention, for enrichment, and for English Language Learners;</p> <p>teachers will continue to use curriculum maps, pacing guides, and differentiation resources (intervention, enrichment, and ELL) developed for mathematics, science and social studies;</p> <p>teachers will use assessment data to differentiate instruction; teachers will use Renzulli Learning to differentiate according to interests and learning styles.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Imagine It! and Treasures TEXTBOOKS/MATERIALS - TL Fair Student \$12,269.</p> <p>Renzulli Online Learning EDUCATIONAL SOFTWARE - TL NYSTL \$2,800.</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>Lesson/Unit plans show evidence of differentiated instruction and activities based upon student achievement levels, learning styles, ELL status, and enrichment needs.</p> <p>Teacher Observations and Teacher Performance Review plans and products demonstrating the incorporation of differentiated instruction and varied student work products.</p> <p>development agendas and handouts which show differentiated instruction as a topic and focus.</p> <p>Student work folders incorporating multiple learning styles.</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 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)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

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

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

- o 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.
- o 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.

- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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>	<ul style="list-style-type: none"> • READING RECOVERY: One –to- one structured intervention for the lowest achievers in first grade during the school day for a period up to 20 weeks. • AIS LITERACY: At–Risk students, work in small groups (no greater than 5 students per group); receive differentiated instruction according to identified deficits in ELA standards during the school day. Extended day groups address the ELA needs of 10 At-Risk students.
<p>Mathematics:</p>	<ul style="list-style-type: none"> • AIS MATHEMATICS: Small group instruction for students; students are pre-tested in order to provide differentiated instruction using <u>America’s Choice</u> to strengthen mathematics skills, concepts, and problem solving techniques. This program is offered during the school day. • AFTER-SCHOOL: Additional Mathematics support programs are offered during extended day and a 16 session AIS program is offered after school.
<p>Science:</p>	<p>Students identified by the NYS Science grade 4 assessment at level 1 or 2 are targeted for in-class differentiated instruction using non-fiction literature as part of classroom intervention to improve skills and knowledge</p>
<p>Social Studies:</p>	<p>Students identified by the NYSTP Social Studies grade 5 assessment at level 1 or 2 are targeted for in-class differentiated instruction using non-fiction literature as part of classroom intervention to improve skills and knowledge. These students are also assisted by support teachers in a small group setting.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Counseling is provided to students during the school day. Children are seen individually and in small groups supporting social, emotional, and academic needs.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>Counseling is provided during the school day to address emotional/social needs, which may hinder students’ academic success.</p>

At-risk Services Provided by the Social Worker:	Counseling is provided during the school day to address emotional/social needs, which may hinder students' academic success.
At-risk Health-related Services:	Health-related services are provided during the school day to address needs, which may hinder students' academic success.

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

NCLB/SED requirement for all schools

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

**P.S./I.S. 229K
Grades K-6 Language Allocation Policy (LAP) Narrative
October 2009**

Part II: ELL Identification Process

During the school registration process at P.S./I.S. 229K, families are asked to complete the Home Language Identification Survey (HLIS). At that time, a pedagogue (ESL teacher) and an Assistant Principal conduct an initial screening by talking with the parents/guardians in order to determine the language spoken, thus giving them the appropriate language-copy of the HLIS. Staff, then, assist families in filling out the form, as necessary.

If parents/guardians indicate that there is another language spoken at home—and this is confirmed after speaking with the child during an informal interview—the child is classified as eligible for testing. Then, we put the appropriate OTELE (Other Than English Language Exposure) code in the box indicated on the survey.

During the first ten days of school, students whose HLIS form indicates a foreign language on the OTELE code box are individually administered the LAB-R. Any child scoring below the “cut score” on the LAB-R is entitled to participate in an ELL program. In addition to this, if a Spanish-speaking (native language) child does not reach the “cut score,” the Spanish LAB is administered to determine literacy in the native language.

Once testing completed, the “Placement Letter” or the “Non-Entitlement Letter” is sent home to the parents/guardians notifying them if their child is in need of ESL services or not.

Annually, family members of identified ELLs are invited to attend an orientation meeting. At the meeting, a video is shown with the various types of ELL programs offered throughout the city. Brochures are also provided in families’ native languages. Questions are welcomed. Family members are encouraged to complete the Parent Survey and Program Selection form at this time, ensuring that it is returned once parents/guardians are properly informed. If the form is not returned in a timely fashion, a note is sent home, and, if necessary, the family will also receive a phone call.

According to the options identified on the Parent Survey and Program Selection form, student placement is determined. If families select a program not offered at our school, necessary information is provided regarding other programs available at various locations. (This process usually occurs at the end of the orientation session.)

A trend over the past few years indicates that approximately 95% of our parents request a freestanding ESL program through Parent Survey and Program Selection process. These parents/guardians often indicate their wish for full immersion through an all English-speaking environment and the desire that their children become able to communicate with their English-

speaking peers as soon as possible. Thus, program models being offered at our school are aligned with the requests made by the vast majority of parents/guardians.

Students are placed in our ESL program according to their grade and “cut scores” on the LAB-R or proficiency level on the NYSESLAT.

Part III: Programming and Scheduling Information

At P.S./I.S. 229K, we provide ESL as a pull-out program. Three ESL teachers provide students the opportunity to participate according to their grade level and the mandated time. Children are taught solely in English. The main focus of our ESL program is to help students acquire English as fast as they can and to get them ready to function independently in the classroom. Beginners learn basic communication skills (so that they may interact with their peers and staff more easily) and fundamentals of English-language acquisition, whereas the intermediate and advanced students focus more on their individual English-language acquisition needs—generally involving the reading and writing strands of English Language Arts (ELA). All lessons prepare students for successful achievement on the NYSESLAT.

All ELLs are receiving NYS mandated ESL allotted instruction time based on students’ proficiency level; beginners and intermediate students receive 360 minutes of ESL per week and advanced students receive 180 minutes per week. Teachers across the school help ELL students by using ESL strategies such as modeling, using visuals, big books and picture books for read alouds or vocabulary development, using authentic materials for show and tell, using graphic organizers such as Venn diagrams, webs, T-charts, semantic mapping, story mapping, KWL charts, collaborative research projects, journal writing, choral and guided reading, plus games and role-playing.

For **newcomers**, we try to assign a “buddy” who speaks the newcomer’s home language. We have a “Newcomer Kit” at all different levels which provides a tool in helping students who are new to the country develop the fundamental skills and language necessary to cope with their daily lives. We also offer an after-school Title III program, which focuses on academic vocabulary and basic communication skills.

For **Students with Interrupted Formal Education (SIFE)**, we have volunteer parents coming in as “Learning Leaders” to help them with basic phonics, vocabulary, and conversational skills.

For our one ELL identified as having **special needs**, he has been able to be mainstreamed with our general education ELLs for pull-out services.

For the **long term** ELL students, *Great Leaps* is one of the programs we offer to help the students. They get a one-to-one tutoring in a structured reading program that emphasizes phonemic awareness, fluency and comprehension development. Each student received a 10 to 20 minute drill and practice session three times each week other than their regular ESL class. This one-to-one intervention helps meet the individual needs of students. Part of these sessions is spent improving motivation and/or attention level if it is currently low. As in the ESL class, the focus is more on the writing section since it is usually the weakest area among all four modalities. Journaling and directed writing assignments are also a part of the classroom literacy curriculum.

The school will provide **targeted intervention** during the extended day program. Teachers assist students in becoming familiar with the terminology used on the NYS examinations. In each of the academic areas (mathematics, science and social studies), students are introduced to vocabulary through visuals and translations when available. We provide translated versions of the standardized tests for our Chinese and Spanish speaking ELL students who are more literate in their native languages so that they may demonstrate their content knowledge on the State Math, Science, and Social Studies tests rather than have their results influenced by a lack of English proficiency.

As for **students who have reached the proficiency** level on the NYSESLAT (former-ELLs), the transitional plan is for student participation in our Academic Intervention Services (AIS) offered daily during the school day in order to strengthen the children's English-language listening, speaking, writing, reading skills.

All students at P.S./I.S. 229K are encouraged to participate in our many programs which include music, theatre, writing workshop, and the visual arts. We also offer ELA, Math, and Title III after-school programs for targeted populations.

Throughout the school, we use the *Imagine It!* and *Treasures* literacy programs (which include strategies for ELLs), and *Everyday Mathematics* with its hands-on activities and math word walls. The NYC *Science* and *Social Studies* core curriculum text-based programs also offer teaching recommendations for ELLs. Students use *Turbo Extreme* which is a game-like device which uses grade-level mathematics, spelling, science, and social studies cartridges. The interactive computer program, *Imagine Learning* (which incorporates the use of multi-modalities) especially for beginner and intermediate ELLs is on computers throughout the school. We also use scaffolding techniques, group work, cooperative learning methods, and literacy-based thematic units throughout the school.

The Scott Foresman *Accelerating English Language Learning Series* is designed and used specifically for ESL at each grade level. The interactive *Leap Frog Library* is available for all grade levels and our school library includes bi-lingual materials available to students.

Teachers provide buddy/partners for newly-arrived ELLs. The concern shown by both teacher and classmates (with one classmate in particular) provides a welcoming atmosphere for the child—possibly not only new to our school, but to our country as well. If possible, the child is paired with someone who speaks his/her native language.

Guest speakers are brought in to the school to provide professional development presentations for all teachers focusing on differentiation of instruction, including strategies for teaching ELLs. New teachers are also sent to special professional development days sponsored by the Learning Support Organization or Department of Education targeting these recent staff members in order to meet the minimum 7.5 hours of mandated ESL training for all staff. Other topics include the process of second language acquisition, content area strategies, and how cultural differences affect teaching and learning. ESL teachers are also a resource for all teachers on the staff.

Because our school will include students from Pre-Kindergarten through Grade 8, families may choose to keep their children in our school for the middle school years. Staff members are trained to help students transition from the elementary to middle school grades when preparing for our own middle school "Open House."

Parent involvement at P.S./I.S. 229K for all families is encouraged through membership on the PTA, its executive board and sub-committees, by election to the School Leadership Team, and as a trained volunteer in the NYC Learning Leaders program.

We evaluate the needs of all parents through our own PTA-sponsored family survey through the School Leadership Team. We also analyze responses from the Department of Education's Learning Environment Survey.

Our parental involvement activities include orientation to classroom and ESL programs, translation services are provided for parent-teacher conferences and meetings throughout the term. Our Parent Coordinator schedules meetings during the daytime and evening throughout each phase of the Middle School selection process. Translations are made available, as are translators.

Part IV: Assessment Analysis

P.S./I.S. 229K uses a variety of diagnostic tools to assess the needs of our students (including ELLs) throughout the school year. In the early childhood grades, we use the *Group Reading Assessment and Diagnostic Evaluation* (GRADE), distributed by Pearson (American Guidance Service), the SRA/McGraw-Hill *Imagine It!* literacy assessment series, and the Macmillan/McGraw-Hill *Treasures* Assessments to gather additional data regarding an individual student's guided reading level through a running record, comprehension, and a fluency measure.

The GRADE early literacy assessment is used during the Fall term to gauge baseline skills or, for students already in our school, GRADE provides a means for monitoring progress from year to year. Student results will be analyzed using a variety of diagnostic reports produced for individual students as well as for groups of students using the GRADE scoring and reporting software. These intricate reports pinpoint students' strengths and weaknesses and identify areas for targeted differentiated instruction with their classroom teacher and ESL teachers during the school day, as well as during the extended day. This tool also provides data for students who would benefit from enrichment.

GRADE is meant to be a diagnostic tool to distinguish what pre-reading or reading skills individuals have and what skills they need to be taught. GRADE measures the following areas in-depth: decoding, word reading, word meaning, phonemics, vocabulary, comprehension, and rhyming. GRADE is administered twice a year, in the Fall and Spring. Because the levels of GRADE are psychometrically linked, results can be used to monitor progress from grade to grade, year after year. This offers our school the flexibility to consistently assess progress on developmental reading goals set for the duration of an educational plan.

The Macmillan/McGraw-Hill *Treasures* Assessments gather additional data regarding an individual student's guided reading level through a running record, comprehension, and a fluency measure. From use of this assessment twice annually, a student's independent, instructional, and frustrational reading levels are identified to determine additional individualized learning needs.

Data patterns across proficiency levels reveal that the majority of our Beginner Level ESL students are those who are new to our school as well as to the country. As students move to the next band of the NYSESLAT, ELLs find the higher level of skills tested naturally difficult (e.g., second graders take an assessment which is also taken by fourth graders). However, students make progress and most reach the proficient level in English-language acquisition as they move up the grades.

Across the grades, students at P.S./I.S. 229K show achievement in the speaking and listening modalities, especially after a couple of years in our ESL program. At the kindergarten level, the majority of our students are advanced in listening and speaking, while their reading and writing scores are more concentrated at the Beginner Level. Second and third graders have made progress in all modalities, despite the advanced skills tested on the “Grades 2-4 NYSESLAT band.” Our long-term ELLs continue to struggle at the reading and writing level (mostly with the writing component).

In place of ELL *Predictives*, we rely on information from our school-wide periodic assessments. Students in the upper grades use the Macmillan/McGraw-Hill *Treasures NYS ELA-Style Assessments*, the Scantron *Performance Series* and the Acuity *Predictives*. The websites that accompany Scantron and Acuity, as well as ARIS, allow us to create student groups based on their ELL status. The *Performance Series* and the Acuity sites also facilitate grouping of students by individual performance indicators or skills for reinforcement, re-teaching, or enrichment. Data insights gained from periodic assessments show that our students are having trouble with inference, making predictions, and vocabulary. We will re-evaluate these targeted learning goals once the next set of periodic assessments are administered during the winter trimester.

We attribute the success of our program for ELLs to a dedicated staff of classroom and ESL teachers, motivated students and cooperative families. The small group attention given particularly during ESL class is helping students to reach the proficient level on the NYSESLAT and to meet the standards assessed on the New York State ELA Test. Also, continued support for former-ELLs is provided in a small group, pull-out AIS model, as well as during the Extended Day (if deemed necessary). These supports, along with differentiated instruction in the classroom, will help our ELLs to reach their full potential and to become productive citizens of the 21st Century.

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

Form TIII - A (1)(a)

Grade Level(s)

K-6

Number of Students to be Served:

LEP 40

Non-LEP 0

Number of Teachers 2
Other Staff (Specify) 0

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.

P.S./I.S. 229K implemented the Freestanding ESL program in kindergarten through 6th grade for approximately 85 students. The three ESL teachers are fully certified. The ESL classes provide service to all entitled students using the pull-out model. Groups are formed according to the grade and proficiency level of the students. The language of instruction is English only.

The P.S./I.S. 229 Title III program provides English Language Learners with supplemental instruction in an after school program. This instructional program will focus on helping ELL students reach the standards in English language arts and mathematics. In English Language arts, instruction will be built around the four standards: students will develop the knowledge, skills and understandings necessary to read, write, listen and speak for information and understanding, literacy response and expression, critical analysis and evaluation and social interaction. Instruction will emphasize the reading and writing competencies common to the four ELA standards including decoding, print awareness, fluency, background knowledge and vocabulary development and comprehension strategies, spelling, handwriting, composition, and the motivation to write. A balanced literacy approach will also be employed.

Students will be supported in their ESL instruction within the classrooms through the use of the computerized *Imagine Learning Program*. This program allows students to work independently on language skills at their level and at their own pace. As a child's skill level increases, the program moves the child to the next higher skill level.

Our ELL population is mainly Chinese and a few Arabic, Spanish and Russian students. The ELL students we target for this service are in grades 2 to 6 and are the ones who scored at the advanced level and the intermediate level in the LAB-R and NYSESLAT. The program will service 15 to 20 students in 2 classes. It will begin in January and run through April. It will operate for 24 sessions (2 days per week for 2 hours each day). The program will require the per session employment of two ESL teachers. The language of instruction will be in English. This program will focus on helping LEP students reach the standards in English language arts and mathematics.

We will be using The Rigby *On Our Way to English* program which provides an extensive enrichment for ESL students on all grade levels. Thematic units using leveled books for guided reading as well as posters and charts integrate math, language arts, science and social studies and reinforce content and skills needed in these curriculum areas. The program is structured with interactive multi-sensory elements where plenty of visual aids and auditory components are provided. At all proficiency levels, there is “The Newcomer Kit” that helps develop language skills through the use of manipulative charts, language practice games and vocabulary building activities. Students will have an hour of literacy and an hour of math each session. In the testing grades, emphasis will be placed on English Language Arts and "reading Mathematics" during the Spring term to coincide with the New York State exams.

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.

At P.S./I.S. 229K, Title III Professional Development (PD) will focus on assisting teachers to enhance their strategies and skills in helping students achieve their language proficiency. Teachers are encouraged and/or sent to take PD courses provided in the city to enhance their skills in helping students succeed in their language achievements.

Throughout the year, our ESL teachers participate in ongoing professional meetings with our Learning Support Organization, the Integrated Curriculum Instruction (ICI), and special offerings sponsored by the NYC Department of Education.

During the Fall Term, all teachers will receive training in differentiating instruction using our literacy programs, *Imagine It!* and *Treasures*. Each program includes ESL strategies and provides materials for incorporation into the daily lesson plans (gratis). Introductory ESL workshops will also be provided in order that new teachers will fulfill the required training hours—7.5 hours for general education teachers; 10 hours for special education teachers (gratis).

During the Spring Term, three members of our Language Allocation Policy (LAP) Team will attend the “LAP Training” provided by the DOE Office of English Language Learners. Teachers will be given additional technology training in order to further implementation and use of the *Imagine Learning* online program. A four-part program, given by the Center for Integrated Teacher Education (CITE) will provide workshops around the theme, “Differentiation of Instruction for ELLs in the General Education Classroom,” including an in-class coaching session.

Form TIII – A (1)(b)

School: P.S./I.S. 229K

BEDS Code: 332000010229

Title III LEP Program

School Building Budget Summary

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$4788	2 teachers – per session @ \$49.89 per hour (2 hours per day x 24 sessions per teacher = 96 per session hours) to provide an after school intensive English Language Arts instruction program for ELLs identified through NYSESLAT, ELA and Acuity. (Grade 2-6 students will be targeted.) – \$4788
Purchased services - High quality staff and curriculum development contracts	\$3423	LAP Training – DOE Office of English Language Learners. – \$250 Professional Development/ Classroom Coaching: <i>Differentiation of Instruction for ELLs in the General Education Classroom</i> – Center for Integrated Teacher Education (CITE). Three – 1 hour workshops for 7 teachers including follow-up with an hour classroom visit by the CITE consultant (per teacher). \$ 2,300 <i>Imagine Learning, Inc.</i> Technology Workshops for implementation of ELL online program – \$873
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$1701	Purchase of instruction materials which focus on the development of English writing skills of ELLs. Continental Press Worktexts – \$1701
Educational Software (Object Code 199)	\$5088	Purchase of additional site licenses for <i>Imagine Learning Inc.</i> , an interactive computerized program which provides students with individualized instruction aligned with State ELA standards and allows teachers to monitor and evaluate students' progress toward ELA and NYSESLAT benchmarks. – \$5,088
Travel	0	Not applicable
Other	0	Not applicable
TOTAL	\$15,000.00	

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District ICI/20	School P.S.\I.S. 229K
Principal James J. Harrigan	Assistant Principal Robert Zappulla
Coach Linda Palmer (math)	Coach not applicable
Teacher/Subject Area Yvonne Kam/ESL	Guidance Counselor Jessica Kmec
Teacher/Subject Area Kayley To/ESL	Parent Linda La Spina
Teacher/Subject Area Elia Guldán/ESL	Parent Coordinator Andrea Abrams
Related Service Provider Francine Cannizzo	SAF Karina Constantino
Network Leader Gregory Jaenicke	Other Leslie Pagliaro, AP

B. Teacher Qualifications

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

Number of Certified ESL Teachers	3	Number of Certified Bilingual Teachers	0	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	782	Total Number of ELLs	91	ELLs as Share of Total Student Population (%)	11.64%
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Part II: ELL Identification Process

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

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

6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

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

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
Transitional Bilingual Education (40%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0
Freestanding ESL										
Self-Contained	0	0	0	0	0	0	0	0	0	0
Push-In	3	2	2	1	1	1	1	0	0	11
Total	3	2	2	1	1	1	1	0	0	11

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	91	Newcomers (ELLs receiving service 0-3 years)	74	Special Education	3
SIFE	2	ELLs receiving service 4-6 years	17	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	74	2	0	17	0	3	0	0	0	91
Total	74	2	0	17	0	3	0	0	0	91

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

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

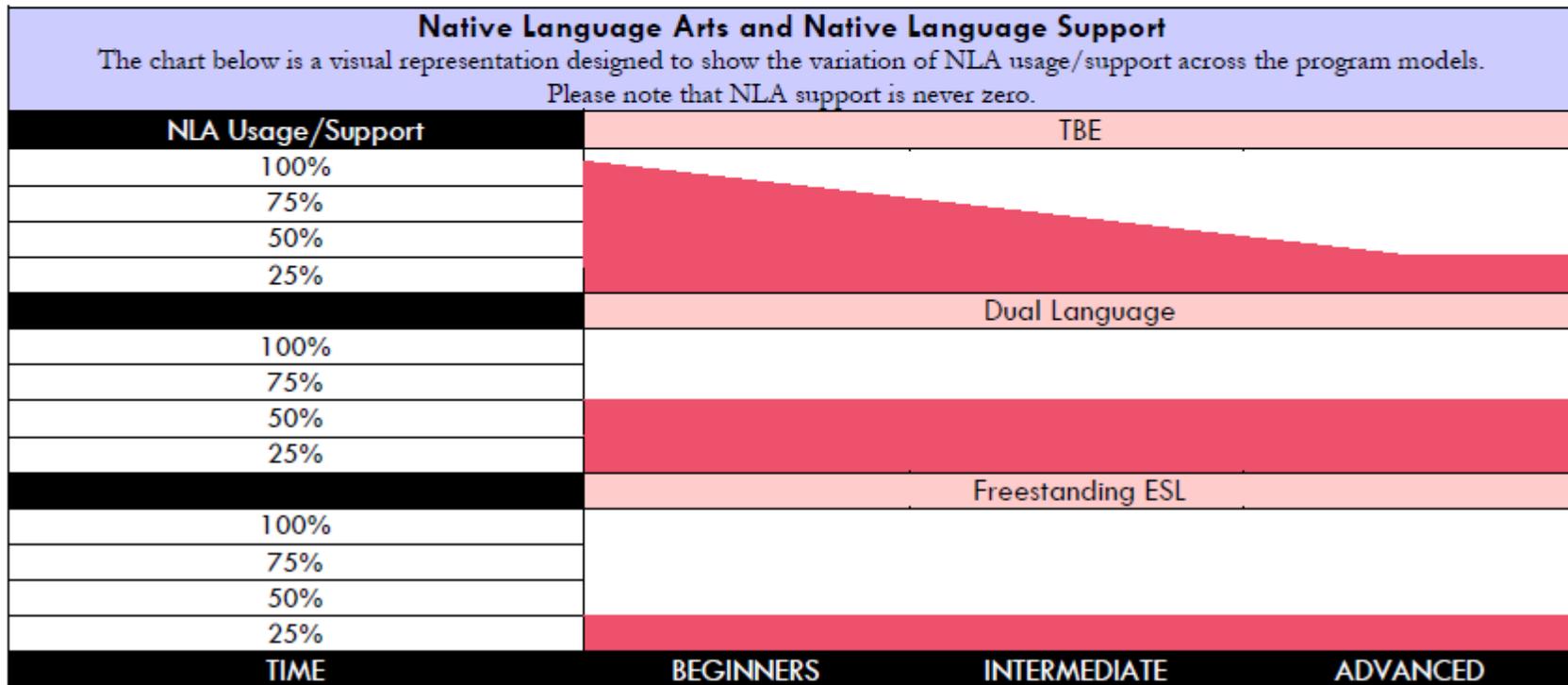
Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
French	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0
TOTAL	0									

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <input type="text"/>	Number of third language speakers: <input type="text"/>
Ethnic breakdown of EPs (Number)	
African-American: <input type="text"/>	Asian: <input type="text"/>
Native American: <input type="text"/>	White (Non-Hispanic/Latino): <input type="text"/>
	Hispanic/Latino: <input type="text"/>
	Other: <input type="text"/>

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	5	2	4	2	2	1	0	0	0	16
Chinese	21	13	7	4	4	10	1	0	0	60
Russian	1	0	1	1	0	0	0	0	0	3
Bengali	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	1	1	0	0	0	0	2
Arabic	0	3	0	0	2	2	1	0	0	8
Haitian Creole	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0
Albanian	0	1	0	0	0	1	0	0	0	2
Other	0	0	0	0	0	0	0	0	0	0
TOTAL	27	19	12	8	9	14	2	0	0	91

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



Programming and Scheduling Information—Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	16	10	3	1	0	4	1	0	0	35
Intermediate(I)	4	6	3	3	0	2	1	0	0	19
Advanced (A)	7	3	6	4	9	8	0	0	0	37
Total	27	19	12	8	9	14	2	0	0	91

NYSESLAT Modality Analysis										
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8
LISTENING/ SPEAKING	B	1	1	0	0	2	1	0	0	0
	I	4	2	0	0	2	0	0	0	0
	A	8	5	4	4	4	1	0	0	0
	P	12	11	4	10	9	2	0	0	0
READING/ WRITING	B	8	3	0	0	4	1	0	0	0
	I	6	2	3	0	2	1	0	0	0
	A	2	6	4	9	8	0	0	0	0
	P	9	11	1	5	3	2	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	1	9	0	10
4	1	4	7	0	12
5	0	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	1	0	0	9	0	4	0	14
4	2	0	0	1	5	2	5	1	16
5	0	0	0	0	1	0	0	1	2
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3	1	1	0	5	1	5	1	17
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

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

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

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

Part V: LAP Team Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
	Other		
	Other		

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

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.
 - Parent Surveys are completed by parents and collected at registration. Data is then collated to form a primary language needs data base.
 - Information is maintained on ATS and on the student emergency card.

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.
 - Chancellor's Regulations A-663 (Translations) were shared and discussed with the SLT, the PTA and the school staff.
 - Based on a review of the ethnic and racial census report, the home language survey, and discussion with parents and teachers, it was determined that written translation and oral interpretation services are needed in Chinese and Spanish. Approximately 44% of our 783 students are of Chinese descent and approximately 10% of our students are from Spanish speaking homes; of these about 25% of parents do not read English.
 - Consequently, the school estimates that 180 students' parents are in need of written translation and oral interpretation in Chinese and 30 families are in need of Spanish translations of the school's written communications. There is also a limited need (under 10 per language) to translate written communication into Russian, Arabic and Polish.

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.

- Documents are translated by the DOE's Translation and Interpretation Unit.
- Documents are translated in-house by the school staff.

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.

- Oral interpretation services are provided by the DOE's Translation and Interpretation Unit at the school or by telephone.
- Oral interpretation services are provided in-house by the school staff.
- Oral interpretation services are also provided by family relatives/ friends who accompany the parent to school functions or conferences.

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>.

- Copies of the Parent's Bill of Rights and Responsibilities (including their rights regarding translation and interpretation services) are distributed each fall.
- A sign is posted at the primary entrance informing parents of the availability of interpretation services.
- Parents are given the P.S./I.S. 229K Parent Handbook in their primary language.
- The School Safety Plan indicates when parents (whose primary language is not English) need to communicate with the school's administrative offices, they are afforded three options:
 1. They are able to bring their own interpreter.
 2. The school will make available an in-house staff interpreter
 3. Services will be provided via a conference call with the DOE's Translation and Interpretation Unit.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	0	\$581,823	\$581,823
2. Enter the anticipated 1% set-aside for Parent Involvement:	0		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$5,818	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	0		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		29,090	
6. Enter the anticipated 10% set-aside for Professional Development:	0		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$58,180	

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.

All teachers are highly qualified, as per the Highly-Qualified BEDS-NCLB School Data Summary Report (01/04/10).

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.

P.S./I.S. 229K Title I Parent Involvement Policy 2009-10

I. General Expectations

P.S./I.S. 229K agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. P.S./I.S. 229K will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA: Families will be notified through PTA meetings and the Parent Information Bulletin Board.
2. P.S./I.S. 229K will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA: Families will be invited to complete surveys designed by the PTA and School Leadership Team; families will be invited to participate in the process with the PTA; families will be invited to run for election as a parent representative to the School Leadership Team.
3. P.S./I.S. 229K will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: Activities for families will be coordinated by the school’s Parent Coordinator and the PTA Executive Board in consultation with the School Leadership Team. Meeting times for parental involvement activities will be varied, allowing working and non-working family members to attend at a convenient hour.
4. P.S./I.S. 229K will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the State-operated Pre-K program through ongoing workshops to help families create an atmosphere of readiness for school, particularly for reading and mathematics (see also item 6). Families will be invited to all programs hosted by the school for parents and guardians of our students.
5. P.S./I.S. 229K will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. Each year, the School Leadership Team surveys the parents through a questionnaire sent home with their children. Results are tabulated by the PTA.

6. P.S./I.S. 229K will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. The State's academic content standards;
 - ii. The State's student academic achievement standards;
 - iii. The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
Workshops on the various state tests ("Assessment and Standardized Tests") will inform families of NYS and NYC testing schedules, formats, and expectations; will provide home strategies for home test preparation; will explain how to interpret standardized test scores; and will explain how the instructional program at P.S./I.S. 229K is aligned with and enhances student achievement. Families are also provided with a School Handbook which outlines all the content and academic standards required.
 - b. P.S./I.S. 229K will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by providing the following workshops (tentatively scheduled for 2009-10): "A Family Resource: Using the ARIS Parent Link," "Families: Partners in Education," "Your Home Computer: An Educational Resource," "Improving Home Study Practices," "Understanding Your Child's Social Pressures," "Helping Your Child Develop Positive Character Traits."
 - c. P.S./I.S. 229K will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by providing professional development in this area as part of our regularly scheduled training times. P.S./I.S. 229K will take advantage of programs offered through the Office of Youth and Development (ISC 5).
 - d. P.S./I.S. 229K will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with the *Imagine It!* literacy program, *Everyday Mathematics*, and the Pre-K *ESI-R Developmental Screening* and conduct and/or encourage participation in activities, such as the UFT parent involvement center, that encourages and supports parents in more fully participating in the education of their children. P.S./I.S. 229 has outreach programs with community-based organizations, e.g., universal Pre-K programs are invited to tour the school in the Spring with their students in order to facilitate the transition of their students to our school in the Fall.
 - e. P.S./I.S. 229K will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: information about school programs are sent in the home language of our students, with details clearly delineated.

Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the minutes of the School Leadership Team. This policy was adopted by the P.S./I.S. 229K on Wednesday, December 9, 2009, and will be in effect for the period of 2009-10 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before January 8, 2010.

James J. Harrigan, Principal

December 10, 2009

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

P.S. 229K School Parent Compact 2009-10

P.S./I.S. 229K and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-10.

Required School-Parent Compact Provisions **School Responsibilities**

P.S./I.S. 229K will:

- ⇒ provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: English Language Arts instruction will use the *Imagine It!* and *Treasures* comprehensive literacy programs as the primary resources used to meet the State learning standards. The *Imagine It!* program uses nationally acclaimed *Open Court* phonics and phonemic awareness methodology. *Treasures* is a program new to our school this year in order to improve our ELA instruction across the grades and throughout the school. *Everyday Mathematics* is our core text, with *Math Steps* used as a supplement. These math resources, along with the NYC Pacing Guide, direct daily lessons in accord with the grade level curriculum outlined by New York State. All of our programs include direct-instruction, opportunities for group work, and individualized practice.
- ⇒ hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held on the afternoons and evenings of November 10, 2009 and March 16, 2010.
- ⇒ provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Report Cards to Grades 1 through 6 will be distributed in November, March, and June. Report Cards to Kindergarten will be distributed in January and June.
- ⇒ provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents at a mutually convenient time. Parents may send a letter requesting a meeting with the teacher with the child, and the teacher will respond within two days. In an emergency, a parent may call the school and leave a message for the teacher who will return the call as soon as possible.
- ⇒ provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows: Parents are encouraged to enroll in the Learning Leaders Program to become involved in the life of our school. Open School Week will be observed November 16-20, 2009.
- ⇒ involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- ⇒ involve parents in the joint development of any Schoolwide Program plan, in an organized, ongoing, and timely way.
- ⇒ hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
- ⇒ provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- ⇒ provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- ⇒ on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- ⇒ provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- ⇒ provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I (i.e. as per NCLB.)

Parent Responsibilities

We as parents will support our children's learning in the following ways:

- ⇒ supporting my child's learning by making education a priority in our home by:
 - making sure my child is on time and prepared everyday for school;
 - monitoring attendance;
 - talking with my child about his/her activities every day;
 - scheduling daily homework time;
 - providing an environment conducive for study;
 - making sure that homework is completed;
 - monitoring the amount of television/computer time my children use;
- ⇒ volunteering for my child's class;
- ⇒ participating, as appropriate, in decisions relating to my children's education;
- ⇒ participating, as much as possible, in school activities on a regular basis;
- ⇒ promoting positive use of my child's extracurricular time.
- ⇒ staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;
- ⇒ serving, to the extent possible, on policy advisory groups, such as being a leader on the PTA, a member of the School Leadership Team, the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- ⇒ reading together with my child every day;
- ⇒ providing my child with a library card;
- ⇒ communicating positive values and character traits, such as respect, hard work and responsibility;
- ⇒ respecting the cultural differences of others;
- ⇒ helping my child accept consequences for negative behavior;
- ⇒ being aware of and following the rules and regulations of the school and district;
- ⇒ supporting the school's discipline policy;
- ⇒ express high expectation and offer praise and encouragement for achievement.

October 2009

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.

Please see Section IV: Needs Assessment.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

P.S./I.S. 229K provides differentiated instruction throughout the school day. In addition to this, Academic Intervention Services (AIS) are provided for students who are approaching or do not meet state standards at three distinct times: (1) during the school day, (2) during the Extended Day program, and (3) during After-School programs. A gifted and talented class is also available at each grade level.

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.

An ELA extended day program uses information gleaned from analyzing student assessment results in order to determine learning targets for teaching. Before- and After-School opportunities include two instrumental programs (string ensemble and jazz improvisation), a visual arts program, a Drama Club, a writing program, and Test Preparation classes in literacy, mathematics, and ESL.

o Help provide an enriched and accelerated curriculum.

The resources we have made available for teachers include "Challenge" or "Beyond Grade Level" suggestions for each subject and lesson.

o Meet the educational needs of historically underserved populations.

The resources we have made available for teachers include "Approaching Grade Level" and/or ESL suggestions and materials for each subject and lesson.

- 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.

Students may receive at-risk counseling. All students receive special subjects during the school day (e.g., art, music, physical education, technology) which may serve as incentive for some children, building upon their personal interests.

- o Are consistent with and are designed to implement State and local improvement, if any.

Not applicable.

3. Instruction by highly qualified staff.

Our staff is 100% highly qualified.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Professional development opportunities are provided in-house throughout the school year; staff members are also encouraged to participate in programs at the local and citywide level.

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

We accept student teachers and education students from a number of local colleges. We have used the New Teacher Finder and the NYC Open Market to search for and hire new teachers.

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

Activities for families will be coordinated by the Parent School Coordinator and the PTA Executive Board: workshops on using the ARIS Parent link, Family Literacy Night, participation in Science Fair activities, helpful hints for homework, use of learning leaders.

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.

Local "Universal Pre-K" programs are invited to tour the school in the Spring with their students in order to facilitate the transition of their students to our school in the Fall.

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

Teachers meet together for inquiry meetings every other week to analyze assessment results and to discuss new strategies to help children meet State standards.

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.

Standardized assessments are used in all classes. Teachers bring data gathered from their informal and formal assessments to the School Assessment Team (which meets every other week) for discussion in order to recommend appropriate Academic Intervention Services for each child.

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.

All students may participate in our universal free Breakfast and Lunch programs. Students may participate in the Neighborhood Improvement Association's (NIA) Out-of-School-Time (OST) Program which begins at the end of the school day and on certain school holidays (lottery admission process).

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.

Not applicable.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

Not applicable.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

- a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

Not applicable.

- b. Help provide an accelerated, high –quality curriculum, including applied learning; and

Not applicable.

- c. Minimize removing children from the regular classroom during regular school hours;

Not applicable.

4. Coordinate with and support the regular educational program;

Not applicable.

5. Provide instruction by highly qualified teachers;

Not applicable.

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

Not applicable.

7. Provide strategies to increase parental involvement; and

Not applicable.

8. Coordinate and integrate Federal, State and local services and programs.

Not applicable.

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.

²To 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.

Results from NYS ELA assessments for grades 3, 4, and 5 are studied and analyzed annually in order to improve and to differentiate classroom instruction based upon NYS ELA Performance Indicators. The school uses feedback from NYC formative assessments which also identify student needs based on those indicators. Last year, the School Inquiry Team at P.S./I.S. 229K identified the need for implementation of a comprehensive, standards-based ELA curriculum aligned with the NYS ELA Core Curriculum (2005). In Fall 2008, we began using SRA's *Imagine It!* differentiated literacy and language arts program in order to align instruction both vertically and horizontally within our school, and in accord with the NYS ELA standards. Mandated ELLs receive ESL instruction. Once these children score at a "Proficient" level on the NYSESLAT, AIS teachers work with those in need of additional support.

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?

In January 2009, 92.7% of all students tested scored at a performance level of 3 or 4 on the NYS ELA exam. AIS programs offered during and after the school day focus on improving student performance/achievement based on specific indicators/skills. Classroom teachers, special education and AIS teachers, as well as teachers of English as a second language are receiving on-going training in the use of student data and implementing SRA's *Imagine It!* literacy and language arts program. This literature-based program provides daily plans which include phonemic awareness, phonics, spelling, fluency, building background and activating prior knowledge, vocabulary, comprehension strategies for fiction and non-fiction reading, print and book awareness, penmanship, grammar, usage, mechanics, the writing process as well as speaking and listening.

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.

During the 2009-10 school year, the staff will continue to align the "taught curriculum" with a particular grade level's NYS ELA performance indicators. We will also implement the new *Treasures'* program in grades 4-6.

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.

P.S./I.S. 229K teachers followed the "March-to-March" calendar mapping out the NYS Mathematics Core Curriculum. In addition to this, we have fully implemented the use of the *Everyday Mathematics* curriculum in Kindergarten through Grade 5, following the NYC Pacing Guide. We also used *Math Steps* as an important supplement.

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 March 2009, 97.9% of all students tested scored at a performance level of 3 or 4 on the NYS Mathematics exam.

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.

Not applicable.

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.

In Fall 2008, P.S./I.S. 229K began the implementation of SRA's *Imagine It!* literacy and language arts program in order to balance successful "direct instruction" teaching strategies along with a differentiated component determined by student need.

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?

We are working toward synchronizing instructional activities with students' identified needs. While teachers implement cooperative learning groups, we began a professional development training series--and are continuing this during the 2009-10 school year--in order to implement differentiation instruction.

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.

Teachers are attending professional development programs which focus on differentiated instruction. More PD offerings from the DOE and SSO are needed for K-5 teachers, but more particularly at the early childhood level, focusing on strategies for differentiation in all subject areas.

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.

P.S./I.S. 229K teachers follow the "March-to-March" calendar mapping out the NYS Mathematics Core Curriculum. In addition to this, we fully implemented the use of the *Every Day Mathematics* curriculum in Kindergarten through Grade 5.

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?

On the NYS Mathematics assessments in March 2009, 97.9% of our students achieved proficiency.

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

Not applicable.

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 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.

During the 2006-07 School Year, P.S./I.S. 229K had an overall teacher turnover rate of 12%. During the two previous school years, we experienced 13% [2005-06] and 7% [2004-05] overall teacher turnover rates (source: NYS School Report Card, 2007-08).

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?

Our teaching staff stability rate has a range between 87-93% from September 2004 to June 2007.

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

Not applicable.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT - ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

Teachers are offered professional development at the local level regarding needs of ELLs. Teachers are also encouraged to participate in NYC DOE-sponsored events.

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?

100% of all student groups are making annual yearly progress (source: NYS Annual Report Card 2007-08). ESL student data is analyzed and discussed. Findings determine instructional and PD needs. During local literacy professional development days, targeted intervention for ELLs were discussed and new resources provided. TESL and intervention teachers will be attending a DOE-sponsored series on ESL strategies during this school year.

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.

Not applicable.

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.

ELL data is collected from NYC interim formative assessments, NYC predictive assessments, as well as NYSESLAT and teacher-designed assessments/records. All ELLs are provided with mandated services. Recently "proficient" students are supported with additional intervention

services, if necessary.

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?

100% of all student groups are making annual yearly progress (source: NYS Annual Report Card 2007-08). Student progress is discussed with members of the Pupil Personnel Committee, the School Inquiry Team, at monthly grade conferences, grade level inquiry meetings, and through articulation between ESL/AIS teachers and classroom teachers.

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

Not applicable.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT - SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

P.S./I.S. 229K staff engage in constant dialog with the administration, IEP teacher, SBST, and the pupil personnel committee in order to meet the educational needs of every student. Furthermore, every teacher is given a copy of each IEP for every child they teach and are asked to review them at the beginning of every school year. If there are questions or concerns that need to be addressed, this is done with the IEP teacher.

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?

100% of all student groups are making annual yearly progress (source: NYS Annual Report Card 2007-08). 24.2% of Special Education Students made "exemplary proficiency gains" in ELA; 12.1% in Mathematics (source: NYC Progress Report 2008-09). P.S./I.S. 229K students in self-contained Special Education classes are mainstreamed whenever appropriate. All teachers have copies of their pupils' IEPs. Through articulation, special education teachers provide insights into instruction for the common branch or content area teacher.

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

Not applicable.

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 accommodations written on the IEP for testing hold true for tests administered in the classroom as well. The goals and content of the IEP are specifically aligned with NYS Standards. P.S./I.S. 229K staff, along with administration, IEP teacher, SBST, and other pupil personnel committee members, are in ongoing dialog concerning the educational needs of every student.

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?

100% of all student groups are making annual yearly progress (source: NYS Annual Report Card 2007-08). 24.2% of Special Education Students made "exemplary proficiency gains" in ELA; 12.1% in Mathematics (source: NYC Progress Report 2008-09)

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (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/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: For Title I Schools

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

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

- Academic programs and educational support services
- Counseling services
- Intervention programs
- Outreach efforts to identify the STH population and help them access school programs
- The work of the liaison
- Research-based programs that benefit highly mobile students
- Data collection to assess the needs/progress of STH
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Part B:
For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.