



PHILLIS WHEATLEY

2009-2010

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 19K328

ADDRESS: 330 ALABAMA AVE. BROOKLYN, NY 11207

TELEPHONE: 718-345-9393

FAX: 718-345-6566

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 19K328 **SCHOOL NAME:** Phillis Wheatley

SCHOOL ADDRESS: 330 Alabama Avenue, Brooklyn, NY 11207

SCHOOL TELEPHONE: 718-345-9393 **FAX:** 718-345-6566

SCHOOL CONTACT PERSON: D. Avila **EMAIL ADDRESS:** Davila@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: William Furse

PRINCIPAL: Douglas Avila

UFT CHAPTER LEADER: Ann Marie Hurt

PARENTS' ASSOCIATION PRESIDENT: James Butler

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 19 **SSO NAME:** Knowledge Network

SSO NETWORK LEADER: Dr. Kathleen Cashin

SUPERINTENDENT: Martin Weinstein

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: There should be one School Leadership Team (SLT) for each school. As per the *Chancellor’s Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (*Refer to Chancellor’s Regulations A-655 on SLT’s; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>*). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Douglas Avila	*Principal	
Ann Marie Hurt	*UFT Chapter Chairperson	
James Butler	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
William Furse	<i>Parent /Co –Chair</i>	
Ruth Robinson	<i>Parent</i>	
Sonia Tavares	<i>Parent</i>	
Teresa Tapia	<i>Parent</i>	
Shirley Starks	Parent	
Alecia Patrick	Teacher	
Dawn Brown	Teacher	
Howard Beatles	Teacher	
Tina Harmon	DC 37 Representative	

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

At Public School 328 we are dedicated to educating the mind and spirit of each child. Our vision is to prepare our students to become productive citizens that are independent readers and learners. We emphasize the principles of dignity and self worth and respect for diversity. We believe in an academic program that is challenging, applying the New Performance Standards to achieve excellence in all academic areas. We hold the same high standards of excellence for all students in General Education and Special Education. Our parent community and school staff work together as partners for progress. Our students are encouraged to exhibit responsibility for themselves, their friends, their teachers, their school and their community.

We provide a strong balanced-literacy based curriculum that connects to math, science, and social studies. The Reading First Program provides a research-based, data-driven foundation to our early childhood students in their learning of phonemic awareness, phonics, vocabulary, fluency and comprehension. Additional literacy resources being used are: *Wilson* strategies and the *Voyager* Intervention program – both are exemplary, and aimed at providing a foundation for building reading skills and techniques. The Core Knowledge Program, a nationally recognized research-based school reform model, ensures our students are receiving instruction that pursues a global view which will enable them to participate intelligently in the 21st century. This grade-by-grade sequencing of topics ensures that students are prepared with a shared core of knowledge and skills, following the basic psychological principle that we learn new knowledge by building on what we already know. Everyday Math and Impact Math offer scaffolded, comprehensive grade appropriate lessons. The NYC DOE core science program promotes science explorations. The DOE social studies core program has been introduced. Our ESL services support our English language learners. The middle school is currently implementing an advisory program to support students' social-emotional development. Our school jazz band continues to grow, as requests for performances outside the building rise.

We offer early morning programs for students in physical education, including C.H.A.M.P.S., and music. After school programs are offered for intervention and test prep throughout the testing grades for all students. This year our SES providers, Princeton Review and Learner First, offer supplemental programs in the afternoon. Our CBO organization GroundWork supports students in the late afternoon; including an ELT [Expanded Learning Time] model that strengthens its collaboration with daytime school initiatives. Counselors from the CBO join forces with day school counselors to better service students. We offer weekday evening ESL classes for parents; and a Saturday GED program, in both English and Spanish, for parents.

Our school continually uses a wide range of relevant data to understand school and student performance. The students with particular needs receive timely interventions that enhance their progress. Our dedicated staff demonstrates care and concern for students' social, emotional and academic well-being. The classrooms are print-rich organized environments that support student learning and, our colorful hallways, celebrate our students' success.

“We believe it, so that we can achieve it.”

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. 328 Phyllis Wheatley								
District:	19	DBN:	19K328	School BEDS Code:	331900010328				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7	√	11		
	K	√	4	√	8	√	12		
	1	√	5	√	9		Ungraded	√	
	2	√	6	√	10				
Enrollment				Attendance - % of days students attended:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	29	33	35		87.3	90.1	TBD		
Kindergarten	70	56	62	Student Stability - % of Enrollment:					
Grade 1	76	91	59	(As of June 30)	2007-08	2008-09	2009-10		
Grade 2	75	61	77		90.4	87.5	TBD		
Grade 3	55	59	56	Poverty Rate - % of Enrollment:					
Grade 4	73	56	59	(As of October 31)	2007-08	2008-09	2009-10		
Grade 5	70	66	53		99.7	99.8	TBD		
Grade 6	68	58	55	Students in Temporary Housing - Total Number:					
Grade 7	55	58	57	(As of June 30)	2007-08	2008-09	2009-10		
Grade 8	45	46	50		8	42	TBD		
Grade 9	0	0	0	Recent Immigrants - Total Number:					
Grade 10	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		8	7	4		
Grade 12	0	0	0	Special Education Enrollment:					
Ungraded	14	7	5	(As of October 31)	2007-08	2008-09	2009-10		
Total	630	591	568		8	7	4		
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	53	45	52	Principal Suspensions	42	35	TBD		
# in Collaborative Team Teaching (CTT) Classes	19	12	18	Superintendent Suspensions	39	39	TBD		
Number all others	16	20	17	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0		
(BESIS Survey)				Early College HS Program Participants	0	0	0		
(As of October 31)	2007-08	2008-09	2009-10	Number of Staff - Includes all full-time staff:					
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
# in Dual Lang. Programs	0	0	0	Number of Teachers	66	59	TBD		
# receiving ESL services only	46	55	58						

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	4	2	18	Number of Administrators and Other Professionals	17	13	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	5	5	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
	4	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	57.6	72.9	TBD
				% more than 5 years teaching anywhere	56.1	64.4	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	86.0	90.0	TBD
American Indian or Alaska Native	0.8	0.2	0.2		99.0	97.0	TBD
Black or African American	59.8	61.4	59.9				
Hispanic or Latino	37.5	36.7	37.3				
Asian or Native Hawaiian/Other Pacific Isl.	0.6	0.5	0.9				
White			0.2				
Male	51.0	53.5	49.8				
Female	49.0	46.5	50.2				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
	√	√	√	√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	<u>Phase</u>			<u>Category</u>			
	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:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
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	√sh	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	A	Overall Evaluation:	NR
Overall Score:	69.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	7.7	Quality Statement 2: Plan and Set Goals	
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	18.2	Quality Statement 4: Align Capacity Building to Goals	
<i>(Comprises 25% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	
Student Progress:	36.5		
<i>(Comprises 60% of the Overall Score)</i>			
Additional Credit:	6.8		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	▶ = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◊ = Outstanding

* = 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.) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

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

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

Using our Progress Report, Report Card, Quality Review and school-wide informal data, our SLT (School Leadership Team), Inquiry Team and Professional Development (PD) Team members collaborated in reflecting on how Phillis Wheatley Public School demonstrated continuous progress in ELA and Math over the past five years. Our NCLB/SED accountability status is currently: Restructuring (Advanced) – Focused. Below are some trends:

ELA

- Levels 3 & 4 for all students increased from 44.1% to 50%.
- Grade 3 increased Level 1 from 11.5% to 21%. Levels 3 & 4 decreased from 48.0% in 2008 to 44% in 2009.
- Grade 4 decreased Level 1 from 22.5% to 9%. Levels 3 & 4 increased from 28.2% to 49%; a growth increase of 21%.
- Grade 5 increased Level 1 from 0% to 2%. Levels 3 & 4 decreased from 54.7% to 32%.
- Grade 6 decreased Level 1 from 6% to 2%. Levels 3 & 4 increased from 51.6% to 57%.
- Grade 7 decreased Level 1 from 2.1% to 0%. Levels 3 & 4 increased from 56.8% to 79%. An increase of 22.2%.
- Grade 8 decreased Level 1 from 1.7% to 0%. Levels 3 & 4 increased from 32.2% to 42%.

Students with Disabilities

- Level 1 decreased from 47.5% to 29.4%. Levels 3 & 4 decreased from 54.7% to 23%; leaving 47.6% of these students in Level 2.

Progress Report

- 63.9% of our students made at least 1 year of progress in 2008-2009.
- 87.9% of the lowest third made at least one year of progress.

MATH

- Level 1 decreased from 20.7 to 11.3 % for all students, with Levels 3 & 4 increasing from 64.7% to 67%.
- Grade 3 increased Level 1 fluctuating from 9.5 to 15.8% to 9.4%. Levels 3 & 4 are fluctuating from 57.9% to 81.1% to 79%.
- Grade 4 increased Level 1 from 12.0 to 20.0%. Levels 3 & 4 increased from 52.0% to 63%.
- Grade 5 decreased Level 1 from 26.1% to 11.8%. Levels 3 & 4 decreased from 69.1% to 56%.

- Grade 6 decreased Level 1 from 17.6% to 1.6%. Levels 3 & 4 decreased from 80.3% to 64%.
- Grade 7 decreased Level 1 from 30.7% to 8.3%. Levels 3 & 4 increased from 66.7% to 77%.
- Grade 8 decreased Level 1 from 27.8% to 13.1%. Levels 3 & 4 increased from 44.3% to 60%.

Students with Disabilities

- Level 1 fluctuating from 59.3% to 35.6% to 43.6%. Levels 3 & 4 increased from 32.7% to 43%.

Progress Report

- 58.0% making at least 1 year of progress
- 69.1% of the lowest third make at least one year of progress

Overall, a key concern is our Students with Disabilities group, which only made the Safe Harbor Target in ELA. Knowing for 2009-2010 that the Effective AMO (Annual Measurable Objective) will rise and that the Safe Harbor Target will increase, our school will need a multi-faceted approach to support the achievement of these learners. A continued effort will be needed across the grades, in all general education and special education classes, to improve our teachers' practices in differentiating tasks, driven by data and student learning styles; so as to raise all students' performance levels. An additional concern we have for continuous school improvement, and one that seems to impact the fluctuations (increases, then decreases) of levels of achievement as the years go by, is the population of STH (Students in Temporary Housing) and foster children attending PS/IS328. In the last four years, 15-20% of our student community has this designation. We found through initial baseline testing, that a large percentage of STH and foster children come to us with academic skills far below grade level; and often exhibit behavioral patterns that interfere with learning. Mixed with our student body, which already contains many students from economically struggling households [98% eligible for free lunch] high with anxiety, limited resources, and sometimes substance abuse; our student suspension numbers each year are higher than the city average. This points to students' need for character education, social skills development, and cultural awareness exposure to build their resiliency.

ATTENDANCE

- For the three year trend from 2007-2008-2009 our attendance averages 86.5%, 87.3%, and 89.9% respectively.

Our greatest accomplishments are providing student support services to the students and families that face daily challenges at home that interfere with timeliness to school. We have developed a three tier reporting system that identifies patterns of lateness and those that are chronically late. Four school guidance counselors, as well as three family assistants, each service targeted students on a need basis.

Some barriers are maintaining consistent contact with some homes; as we are faced with constantly changing home and cell phone numbers.

Some aids are a team of attendance staff that meets periodically to review routines, targeted students, and to strategize on improvements that will make incentive programs effective.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2008-09 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for 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.

Goal 1:

By June 2010, using a balanced literacy program that highlights differentiated tasks, the percentage of Students with Disabilities in the lowest performing third of students will decrease by 5%; and increase 10 % in Levels 3 & 4 based on the NYS ELA and NYSAA exams.

After conducting our needs assessment, the SLT, Inquiry and PD Teams found that the Students with Disabilities group has under performed all other subgroups for several years. As a result, we have made progress for our Students with Disabilities subgroup a priority goal for the 2009-2010 school year.

Goal 2:

By June 2010, using DOE core mathematic programs that offer continual teaching resources to meet differentiated needs, we will increase the percentage of students making at least 1 years progress by 5 % as measured by the NYS Mathematics Assessment.

After conducting our needs assessment, the SLT, Inquiry and PD Teams found that All Students have performed above the Effective AMO objectives, yet increases in students reaching Level 4 Performance on NYS exams has been minimal. As a result, we have made developing teaching practices to differentiate lessons and tasks as a factor to effect student progress in mathematics a priority goal for the 2009-2010 school year.

Goal 3:

By supporting teachers' craft through increased opportunities for professional development and grade level planning, student performance in Levels 3 & 4 on NYS ELA will increase 5% by June 2010.

After conducting our needs assessment, the SLT, Inquiry and PD Teams found that most student subgroups have performed above the Effective AMO objectives, yet increases in students reaching Level 3 & 4 Performance on NYS exams has been minimal. As a result, we have made developing teaching practices to differentiate lessons and tasks as a factor to effect student progress in English Language Arts a priority goal for the 2009-2010 school year.

Goal 4:

Through implementation of student advisories and use of a school-wide system of incentives and consequences, the amount of negative behavior occurrences and suspensions will be reduced in June 2010, as measured by the amount of Level 3, 4 and 5 behavioral infractions of the NYC DOE Student Discipline Code.

After conducting our needs assessment, the SLT, Inquiry and PD Teams found that our student suspension numbers each year are higher than the city average. As a result, we have made student resiliency a priority goal for the 2009-2010 school year.

Goal 5:

By June 2009, using a timed-tracked lateness reporting system and clearly identified incentives, the school attendance rate will increase to 92% as measured by ATS year end reports.

After conducting our needs assessment, the SLT, Inquiry and PD Teams found that our student attendance (absences & lateness) percentages each year are higher than the city average. As a result, we have made improving our routines and reflecting on the effectiveness of our Attendance Improvement Plan a priority goal for the 2009-2010 school year.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): ELA/Students with Disabilities	
Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June 2010, using a balanced literacy program that highlights differentiated tasks, the percentage of Students with Disabilities in the lowest performing third of students will decrease by 5%; and increase 10 % in Levels 3 & 4 based on the NYS ELA and NYSAA exams.
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>	<ul style="list-style-type: none"> • Students with disabilities in grades 3-8 • Literacy teachers and literacy coaches • Onsite coaching • Differentiated small groups • SETTS support • September 2009 – June 2010 • 90 minute block • Tier III Intervention • Balanced Literacy workshop model • Reading First researched-based literacy program / Harcourt Trophies • Core Knowledge global, scaffolded inter-disciplinary program • Wilson – researched-based strategies • Voyager Passport Intervention Program – Extended Day • After school program • Kaplan test-prep • Acuity – Tutorials • RAI assessments • PD on acuity system/goal setting/action planning • PD introduction to V-port [Voyager] on-line monitoring system • PD on Wilson Program strategies • Implementation of “Collins writing” and Write Source writing in Gds.6-8 • Grade level planning meetings

	<ul style="list-style-type: none"> • Coach modeling, co-teaching • Support from outside instructional specialists • Identify tested/non-tested students based on IEP mandates • Monitor student attendance and lateness • Data cleansing, verification and analysis • Progress monitoring meetings • Administration of assessments with proper modifications • Monitor utilization/differentiation: by coaches, administration and data specialist • Create collaborative curriculum maps • Counseling services for mandated and at-risk students • Advisories for middle school • APL/ARIS
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Tax levy • Title 1 • SINI grant • Contracts for excellence • Middle School Grant
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Bi-monthly data meetings • Student attendance records indicating 10% improvement Sept-June in lateness • Data base for testing modifications for SWD • ITA and Predictive test results showing 2-5% tri-annual increase in targeted skill areas • RAI assessments showing 2-5% individual increases in targeted skill areas • Tri-annual ECLAS assessment instrument [Gd.3] – indicating student movement upwards at least one level in reading accuracy by June 2010 • Improved student performance on Core Knowledge Common Assessments; each unit • Monthly teacher formal/informal observations • Weekly teacher conference notes • Portfolio and datafolio pieces completed monthly • 2-3% gain on each successive DOE scantron assessments • Increasing mastery of Harcourt Trophies assessment levels after each unit

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant):	Math
---------------------------------------	-------------

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, using DOE core mathematic programs that offer continual teaching resources to meet differentiated needs, we will increase the percentage of students making at least 1 years progress by 5 % as measured by the NYS Mathematics Assessment.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • All students in grades 3-8 • Math teachers, math lead teacher, math coach • Extended Time teachers with small groups • After School Teachers • September 2009 – June 2010 • Double Math periods • AIS push in / pull out • Workshop model with differentiated instruction • Problem of the Day • Hands-on manipulative explorations • Everyday Mathematics (Pre-K – 5) • Impact Math Grades (6-8) • Acuity Tutorials & Scantron Tutorials for AIS • Kaplan Test-prep • Onsite coaching • PD on acuity system/goal setting/action planning • Coach modeling, co-teaching • Common prep on grade level with assistance from coaches for planning • Inter-visitations • Monitor utilization: by coaches, administration and data specialist • Extended Time / After School

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Tax levy • Title 1
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • DOE's tri-annual ITA and Predictive assessments; 10% overall gain by June 2010 • Unit Assessments, as paced by DOE core curriculum, showing individual 5% increases • Monthly PD sign-in sheets and agendas • Monthly Formal and informal observations • Teacher conference notes • Student portfolios and datafolio folders • Bi-monthly data meetings • Student attendance records • Data base for testing modifications for SWD • 5-7% gain (individuals) on each successive DOE scantron assessments • 20% gain (individuals) on mid-year program assessments from beginning of year inventory

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant):	ELA
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<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By supporting teachers' craft through increased opportunities for professional development and grade level planning, student performance in Levels 3 & 4 on NYS ELA will increase 5% by June 2010.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • All students grades 3-8 • Literacy teachers, literacy coaches, intervention teachers • Extended Time teachers with small groups • After School Teachers • September 2009 – June 2010 • 90 minute block plus additional writing connection period • Balanced Literacy workshop model • Differentiated target small groups based on current data • Reading First / Harcourt Trophies / Write Source / "Collins writing" • Core Knowledge global, scaffolded inter-disciplinary program • Onsite coaching, modeling & co-teaching • Acuity – Tutorials • RAI assessments • DRA assessments • Identify tested/non-tested students based on IEP • Monitor student attendance • Data cleansing, verification and analysis • Administrator assessments with proper modifications • Monitor utilization: by coaches, administration and data specialist • Provide PD to Gd. 4th-8th grade teachers for continued implementation of core knowledge & DOE's core social studies curriculum

	<ul style="list-style-type: none"> • AIS push in/pull out • Tier III Intervention • Create grade level common assessments based on student outcomes for current core knowledge units • Teacher informal observations/conferring • In-house inter-visitations • Common Preparation Periods
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Tax levy • Title 1 • Contracts for Excellence
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Curriculum mapping development linking Core Knowledge to literacy skills monthly • Weekly sign-in sheets/agendas (PD) • Teacher formal and informal observations daily • Monitor weekly lesson plans • Bi-monthly data meetings • RAI assessments indicating a 15% increase in student achievement of specific targeted skills by June 2010 • Improved student performance on Core Knowledge Common Assessments each unit • Student work/portfolios/datafolios reviewed for completion monthly • Common grade assessments in major content areas [beginning, middle, end-of-year] • 5-8% gain (individuals in upper 50 percentile) on each successive DOE scantron assessments • DRA measured increase of 100-150 Lexile Level points for students in upper 50 percentile // Running Records indicating 10% decrease in miscues / marking period

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant):	ELL/ All subjects
Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	Through implementation of student advisories and use of a school-wide system of incentives and consequences, the amount of negative behavior occurrences and suspensions will be reduced in June 2010, as measured by the amount of Level 3, 4 and 5 behavioral infractions of the NYC DOE Student Discipline Code.
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>	<ul style="list-style-type: none"> • All students PK-8 • Teachers; Deans; Administrators; Guidance Counselors; Family Assistants; Other Staff • <i>September 2009 - June 2010</i> • <i>School-wide incentive plan</i> • Counseling Support - Push in and Pull out • Middle School Advisories • ESR [Educators for Social Responsibility] training/support • Day school program • Extended Time conferencing • Professional Development consultants – push in; reflection planning • PD for classroom teachers on addressing the needs of at-risk students • Action plan meeting for consultant providers and classroom teachers • Schedule monthly collaborations between counselors, consultants & administration • LSO Professional development for counselors, deans, PPT members • Parent Workshops Monthly • SLT and PTA collaborations

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Tax levy • Title I • Title 3 • Middle School Planning Grant
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Teachers' daily anecdotes • Deans' weekly logs; monthly OORS reports; weekly referrals to SAVE Room • SAVE Room daily log • Division of School Safety monthly and year-end reports • DOE Environmental Survey for Spring 2010 • Monitor monthly advisory lesson plans • Monitor weekly student use of academic supports/options • Informal staff observations of student interactions on a daily basis • Parent reflections as shared at monthly meetings (PTA, SLT, workshops) • Decrease of parent-school communication about negative incidents progressively over the year; September - June

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant):	Student Attendance
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009, using a timed-tracked lateness reporting system and clearly identified incentives, the school attendance rate will increase to 92% as measured by ATS year end reports.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • All students PK-8 • Targeted chronically absent/late students using 3-tiered reporting system • Homeroom teachers, family assistants, parent coordinator, guidance counselors, assistant principal; Attendance Committee • September 2009 - June 2010 • Monitor student attendance by school, across grades, by class, and by individuals • Re-visit and establish appropriate incentive programs for classes and for individuals • Identify those students who are habitually late or absent and set up conferences between parent and staff and/or administration • Assign guidance counselors to monitor at-risk students • Make phone calls to parents when students are late or absent • Follow up home visits – facilitate home-school plan of improvement • Routinely address prompt attendance expectation on school-home on-line phone messaging system • Assemblies honoring attendance achievement / certificates • Implement pizza reward incentive program with local business • Attendance team meet bi-monthly to review progress; reflect on incentive programs • Follow up on issued 407's • Consistent, regular Attendance Committee meetings; Attendance report at Pupil Personnel Committee meetings • APL/ARIS Parent Link

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Tax levy • Title 1 – (SWD) • AIDP
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Bi-monthly attendance meetings • Monthly report to PPC • Review of report card/marketing period records [3X/year] • Daily, weekly and monthly attendance print-outs • Attendance for grades and individual classes daily • Duration and closing of 407's monthly • Decrease in number of targeted chronically absent/late students over course of school year, as measured by end-of-year reports in June 2010 • Increase rate of .25% - .75% of overall school-wide attendance per month, each month

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	10	5	N/A	N/A	5	0	0	2
1	20	5	N/A	N/A	5	2	0	2
2	65	20	N/A	N/A	12	5	2	2
3	55	55	N/A	N/A	10	0	2	2
4	55	55	15	10	10	2	2	3
5	62	62	10	62	10	0	2	4
6	57	57	10	10	20	2	2	2
7	56	56	10	10	20	2	2	3
8	48	48	10	20	20	2	2	2
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Students are receiving push in and pull out services. Small group instruction is provided to students during the day, during extended time and after school. A variety of strategies are used: data-based targeted skill review utilizing authentic literature, <i>Reading First</i> Intervention Kit, Voyager “Ticket to Read”, Voyager Passport, Finish Line Writing, Step Up to Success, Empire State ELA supplemental material, Wilson strategies, Kaplan Advantage, ACUITY selections
Mathematics:	A push-in/pull-out model is offered to students for mathematics during the school day, and during after school. A variety of strategies are used: hands-on explorations, Problem of the Day, Everyday Math & Impact Math Differentiation Options, Achieve It!, Kaplan Advantage, ACUITY selections
Science:	Small group instruction is offered to students during the school day. A variety of strategies are used: demonstrations and hands-on explorations, Science Olympiad tutoring, Strategies for Success [Middle School – Gd.8], Exit Project support
Social Studies:	Small group is offered to students during the school day and during after school. A variety of strategies are used: Core Knowledge projects, Exit Project support, technology access; technology grant core group
At-risk Services Provided by the Guidance Counselor:	Students are serviced by our three guidance counselors and one SAPIS worker during the regular school day and during after school. Our Middle School guidance counselor mentors and supports the K-5 counselors. A variety of strategies are used: mediation, personal/social skill development, building home-school connections, time management planning; follow up to advisory groups’ topics
At-risk Services Provided by the School Psychologist:	Our school psychologist works with at-risk students in the morning and in the afternoon. A variety of strategies are used: reflection, developing peer relationship expectations, managing choice, confrontation: responsibility & consequences
At-risk Services Provided by the Social Worker:	Our school social worker began to work with our at-risk population recently and she works with them during the school day. A variety of strategies are used: establishing boundaries, building self-esteem, comprehending responsibility within social frameworks
At-risk Health-related Services:	Our school nurse supports students in need of medical and health related issues. She conducts ‘Asthma Classes’ twice a year for targeted students.

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

NCLB/SED requirement for all schools

Language Allocation Policy

LAP Narrative

P.S./I.S. 328

School Year 2009-10

Language Allocation Policy Team

The LAP team has planned collaborative, interdisciplinary methods of content driven language instruction for ELL students which include the CALLA and QTEL models. The LAP team is composed of the following members:

Douglas Avila, Principal

Ileana Feliciano, Assistant Principal

Becky Tian, ESL Teacher

Jonathan Winson, Special Education, ESL Teacher

Maria Romero, Math Coach, Bilingual Specialist, LAB Coordinator, Data Specialist

Kindra Hargrove, Literacy Coach, UFT Teacher Center Specialist

Blossom Spencer, Reading First Coach, AIS

Samone Stroman, Parent Coordinator

Marcela Colmore, Guidance Counselor

ELL Demographics and School Description

P.S./ I.S. 328, a Public School in East New York, Brooklyn, spans in grades Pre-K through Grade 8. The school serves a population of 549 students, 12% of whom receive Special Education Services and 11% of whom receive ESL services. The ethnic configuration of the school reflects a breakdown of 65% Black, 34% Hispanic and 1% White students. In terms of gender, approximately 51 % of the students are male and 49% are female.

There are 64 ELL students. Seventeen (17) ELL students receive special education, fifty-seven (57) ELLs speak Spanish, three (3) students speak Arabic, two students speak French Creole, one student speaks Polish and two speak Fulani. Our ESL program contains beginner, intermediate and advanced students.

Parent Program Choice

At the beginning of each school year, parents and guardians of ELLs receive letters and forms in native languages. Letters to parents and guardians of new entrants explain three program choices for ELLs: Freestanding ESL, Transitional Bilingual Education and Dual Language programs. Through the letters, parents and guardians are invited to attend parent orientations which include viewings of orientation videos in their native languages. New entrants' parents identify the parent choice selection from the Parent Survey and Program Selection Form. Continuing ELLs' parents identify their parent choice selection from the Continued Entitlement Letter. Parents and guardians of ELLs who have reached proficiency are also informed by letters.

Parents have requested Transitional Bilingual programs, Dual Language or ESL programs. There has been an upward trend in the requests for ESL programs.

PS 328 offers Freestanding ESL services. We fulfill parents' requests for ESL services by providing ESL classes. Parents and guardians who requested Transitional Bilingual Education programs, on program selection forms have decided not to transfer their children to other schools.

Current English language Learners Instructional Programs

Program Description

P.S./I.S. 328 will continue offering English as a Second Language (ESL) instruction to our English Language Learners (ELLs) population by our Freestanding ESL Program. We have two certified ESL teachers who offer 360 minutes of ESL instruction weekly to our beginners and intermediate ELLs, and 180 minutes weekly to the advanced ELLs in compliance with Part 154 of the Commissioners Regulation. Under Title III funds, ELLs receive supplemental intervention 3 days a week (180 minutes) as part of the After School Program. During this time ELL students receive support in Language Arts, Math, Science, Social Studies and test taking preparation skills.. In addition a certified Bilingual, Special Education teacher provides additional support to our 4-8 grade students to help them with the demands of the school curriculum and requirements.

Our ESL teachers have experience with various English learners' groups in the field of language acquisition. Their lessons align with NYS/City Standards and CORE curriculums in Math and Literacy and serve as a support to the classroom teacher. In K - 3, ELLs receive instruction intervention during reading through the "Reading First ESL Component" program. Also, ELLs in General Education classes in grades 1-8 receive daily intervention through the ESL Teacher which includes ESL strategies such as Total Physical Response (TPR) modeling, use of pictures and realia, use of graphic organizers, action games with songs, etc. to scaffold children's language acquisition and skills. In the upper grades (grades 5-8) the ESL lessons have a greater emphasis on content area instruction and skill development. The ESL teacher also uses ESL strategies such as speaking/guessing games, English Bee, picture flashcards, tape recorder activities, writing graphic organizers, TPR, word study games, etc. Instruction is standards-based. Instructional resources are standards based. Instruction is also aligned with the LAP. A second ESL licensed teacher instruct ESL students in the Special Education classes and Kindergarten using ESL methodology and adapting lessons to

reach the entry level of the students and develop their competencies.

In our pull-out model, ESL teachers adapt the materials used by the classroom teacher during the literacy block. The ESL teachers, in conjunction with the classroom teacher, examine the literacy piece(s) and anticipate ELLs difficulties with the text. Then, she prepares materials to present the text clearly to the ESL students. Book notes, vocabulary study, pictures, and graphic organizers are some of the adaptations used to present text. The teacher clarifies the task as well as work with each student individually to accomplish the classroom goals. The ESL teachers also use their own library and resources. Reading and writing skills are developed through language exercises, reading skill study, vocabulary study, dictionary use, etc. ESL teachers in the lower and upper grades used the CORE curriculum Math that aligns with mandated programs. ESL teachers adapt math materials via word study, use of manipulative, less complex sentences/vocabulary and skills review. We develop projects in coordination with technology teacher, and this is enriched by the students' access to the technology laboratory. In grades 3-8, ESL teachers exposed ELLs to test taking strategies materials to help them develop attacking skills to the various assessments that they will receive during the school year.

Teacher Qualifications

Our ESL teachers have experience with various English learners' groups in the field of language acquisition. Both teachers are dually certified in the areas of Elementary Education/ ESL and Special Education/ ESL. In addition, there is a Bilingual/ Special Education Teacher providing additional support to Spanish speaking ELLs. All teachers are state certified and meet the criteria for highly qualified as required by the No Child Left Behind.

Our ESL teachers are certified and have experience with various English learners' groups in the field of language acquisition. They attended the monthly regional ELL trainings and they have also participated in the "Quality Teaching for English Learners: Building the Base" from the NYC English Language Learners Teachers Academy. The content of their lessons align with NYS/City Standards and the curriculums in math and literacy. Daily intervention includes ESL strategies such as Total Physical Response (TPR) modeling, use of pictures and realia, use of graphic organizers, action games with songs, etc. to scaffold children's language acquisition and skills. In addition, students are supported in content area instruction and skill development. The ESL teachers also use strategies such as inquiry, assessment notebooks, translation, use of visuals, support of phonemic awareness through invented spelling and the writing process, etc. Instruction is data- based also. ESL and general education teachers work in conjunction or in "Inquiry Communities". Every month Inquiry Communities meet to study data and the progress of students. Instructional resources and strategies are shared among the teachers to assured maximum impact on students' education. Instructional resources are standards based. Instruction is also aligned with the LAP.

ESL teachers adapt the materials used by the classroom teacher during the literacy block. The ESL teacher, in conjunction with the classroom teacher, examines the literary piece(s) and anticipates ELLs' difficulties with the text. Then, he or she prepares materials to present the text clearly to the students. Book notes, vocabulary study, pictures, and graphic organizers are some of the adaptations used to present the text. The teachers clarify the tasks as well as work with students to accomplish the classroom goals. The ESL teachers also use their own library and resources. Reading and writing skills are developed through language exercises, reading skill study, vocabulary study and dictionary use, etc. ESL teachers in the lower and upper grades use the curriculum math that aligns with mandated programs. ESL teachers adapt math materials via

word study, use of manipulative, less complex sentences/vocabulary and skills review. We develop projects in coordination with the technology teacher, and this is enriched by the students' access to computers.

Assessment Analysis

The ELLs' assessments include LAB-R for incoming students and the NYSESLAT for everyone. The LAB-R is used by the ESL department to find English proficiency levels of ELLs. Our ESL teachers use the skills tested in the NYSESLAT to drive instruction as well as incorporating other test prep skills, which students need for general testing. Our ELLs also take ECLAS-2 early childhood tests, NYS ELA tests (except exempt students) with proper accommodations, EPAL language test (grades 2, 3, 4, 5, 6 and 7) with proper accommodations, Interim Practice Tests, NYS Math (translated version if needed) with proper accommodations. Social Studies test for grades 5 and 8 (translation version if needed) and teacher made assessments. Our ELL students' performance on standardized tests shows a correspondence between their English proficiency level and their scores.

Emerging mastery of listening skills develops first, and is followed by speaking skills due to interaction with peers and adults. Reading and writing skills emerge after several months. Generally, the students' skills in the four modalities are accurately reflected in their NYSESLAT scores. Beginners exhibit a low performance in the four modalities. Intermediate and advanced students exhibit developing strengths in the four modalities.

The LAP calls for continued ESL programming emphasizing English language acquisition. Interventions accommodate the students' needs and current levels regarding the four modalities. We are committed to providing appropriate test modifications to ESL students. Students of all levels (beginner, intermediate, and advanced) are entitled to and receive modifications on state, region, and city assessments in all content areas. These modifications include extended time (time and half) and a separate setting for testing. We find that these accommodations are beneficial to our ESL students. We instruct students how to take advantage of these accommodations to promote achievement on tests. We provide 2 more years of testing accommodations to the students passing the NYSESLAT and there no more entitled to ESL services to support the transition into the English only setting.

According to the **NYSESLAT** results from 2009, in the listening and speaking areas, 56% of our ELLs are in the Advanced level; 15% are Intermediate, 4% of the ELLs are beginners and 21.15% are proficient in the area.

In the **NYS ELA Assessment** our ELL population results shows that the majority of our students are in level 2 (45%) and 33% of our ELLs are still in level 1. Most of our ELLs are in the intermediate level in reading and writing (NYSESLAT), therefore, they still need to improve their English proficiency in order to achieve and meet the standards of the grade.

The disaggregated data is as follows:

Grade	Level 1	Level 2	Level 3	Level 4	Total
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3	3	3	1	0	7
4	0	5	0	0	5
5	5	4	0	0	9
6	0	1	1	0	2
7	2	4	0	0	6
8	0	1	0	0	1
NYSAA Bilingual Special Ed.	0	3	3	1	7

ELLs results in the **NYS Math Test 2009**, show that the majority of our ELLs are either approaching or meeting the standards. In this test, students have the opportunity to take the test in their native language; therefore, they can perform better.

The disaggregated data is as follows:

Grade	Level 1 (English)	Level 2 (English)	Level 3 (English)	Level 4 (English)	Total
3	0	3	4	1	8
4	0	2	3	0	5
5	5	4	0	1	10
6	0	1	1	0	2
7	1	2	4	0	7
8	0	1	0	0	1
NYSAA Bilingual Special ED	0	1	3	2	6

Only students in grades 4th and 8th took the **NYS Science Test 2009**. The majority of the 4th graders (71%), scored on grade level or above grade level. The students had the opportunity to take the test in their native language. In 8th grade 50% of students were far below standards meeting the standards and 50% met the standards. Disaggregated data is as follows:

Grade	Level 1	Level 2	Level 3	Level 4	Total
4 th	0	2	1	4	7
8 th	1	0	1	0	2
NYSAA Bilingual Special ED	1	0	1	1	3

In **NYS Social Studies Test 2009**, 7 students took the test in 5th grade. Even that the test was given in the Native Language, the majority (57%) were below grade level and (43%) were on grade level. In eight grade non of the ELL students met the standards. In grades 5th and 8th students need to know more content and vocabulary to understand the questions. Writing skills are necessary also. ESL instruction in the upper grades

needs to have a strong component on vocabulary acquisition, content area and writing skills.

Disaggregated data is as follows

:

Grade	Level 1	Level 2	Level 3	Level 4	Total
5	4	0	3	0	7
8	1	0	0	0	1
NYSAA Bilingual Special Educ.	0	1	0	1	2

As a generalization we can say that proficiency in English has a direct relationship with the students approaching the ELA grade standards (approaching grade level (level 2) or meets grade standards (level 3)); most beginner students are far from approaching standards.

There is some correlation between grade, ELL level and number of ELLs in each grade. Most beginners enter the ESL program in the lower grades although newcomers enter all grades randomly. There are fewer long term ELLs in the upper grades.

In general, beginners' performances reflect NYSESLAT scores. There is a high correlation between NYSESLAT scores and content area assessment. The breakdown of ELL students by grade and level are as follows:

Grade	Number of Students	Proficiency Level	Assessment
Kindergarten	8	5 Beginners	LAB
		0 Intermediate	LAB
		3 Advanced	LAB
First Grade	5	3 Beginners	NYSESLAT
		2 Intermediate	NYSESLAT
		0 Advanced	NYSESLAT
Second Grade	7	3 Beginners	NYSESLAT
		4 Intermediate	NYSESLAT
		0 Advanced	NYSESLAT
Third Grade	7	3 Beginners	NYSESLAT
		2 Intermediate	NYSESLAT
		2 Advanced	NYSESLAT
Fourth Grade	10	3 Beginners	NYSESLAT
		1 Intermediate	NYSESLAT
		6 Advanced	NYSESLAT

Fifth Grade	9	1 Beginner	NYSESLAT
		3 Intermediate	NYSESLAT
		5 Advanced	NYSESLAT
Sixth Grade	8	3 Beginners	NYSESLAT
		3 Intermediate	NYSESLAT
		2 Advanced	NYSESLAT
Seventh	5	3 Beginners	NYSESLAT
		2 Intermediate	NYSESLAT
		0 Advanced	NYSESLAT
Eight	5	2 Beginners	NYSESLAT
		1 Intermediate	NYSESLAT
		2 Advanced	NYSESLAT
		Total Beginners	26
		Total Intermediate	18
Total	64	Total Advanced	20

ESL instruction reflects the analysis of the current performance of the ELL population on NYSESLAT assessments. Instruction targets and accommodates the students' needs in the four modalities based on this analysis. The ESL teachers employ ESL strategies to adapt classroom instruction and curriculum for the ESL population. Classroom teachers have been involved in the analysis of the NYSESLAT assessment results and differentiate their instruction for ELLs.

In regard to the data, ESL teachers focus on language acquisition through English, math, science and social studies instruction. ESL teachers encourage content area teachers to use visuals, TPR, modeling and other ESL strategies.

Planning for ELLs:

Plan for Newcomers

The focus with newcomers is on continued language acquisition and content area skills. Daily intervention includes ESL strategies to continue development of the four modalities in English. ESL teachers also adapt materials used by the classroom teachers in content area language instruction.

The ESL teachers' schedules directly fulfill the number of mandated instructional minutes. Beginners and Intermediates receive 360 minutes of ESL per week, and Advanced students receive 180 minutes, including one period of week of ELA.

Daily intervention includes ESL strategies such as TPR, modeling, inquiry, use of pictures and realia, writing graphic organizers, the writing process for first and final drafts, phonics games and activities, support of the various stages of invented spelling, games with song, speaking/guessing games, translation, picture flash cards and ESL science experiments, etc. to scaffold students' language acquisition.

In the 2009/2010 school year, the ESL department offers an ESL classroom environment, a pull-out program for grades 1-8 in general and special education and a push-in support for Kindergarten ELLs. ELLs receive ESL services during their ELA/ESL block by a licensed ESL provider. They are engaged in the ESL component of the Reading First program in grades K-3 and the Balanced Literacy approach in grades 4-8. Beginners and intermediate students in grades K – 8 receive eight periods a week of pull-out/push-in. Advanced students in grades K–8 receive four periods a week of pull-out/push-in ESL classes. In addition ESL students in grades 4-8 are receiving extra support in their native language and content area.

Plan for SIFE

We have four students identified as SIFE ELLs. Our ESL teacher(s)' lessons put emphasis on vocabulary acquisition, language structure, and content area skills. Also, ESL teachers highlight the writing process, using and understanding the six traits of writing: ideas, organization, voice, word choice, sentence fluency, and conventions. General education teachers and ESL teachers are being train in the Collins Writing Method to develop writing competencies.

Plan for ELL Special Needs Students

Our special education ELLs receive daily ESL interventions. The ESL/ Special Education teacher accommodates special education students with the beginner and intermediate cooperative groups of general education ELLs, while coordinating with the students' Individualized Education Plan goals. Special education teachers and support staff also include ESL methodology in their lessons.

In addition to receiving pull-out support, special education students in restrictive environments receive additional push-in support. Special education ELLs show strengths in the oral/speaking skills but need continued intervention in their reading and writing skills, while coordinating with students' IEP goals. Beginners and intermediate cooperative groups offer the adequate pacing for special education ELLs to achieve their goals. ELLs' teachers also continuously make adaptations to the materials to be accessible to the Special Education ELLs needs. Special Education teachers and support staff, such a speech therapists and SETTs teachers, also include ESL methodology in their lessons.

Resources and Support

The ESL component of the Reading First program is utilized in kindergarten through third grade ESL classes. Many ESL Reading First lessons are based on reading materials and thematic units from ELA classes. In addition, the "Moving Into English" program is used to supplement skills learned during the literacy block. Teacher's editions also include science and social studies lessons. Reading First materials include short stories for ESL students which tie into thematic units, alphabet blocks and intervention materials for lower level ELLs.

In addition, teachers and students receive support when using the core curriculums in Social Studies and Science. Each teacher guide has a section with strategies and materials to address the ELLs needs.

Every classroom has a leveled library and computers which are used for students in different grades and of various proficiency levels. Our school library also includes workbooks and textbooks for newcomers to advanced students, content area support at various proficiency levels and languages, fiction and non-fiction texts. In addition, students bring their content area and classroom materials to ESL lessons. The QTEL model, the CALLA model and other research based models that are discussed during region wide ESL professional development are used for instruction. We also use Spanish language library books, Spanish-English dictionaries, translation, phonics and content support software.

Plan for Long Term ELLs

There is an emphasis on content area language instruction, literacy and skill development. ESL teachers in conjunction with the classroom teacher identify the long-term ELLs' specific needs. The ESL teacher will support classroom instruction and differentiate instruction to address each ELL' needs and accomplish classroom goals. Our long term ELLs also receive frequent support and instruction in the area of test preparation. Classroom teachers and ESL teachers coordinate their instruction to provide test-taking skills. The ESL teachers reinforce the skills with consistent and frequent practice. We find these efforts meet the needs of long term ELLs and support their achievements on assessment.

Content area support combined with language support is provided for students in grades 4 through 8. Beginners use the Moving Into English series. The series, *True Stories*, is used at four levels, *Very Easy True Stories*, *Easy True Stories*, *More True Stories* and *Beyond True Stories*. In addition, the school had purchased several texts books in Spanish for the content areas of Math, Social Studies and Science to offer support in the area of comprehension of beginners and intermediate ELL students in grades 4-8.

Our school is has a great emphasis on the area of writing. Students are instructed on the "Six Traits of Writing". This is a great reinforcement to students that are Long Term ELLs, because this is the area of language where students take longer to learn. Our school has adopted a "Writing Plan" that includes "writing domains and genres" by month, correction focus areas, and teaching strategies to improve the quality of the writing pieces. Also, our school is using "The Collins Method for Writing" from K-8, and as a support in the middle school, we are using "The Write Source Program" to help students to improve their writing skills.

Professional Development

Our monolingual classroom teachers comply with the 7 ½ hours of mandated ESL training during staff development. Classroom teachers are introduced to basic ESL strategies. The teachers' lesson plans show proof of ESL intervention strategies during their lessons. Professional

development includes topics such as ESL strategies, materials, methods, assessment and lesson planning in the content areas. Also, as a school-wide initiative, all teachers are going to be train in writing strategies by “The Collins Writing Method” and “The Write Source.

Students who have reached proficiency are identified for the classroom teacher. ESL teachers work with the classroom teacher informally and through professional development to foster the use of ESL methodology in the classroom

Our ESL teachers participate on ESL professional development provided by the Knowledge Network, the district and the Department of Education.

Our school also provides in house sensitivity training during the school year. ESL students are encouraged to have a high self esteem as well as social contacts throughout the school community

Part B: CR Part 154 (A-4) Bilingual/ESL Program Description

Type of Program: ___ Bilingual ESL ___ Both Number of LEP (ELL) Students Served in 2009-10: 64

I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc):

Instructional Program

Program Description

PS/IS 328 is dedicated to serving and educating students from different cultural and language backgrounds. We will continue offering English Language (ESL) instruction to our English Language Learners (ELL) population with our freestanding ESL program. We have two certified ESL Teachers: 1 serving general ed. population Grades 1-8 and a second ESL Teacher serving the ESL Students with disabilities –grades 1-8 and General Ed. Kindergarten population. Both of them offer 360 minutes of ESL instruction weekly to our beginners and intermediate ELLs, and 180 minutes weekly to our advanced ELLs in compliance with Part 154 of the Commissioners Regulation, using the push-in and pull-out models. Under Title III funds, ELLs in grades 3-8 received supplemental intervention 3 days a week (180 minutes) as part of the After School Program. During this time ELL students receive support in language arts, math, science, social studies and test taking preparation skills. In addition a certified Bilingual, Special Education teacher provides additional support to our 3-8 grade students to help them with the demands of the school curriculum and requirements.

Our ESL teachers have experience with various English learners' groups in the field of language acquisition. Their lessons align with NYS/City Standards and CORE curriculums in Math and Literacy and serve as a support to the classroom teacher. In K - 3, ELLs receive instruction intervention during reading through the “Reading First ESL Component” program. Also, ELLs receive daily intervention including ESL strategies such as Total Physical Response (TPR) modeling, use of pictures and realia, use of graphic organizers, action games with songs, etc. to scaffold children's language acquisition and skills. On the other hand, the upper grades have a greater emphasis on content area instruction and skill development. The upper grade ESL teacher also uses ESL strategies such as speaking/guessing games, English Bee, picture flashcards, tape recorder activities, writing graphic organizers, TPR, word study games, etc. Instruction is standards based. Instructional resources are standards based. Instruction is also aligned with the LAP.

In our **Pull-Out Model**, two certified ESL Teachers provide ESL instruction in small groups to general and special education students in order to instruct and enhance language development and academic content. Instruction is provided outside the classroom. The ESL teachers provides instruction and correlates the lessons with the classroom teacher to enhance and facilitate language development as well as academic content.. In our freestanding pull-out model ESL teachers prepare materials to present the text explicit and clearly to the ESL students. The Teachers model during explicit instruction the appropriate use of syntax, tense agreement, and word order. ESL teachers, in conjunction with the classroom teacher, examine the literacy piece(s) and anticipate ELLs difficulties with the text. Then, the ESL teacher prepares materials to

present the text clearly to the ESL students at their proficiency level. Phonemic cards, decoding/fluency exercises, book notes, vocabulary study/acquisition activities, learning charts, pictures, and graphic organizers are some of the adaptations used to present text. The teacher clarifies the task as well as work with each student individually to accomplish the classroom goals. The ESL teachers also use their own leveled library and resources. Reading and writing skills are developed through language exercises, reading skill study, vocabulary study, dictionary use, etc. In the middle grades, The ESL teacher and the homeroom teacher provide high quality vocabulary instruction throughout the school day with emphasis in phonological processing, letter and alphabetic knowledge, and reading of word lists connected to their reading material. During instructional time teachers address the meanings of common words, phrases and expressions that students did not learned or developed yet. Pupils are grouped at different ability levels or different proficiency where they work together on specific academic tasks.

In our Kindergarten **Push-In Model** ELL students receive intervention through the “Reading First ESL Component” program. Students receive daily intervention which includes ESL strategies such as Total Physical Response (TPR) modeling, use of pictures, realia, graphic organizers, action games with songs, etc. to scaffold children's language acquisition and skills. On the other hand, the upper grades have a greater emphasis on content area instruction and skill development. The ESL teacher uses ESL strategies such as speaking, guessing games, Spelling Bee’s, picture flashcards, tape recorder activities, writing graphic organizers, TPR, word study games, etc. Instruction is standards based. Instructional resources are standards based. Instruction is also aligned with the LAP. Students are assigned to work in pairs.

ESL teachers in the lower and upper grades used the CORE curriculum Math that aligns with mandated programs. ESL teachers adapt math materials via word study, use of manipulative, less complex sentences/vocabulary and skills review. We develop projects in coordination with technology teacher, and this is enriched by the students' access to the technology lab.

The ELLs' assessments include LAB-R for incoming students and the NYSESLAT for everyone. Our ESL teachers use the skills tested in the NYSESLAT to drive instruction as well as incorporating other test prep skills, which students need for general testing. Our ELLs also take ECLAS-2 early childhood tests, NYS ELA tests (except exempt students) with proper accommodations, EPAL language test (grades 2, 3, 4, 5, 6 and 7) with proper accommodations, Interim Practice Tests, NYS Math (translated version if needed) with proper accommodations. Social Studies test for grades 5 and 8 (translation version if needed) and teacher made assessments. Our ELL students' performance on standardized tests shows a correspondence between their English proficiency level and their scores. Students who are more proficient approach the grade standards (approaching grade level (level 2) or meets grade standards (level 3)); most beginner students are far from approaching standards.

In Accordance to the requirements NCLB, students are administered the LAB-R once during the students’ initial enrollment in the New York City public school for identification and placement purposes. For students whose language Survey indicates that speak Spanish, they are administered the LAB-R in Spanish. Every spring, students will be assessed with the New York State English Language Achievement Test (NYSESLAT) to determine students’ proficiency and continued enrollment in the program. In addition, students in grades 3-8 will take the New York State English Language Arts Test and Mathematics Assessments. For students who are in grades 5 and 8, they will be taking the New York State Social Studies Test. Grade 5 will take in the Fall, while 8th grade will have in Spring. The New York State Science for students who are in grades 4th and 8th. They will be assessed during Spring.

ELL Demographics and School Description

P.S./I.S. 328, a public school in East New York, Brooklyn, spans grades Pre-K through Grade 8. The school serves a population of 566 students, 12% of whom receive special education support and 11% of whom receive ESL services. The ethnic configuration of the school reflects a breakdown of 65% Black, 34% Hispanic and 1% White students.. In terms of gender, approximately 51 % of the students are male and 49% are female.

There are 64 ELL students. Seventeen (17) ELL students receive special education, fifty-seven (57) ELLs speak Spanish, three (3) students speak Arabic, two students speak French Creole, one student speaks Polish and two speak Fulani. Our ESL program contains beginner, intermediate and advanced students.

Programs and ELLs by Subgroup

For the school year 2009-2010 the total number of ELL students is 64 (11.31%). There are 3 students who are identify as SIFE, 8 students are identify as Newcomers, 13 students has been in the program between four to six years (4-6), and the number of Long Term ELLs is 14 (more than 6 years).

ELLs by Subgroups

0-3 years: 41- 1 SIFE, 10 Special Education

4-6 years: 13- 1 SIFE, 4 Special Education

Completed 6 years: 10, 3 Special Education

The school supports and prepares ELLs to take the NYSESLAT test by allowing students to participate during extended time – 50 minutes, and after school activities about 2 hours per day, three times per week. The classroom teacher and the ESL teacher have common planning periods where they coordinate and prepare their work. They follow-up on thematic content, provide 360 minutes of ESL sessions per week for beginners and intermediate students, and 180 minutes for advanced students. Lessons are taught in small classes that allow teachers to provide individualized instruction.

Students are pulled out of their classes for a part of the day to attend to ESL instruction. The ESL teacher focuses on academic skills development, literature, and content-area support. The teacher uses and integrated approach to develop English Language. The emphasis is on basic learning strategies. The ESL teacher presents content in ways that help students to learn the content materials and at the same time to help students to develop the new language. Materials used are aged appropriate. Curriculum is modified as well as topics. Teachers use explicit teaching that covers the main reading components-phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Reading instruction is provided with intensive development of oral language. Teachers implement systematic phonics instructions, Different reading material and genres are presented to students. Teachers provide vocabulary instruction by modeling, explaining, demonstrating, repeating, rephrasing as many times as students need.

Testing modifications are provided for ELL students for all New York State ELA, Mathematics, Science, and Social Studies Assessments. Students are entitled to extended test-taking time and to take their assessment in a separate location. For Math, Science and Social Studies assessments students are allowed to take their assessments in their native language. Proctors are also available to provide directions to students in the native language.

Students who did not demonstrate proficiency and did not meet standards are provided with support throughout the school day, during extended day, after school, and a Saturday Program. Throughout the day, the teachers will focus instruction in the development of Academic English. Teachers are exposing students to different kinds of materials that include academic language. They also introduce and discuss the text and the use of the language in specific and structured ways. Teachers' main focus is to demonstrate how to use specific features of academic language: Ex. verb tense agreement, plurals, and the proper use of adverbs and adjectives. Teachers provide students with extra time to practice and polish their listening, reading, speaking, writing skills. Students are able to use oral and written skills in order to develop their writing skills. In addition, teachers will devote one period per day, five days per week to support the students' development of their writing skills after reading.

During extended time, ESL students are instructed in test taking techniques. They use specific materials that simulate the parts of the NYSESLAT, ELA, Math, Science and Social Studies tests. During the after school program, the students are grouped by data in small groups. Strategies and skills are strengthened in all CORE subject areas. The Saturday Program provides thematic lessons to enhance vocabulary acquisition plus a teacher to support the content learning in the native language.

Assessment Analysis

The ELLs' assessments include LAB-R for incoming students and the NYSESLAT for everyone. Our ESL teachers use the skills tested in the NYSESLAT to drive instruction as well as incorporating other test prep skills, which students need for general testing. Our ELLs also take ECLAS-2 early childhood tests, NYS ELA tests (except exempt students) with proper accommodations, EPAL language test (grades 2, 3, 4, 5, 6 and 7) with proper accommodations, Interim Practice Tests, NYS Math (translated version if needed) with proper accommodations. Social Studies test for grades 5 and 8 (translation version if needed) and teacher made assessments. Our ELL students' performance on standardized tests shows a correspondence between their English proficiency level and their scores.

Emerging mastery of listening skills develops first, and is followed by speaking skills due to interaction with peers and adults. Reading and writing skills emerge after several months. Generally, the students' skills in the four modalities are accurately reflected in their NYSESLAT scores. Beginners exhibit a low performance in the four modalities. Intermediate and advanced students exhibit developing strengths in the four modalities.

The LAP calls for continued ESL programming emphasizing English language acquisition. Interventions accommodate the students' needs and current levels regarding the four modalities. We are committed to providing appropriate test modifications to ESL students. Students of all

levels (beginner, intermediate, and advanced) are entitled to and receive modifications on state, region, and city assessments in all content areas. These modifications include extended time (time and half) and a separate setting for testing. We find that these accommodations are beneficial to our ESL students. We instruct students how to take advantage of these accommodations to promote achievement on tests.

According to the **NYSESLAT** results from 2009, in the listening and speaking areas, 56% of our ELLs are in the Advanced level; 15% are Intermediate, 4% of the ELLs are beginners and 21.15% are proficient in the area.

In the **NYS ELA Assessment** our ELL population results shows that the majority of our students are in level 2 (45%) and 33% of our ELLs are still in level 1. Most of our ELLs are in the intermediate level in reading and writing (NYSESLAT), therefore, they still need to improve their English proficiency in order to achieve and meet the standards of the grade.

ELLs results in the **NYS Math Test 2009**, show that the majority of our ELLs are either approaching or meeting the standards. In this test, students have the opportunity to take the test in their native language; therefore, they can perform better.

Only students in grades 4th and 8th took the **NYS Science Test 2009**. The majority of the 4th graders (71%), scored on grade level or above grade level. The students had the opportunity to take the test in their native language. In 8th grade 50% of students were far below standards meeting the standards and 50% met the standards.

In **NYS Social Studies Test 2009**, 7 students took the test in 5th grade. Even that the test was given in the Native Language, the majority (57%) were below grade level and (43%) were on grade level. In eight grade non of the ELL students met the standards. In grades 5th and 8th:

As a generalization we can say that proficiency in English has a direct relationship with the students approaching the ELA grade standards (approaching grade level (level 2) or meets grade standards (level 3); most beginner students are far from approaching standards.

There is some correlation between grade, ELL level and number of ELLs in each grade. Most beginners enter the ESL program in the lower grades although newcomers enter all grades randomly. There are fewer long term ELLs in the upper grades.

In general, beginners' performances reflect NYSESLAT scores. There is a high correlation between NYSESLAT scores and content area assessment. The breakdown of ELL students by grade and level are as follows:

ESL instruction reflects the analysis of the current performance of the ELL population on NYSESLAT assessments. Instruction targets and accommodates the students' needs in the four modalities based on this analysis. The ESL teachers employ ESL strategies to adapt classroom instruction and curriculum for the ESL population. Classroom teachers have been involved in the analysis of the NYSESLAT assessment results and differentiate their instruction for ELLs.

In regard to the data, ESL teachers focus on language acquisition through English, math, science and social studies instruction. ESL teachers encourage content area teachers to use visuals, TPR, modeling and other ESL strategies.

Parent/Community

Upon registration Parents receive a Home Language Questionnaire in the language that they speak. Parents are requested to complete the Identification Survey. The ESL Testing coordinator, Ms. M. Romero-Toral, who is Bilingual Special Ed. certified teacher, reviews the survey. After completion, Ms. Romero-Toral, provides parents with an informal oral interview in English, and in the native language (Spanish), Ms. Cleopha Haitian-Creole translation services. Then, If the HLS indicates that a language other than English is used at home, the students are administered the Language Assessment Battery-Revised (LBA-R) test within the 10 business days, since the first date of an entry into the English language school system. If the results of the LAB-R indicate a score below the State designated level of English Proficiency, the student is identified as ELL. Then, parents are notified that their child has been identified as an ELL. Parents are invited to attend to an orientation session, and to watch an orientation DVD that explicitly explains the different programs that they will be able to choose. After the meeting, parents complete a selection survey where they indicate which program should be appropriate for their child. Parents are offered three choices which are Freestanding ESL, Transitional Bilingual Education, and Dual Language. Due to the number of ESL students in each grade, our school offers the Freestanding ESL program. If parents decide for a program that is other than Freestanding ESL program, they are advised that the child may attend to another school in the district that has or offers that program. After parents choose the program, a placement letter is sent home by mail. Ms. Romero-T, and our Parent Coordinator, Ms. S. Stroman will ensure that letters are sent home, and returned to them. Ms. Romero-T, will collect and file them for accountability purposes in Ms. I. Feliciano AP's office, room 426.

Programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school

When parents arrive to our school the ESL Testing Coordinator, Ms. Romero, and/or the Bilingual Assistant Principal Ms. Feliciano, invites parents for a walkthrough around the building. The parents are introduced to the Parent-Coordinator, Ms. Stroman. Using parent surveys, workshops evaluations and direct communication with parents the Parent Coordinator is able to provide assistance to the ESL parents' needs. She will inform and invite parents to the monthly workshops given around the school year, the "Open School Night" and "Parent-Teacher Conferences", and the "Learner Leaders Program" where parents can become trained helpers to work around the school. All these services are available to parents to support and strength their participation in our school community. In addition, parents will have the opportunity to meet teachers, support personnel, and staff in general. Our ESL Parents will be introduced to students' curriculum and materials used in our ESL program and they will be also exposed to the different activities/programs that the school offers to the students and parents such as the "ESL Adult Classes", the "GED Classes" in Spanish and English and the "Computer Program". We provide these programs to improve our parents' skills, in order to be able to help their children with the school work. Besides all the support given by our school we also have community based organizations that work closely to fulfill the parents' needs. "Groundwork" is the community based organization that provides information to the parents of the academic and social progress of their children. This program also provides counseling and tutoring services to our ESL students.

When parents come into the building they can see signs in their native language (Spanish and Haitian Creole) to let them know that translators are available, if needed. Parents that speak other languages are assisted in reaching the DOE's translation services office, to help aid communication with staff members. Translated written versions of forms and home letters are also available for parents in four of the five languages spoken in our school- English, Spanish, Haitian Creole, and Arabic. The fifth language is Fulani. Monthly calendars of activities and events are sent home in English and Spanish. Assigned/ Designated personnel contact the parents by phone, written notes/letters, and home visits, when necessary. Bilingual personnel in Spanish and Haitian- Creole are available to teachers and staff to communicate with parents in person or via phone call.

All ESL students are encouraged to have high self esteem as well as social contacts throughout the school community.

Staff Development

Professional Development has been provided in-house for school teachers who are directly involved in instructional activities. Rigorous ESL staff professional development is provided to the staff once a month. Professional development sessions provide teachers with strategies and skills that are implemented in the classroom. ESL staff also participates in outside Professional Development. The School District and the School Support Organization Network provide quality professional development training in all areas.

Our monolingual classroom teachers comply with the 7.5 hours of mandated ESL training during staff development. Classroom teachers are introduced to basic ESL strategies, such as the use of pictures, realia, TPR, repetition, etc. Teachers' lesson plans show proof of ESL intervention strategies during lessons. Our school also provides in house sensitivity training during the school year. ESL students are encouraged to have a high self esteem as well as social contacts throughout the school community. These professional development meetings occur frequently and throughout the year. Professional development also includes topics like differentiated instruction, analyzing students' work, analyzing student data, ELA/ESL Standards and their alignment with core curriculum, Bloom's Taxonomy, Language Acquisition, Cultural/Social characteristics of ESL students/families, CALLA Training, Test preparation, NYSESLAT preparation, etc. ELLs' data is discussed and disseminated in professional development sessions to monitor the progress of our ELLs. Our school is organized in "Inquiry Communities". The teachers identify the target students in every grade. In the regular classes, ELLs are grouped according to their needs and entry levels. Teachers create a plan to achieve a goal in a 5-6 weeks period. ESL strategies are planned, shared and used by the team to assure progress. During and at the end of the 5-6 weeks cycle, the teachers discussed the progress of the students and modify instruction accordingly. When the cycle is finish, the teachers set another goal and start the process again.

Guidance Counselors, Special Education Teachers and the Parent Coordinator are included into the professional development school plan. We also send them to workshops provided by the LSO- "The Knowledge Network" and the Department of Education ESL Office workshops.

Support services provided to LEP students

Our Special Education ELL students received interventions through our ESL teachers also. The ESL teachers accommodate Special Education students with beginners/intermediate groups of general education ELLs. Special Education ELLs show strengths in the oral/speaking skills but need continued intervention in their reading and writing skills, while coordinating with students' IEP goals. Beginners and intermediate groups offer the adequate pacing for Special Education ELLs to achieve their goals. ELLs' teachers also continuously make adaptations to the materials to be accessible to the Special Education ELLs needs. Special Education teachers and support staff, such as speech therapists and SETSS teachers, also include ESL methodology in their lessons.

Part C: CR Part 154 – Number of Teachers and Support Personnel for 2009-10

School Building: PS/IS 328 **District** 19

List the FTEs in your school in the Bilingual Education and ESL programs in the appropriate column.

Number of Teachers 2009-10					
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**			
Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program
1 Bilingual/ Sp.Ed. Lic	2 ESL License	0	0		

* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

** Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

*** Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

Part D: CR Part 154 –Student Schedules

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning, Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule

STUDENT SCHEDULE 2009-10 (ESL)

ESL Program Type: **Free-Standing** Push-in **Pull-out**
 Indicate Proficiency Level: **Beginning** Intermediate Advanced

School District: 19 School Building: PS/IS 328 Sample grade: 1st

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:8:00	ESL	ESL	ESL	ESL	LIT
	To:8:42					
2	From:8:44	ESL	ESL	ESL	ESL	LIT
	To:9:26					
3	From:9:26	LIT	LIT	LIT	LIT	LIT
	To:10:08					

4	From:10:10 To:11:00	LIT	LIT	LIT	LIT	LIT
5	From:11:05 To:11:55	LIT	LIT	LIT	LIT	LIT
6	From:12:00 To:12:50	MATH	MATH	MATH	MATH	MATH
7	From:12:55 To:1:37	MATH	MATH	MATH	MATH	MATH
8	From:1:38 To:2:20	SCIENCE	TECHNOLOGY	SS	SCIENCE	SS

STUDENT SCHEDULE 2009-10 (ESL)

ESL Program Type: **Free-Standing** Push-in **Pull-out**
Indicate Proficiency Level: Beginning Intermediate **Advanced**

School District: 19 School Building: PS/IS 328 Sample grade: 7th

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: To:	PE	PE	PE	MU	SCI
2	From: To:	ART	ART	ELA)	ELA	SCI
3	From: To:	ESL	ESL	ELA	ELA	ESL

4	From:	ELA	ELA	ELA	ELA	ELA
	To:					
5	From:	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
	To:					
6	From:	SCI	TECH	SCI	SCI	SCI
	To:					
7	From:	MA	MA	MA	MA	MA
	To:					
8	From:	ESL	MA	MA	MA	MA
	To:					

Form TIII – A (1)(b) _____ **School: 19 K328**

BEDS Code: _____

Title III LEP Program:

Language Instruction Program:

PS/IS 328 K is a PK to grade 8 schools serving students in East New York, Brooklyn. PS/IS is dedicated to serving ELL students from different cultural and language backgrounds. The school offers English Language (ESL) instruction to English Language Learners (ELLs) in a free standing ESL program. There are two ESL certified teachers serving ESL population. One serves grades K-8 in a free standing ESL model and the other serves the Special Education, self-contained special education ELL students Both teachers have multiple certifications- one has a Common Branches Elementary/ ESL license, and the other has a Special Education/Bilingual Extension/ ESL license.

The ESL teachers offer 360 minutes of ESL instruction weekly to our beginners and intermediate ELLs, and 180 minutes weekly to our advanced ELLs in compliance with Part 154 of the Commissioners Regulation, using the push-in and pull-out models. Under Title III funds, a third teacher provides supplemental intervention to ELLs, 3 days a week (120 minutes) as part of the After School Program. During this time ELL students receive support in language arts, math, science, social studies and test taking preparation skills.

In the Title III Program, ELLs in grades 4-7 will receive supplemental intervention in the Saturday Program. The program will run from January to May 2010. The Saturday program will have four teachers servicing four groups of 15-20 ELL students. The groups will serve grade 3, grade 4th, grades 5th and 6th, and the fourth group will have the 7th and 8th graders. They will be instructed by four certified ESL/bilingual teachers. Each teacher will focus on one content area. The student groups will rotate working with each teacher to receive support in ESL/ELA, math,

science and social studies. The ELL students will receive embedded support and instruction in all areas related to test taking preparation skills and sophistication. The program rationale is :

- To further support English language development in listening, speaking, reading and writing through additional time;
 - I. To provide structured scaffolded high quality instruction that is content specific for each grade;
 - II. To provide students with opportunities to study American society and cultural expectations, as it relates to the school environment.
 - III. To provide students with test-taking strategies that will support their performance at standards level.
1. The teachers will concentrate the work /instruction in the content curriculum for the grade by reinforcing vocabulary acquisition, reading strategies and writing. The ESL/Bilingual teacher will provide additional support with language acquisition, in speaking, listening, reading, and writing skills, as well as NYSESLAT/ NYS testing preparation. The program is designed primarily for students that are newcomers and/or extended time ELLs that need the additional support. The program focus is to ensure that they are prepared and able to perform at their best on the various NYS assessments. The program will be implemented for 16 sessions, 3 hours each session using supplementary ESL materials, Supplementary Reading –15 Books per grad Title: **Keep on Reading!- Comprehension Across the Curriculum”** and NYSESLAT and supplies that will be purchased with Title III funds.

Professional Development Program –

Teachers involved will be trained by our school staff developers during the professional development planning meetings. In addition, they will participate in professional development sessions facilitated by the Assistant Principal for ELLs, the ESL teacher and the UFT Teacher Center Specialist. Training sessions will focus on Title III program goals. Teachers will learn to implement specific strategies to work with ELLs during the Saturday Program (age and grade appropriate). The PD workshops will be of no cost to Title III funds.

Also teachers will be provided with the following professional development to support our ELLs:

- LAP - Organizing for Effort at PS 328K
 - Differentiated instruction / Stages of language acquisition
 - Analyzing student work / Assessing student progress
 - defining and incorporating academic rigor in the classroom
 - Writer's workshop / The Write Source / The Collins Writing Method
 - ELA/ESL standards and their alignment to core curriculum
 - Culture and language characteristics of ESL students
 - Alternate assessment / Effective flexible grouping
 - Preparing students for NYSESLAT / Assessment data analysis
 - Best practices instruction / Kaplan Literacy
 - ESL in content area / Math for ELLs
 - Use of graphic organizers
 - Developing thematic units
 - Developing parent literacy
-

Parental Involvement:

PS/IS 328K recognizes that parents are our children's first teachers. Research shows that students who have involved parents perform better and achieve more academically. PS 328 K school community members work closely with the community-based organizations to provide all parents with academic classes, health programs and other services. We currently offer GED classes in Spanish and English and ESL classes for adults. In addition, a variety of workshops will be conducted to inform parents about school expectations, responsibilities and partnership in curriculum and instruction. Other workshops will focus on train parents to help their children to succeed in school. All workshops will be translated to ensure full participation of all parents.

To supplement the services we already provide, PS/IS 328 will use Title III funds for the Saturday GED Parent Program from January to May 2010. ESL Parents will have the opportunity to participate in this program. This class will be offered for 16 sessions for 5 hours (2.5 Spanish GED and 2.5 English GED). A certified teacher will facilitate these parent workshops and GED classes. Some of the workshops that will be offered during the course of this program are:

- ELA/ESL Standards- NYS ELA Assessments
- Math Standards- NYS Math Assessments
- NYSESLAT
- Promotional Policy
- Science and Social Studies Standards- NYS Assessments

School Building Budget Summary

Allocation Amount:		School: <u>19 K328</u>
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">- Per session- Per diem	\$ 13,570.08	Saturday Program Parent Program: (4 teacher) x (16 sessions) x (3 hours) x \$49.89 Hr. = \$ 9,578.88 Parent Program 1 teachers x 16 sessions x 5 hours x 49.89= \$3,991.20 Subtotal \$ 13,570.08
Purchased services.		

Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$ 1,429.92	ELL materials for Saturday Academy: 2. NYSESLAT Testing Materials 3. Supplementary Reading –15 Books per grade Title: Keep on Reading!- Comprehension Across the Curriculum” Subtotal \$ 1,429.92
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$ 15,000.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor’s Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school’s written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
 - The annual School Report card-demographics data helps us to be aware of the current language needs in the community and the imminent changes in the school community.
 - Parent surveys disseminated at the PTA meetings, as well as parent interviews let us know about the language needs in our school community.
 - ATS reports-the students’ home-language data provides us with the information about language needs/usage.
 - Home Language Surveys-basic instrument that qualifies a student to receive ESL services.

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.

- Monthly calendars, test data as well as student school letters are translated into Spanish by a qualified translator to provide accurate information to our Spanish speaking community; central DOE offices provide resources for Haitian-Creole & Polish
- English testing calendars and official test data information is also provided for parents.
- PTA meetings
- Oral translation is used to disseminate information around the school and around the community.
- During individual conferences with staff and administrators, parents in need of translation services to communicate their needs and concerns.
- Surveys and parents' interviews reflected the need of these translation services.
- Office staff personnel informed parents of the availability of translators when requested; the distributed, displayed DOE multi-lingual poster announces services

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
 - A trained bilingual staff member (teacher) assists with the translation of official notices to parents.
 - Other staff members (paraprofessionals) assist with the making of flyers and posters to announce school events.
 - The DOE homepage, as well as memorandum web-links, provide translated notices.
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.
 - Bilingual staff members serve as facilitators during parent-teacher conferences.
 - Identified staff members serve as translators during one to one parent teacher meetings, and meetings with concerned parents.
 - The DOE translation hot-line is available for access during parent/teacher/staff conferences.
 - Community organizations such as Groundwork have bilingual personnel that are able to assist parents and teachers during conferences in person, letter or phone.
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>.

- All parent letters/directives are in English and Spanish.
- Capabilities to communicate in Haitian-Creole and Polish are being developed 1:1; and with the central DOE office

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:	\$748,475.	38, 357	\$786,832.
2. Enter the anticipated 1% set-aside for Parent Involvement:	7,485.		\$7,485.
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		3,800	3,800
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$37,424.		\$37,424.
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$1900	\$1900
6. Enter the anticipated 10% set-aside for Professional Development:	\$74,848.		\$74,848.
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$ 3,800	\$ 3,800

1. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: ___98%___

2. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.
 - During the 2008-2009 school year, teachers were contacted individually and encouraged to take college credit and/or to follow up on the required documentation requested by the SED. Teachers will be compensated for tuition paid upon receipt of verified expenses; as much as allowable by the allocation. New state certification documents will be required for submission to our personnel secretary.

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

Part A: School Parental Involvement Policy

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. 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.

I. General Expectations

(PS/IS 328) 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;
 - 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. **(PS/IS 328)** will take action to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA
2. **(PS/IS 328)** will take action to involve parents in the process of school review and improvement under section 1116 of the ESEA.

There are key areas that are identified that contribute to a partnership that supports greater student achievement:

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children’s development and how to support the changes the children undergo.
- The school will reach out to provide parents and provide them with information about school programs and student progress. This will ensure that parents will have meaningful consultation with the school that is consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).
 - The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.
 - This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.
- The school will incorporate this parental involvement policy into its school improvement plan.
- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school. 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.
- **(PS/IS 328)** will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: **Reading First**, through the following activities:

- With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home (library cards, home reading corner, Parent Teacher Association (PTA) resource centers, book sales, following directions, reading recipes, creating responses to meet the '25 Books Read NYS Standard', etc.)
- The school will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.
- 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:
 - the State's academic content standards
 - the State's student academic achievement standards
 - 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: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
- Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
 - Through the efforts of the Parent Coordinator, the PTA President with district support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- Parents will be invited to attend culminating celebrations marking their child's success at the school.
- Student of the month celebrations and an Honor's Night will be held periodically during the school year.
- School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
- The school calendar of events will be disseminated each month; two weeks before the start of the month.
- English as a Second Language (ESL) classes; and GED classes, in both English and Spanish, will be held for parents.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.

Parent workshops will focus on basic educational concerns, health care, and financial planning; and pre-kindergarten (early childhood development).

Professional Development:

Monthly professional development for parents will be provided by district parent coordinators. This professional development will focus on school life for students, curriculum standards, assessments, and health and medical issues for families.

Professional Development is provided by professionals at monthly PTA meetings in areas of health, school curriculum, assessment and other matters pertaining to family social and educational issues.

Professional Development is provided for parents on the School Leadership Team (SLT) in order to assist team members in making informed decisions about school matters.

ELL Professional Development: District monthly ESL/Bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

Students with Disabilities/Professional Development: District monthly professional development will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, in parental involvement activities; and providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by vote taking at the end of year parent meeting. This policy was adopted by the PS/IS 328 on 11-05-09 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 1st, 2010.

V. Annual evaluation of the Parent Involvement Policy

At the end of each year, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PTA and the school's parent coordinator and administration.

Request, and, to the extent practicable, in a language the parents can understand:

- Printed copies are available for meetings; with translated versions in Spanish available when requested.
- Verbal overview of current policy delivered at the end of year parent meeting; with verbal translations interwoven

Part B: School-Parent Compact

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. 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.

PS/IS 328, 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.

School Responsibilities

PS/IS 328 will:

1. 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: Teaching will be aligned to the NYS Standards in all subject areas. Teachers also will

follow the NYC/NYS curriculum pacing calendars to assure that our students are receiving qualitatively and quantitatively balanced education. Besides the city and state initiatives, teachers also will provide a balanced education following the LSO initiatives such as prototypes for ELA and Math, workshop model in all subject areas, “Skill of the Week”, calendars, and graphic organizers to develop mental thinking maps. A standard-driven, needs based “Writing Genre of the Month” and “Grammar/Editing Focus by Grade” plan for PS/IS328K will be implemented this year.

2. During the Fall and Spring terms parent-teacher conferences are schedule to promote communication between the community and the school staff. Parents will have the opportunity to discuss their individual child’s achievement. Also, parents and teachers will have the opportunity to meet at the beginning of the school year during the “Meet the Teacher Night”. Teachers will discuss the syllabus of the school year as well as to present the expected behaviors, projects and concerns of the school year. Parents will have the opportunity to present any concerns that are specific to their child.
3. Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows:
 - Predictive and ITA Assessments from DOE....ACUITY
 - DIBELS and ECLAS assessments for Gds. K-3
 - Parent / Teacher Afternoon and Evening Conferences
 - PTA Meetings
 - Report Cards
 - Parent Workshops
 - NYS ELA & MATH Reports
 - Announcements on main office bulletin boards
 - Hall Educational Displays
 - Monthly Calendars sent home
 - School Wiki page
 - Home Letters/Visits
 - Home Phone Calls
 - School Leadership Meetings (SLT)
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Predictive and ITA Assessments from DOE....ACUITY
(via Internet or reports sent home)
 - DIBELS and ECLAS assessments (at P.S./I.S.328K)
 - Parent / Teacher Afternoon and Evening Conferences (at P.S./I.S. 328K)
 - PTA Meetings (at P.S./I.S. 328K)
 - Report Cards (at P.S./I.S. 328K)
 - Parent Workshops (at P.S./I.S. 328K)
 - NYS ELA & MATH Reports (via Internet or reports sent home)
 - Announcements on main office bulletin boards (at P.S./I.S. 328K)
 - Monthly Calendars sent home
 - Home Letters/Visits
 - Home Phone Calls
 - Dean / Guidance Counselor meetings
 - School Leadership Meetings (SLT at P.S./I.S. 328K)

4. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - P.S./I.S. 328K Parent Learning Leaders Program- Parents that express their desire to participate as a volunteer will take the DOE classes to be a "Certified Learning Leader". This program will provide them with the basic knowledge and skills to deal with the diverse situations in the school environment.
 - Open School Week: During the Afternoon and Evening Parent-Teacher Conferences week the school will have "Open Access to Parents Week". Parents will have the opportunity to sit in their children's classroom and observe a lesson. Prior to this week, parents would let the teacher and office know about their visit.
 - Twice a month, parents are invited to workshops prepare by our parent coordinator. Workshop themes cover a wide variety of themes- Examples: from student achievement and home-link strategies to parental skills and hygiene.
 - Pre-Kindergarten parents are invited to monthly workshops facilitated by a DOE school social worker.
 - Seasonal shows performed by our students
 - Talent Shows organized by school or school providers
5. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
6. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
7. 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.
8. 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.
9. 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.
10. 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.
11. 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.
12. 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.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance.

- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

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.
 PS/IS 328K will annually conduct a comprehensive needs assessment, as a critical part of the comprehensive educational planning process, to assess the effectiveness of instructional programs and educational strategies in supporting students towards meeting challenging State and City content performance standards.
 PS/IS 328K will use disaggregated student results on State and City assessments in Grades 3-8, Acuity benchmark assessment results, the early Childhood Language Arts System (E-Class II- in grades K-3), and multiple classroom-level measures to assess the achievement of students in relation to the State standards, and identify specific skills and areas of content knowledge and understanding in which cohorts of students need additional support in order to meet State standards. Qualitative data will also be reviewed to identify other factors that may affect student performance, i.e. health, homelessness, at-risk behaviors, attendance, school climate, professional development, parent involvement, and student satisfaction.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

As a School-wide Program School, PS/IS 328K, our CEP describes effective methods and instructional strategies that are based on scientifically based research, which will be incorporated to strengthen the core academic program of the school. Key strategies include:

- Emphasis on “quality first teaching” to ensure that all students, including students with special needs and English Language learners, receive exposure to grade appropriate standards-based curricula, using sound instructional strategies and proven methods and have sufficient opportunities to master State content standards.
- Implementation of the citywide approaches for instruction in literacy and mathematics and the adoption of balanced literacy prototypes, which support a rigorous, high-quality curriculum in all classrooms, intensive instruction for all students, and an emphasis on literacy and math instruction in the integration of all subject areas.
- Use of all available data, including disaggregated State and City assessments in grades 3-8, The early Childhood language Arts System (E-Class II in grades K-3), and multiple classroom-level measures, to monitor student progress and identify specific skills and areas of content knowledge and understanding in which our students need additional support, in order to meet State standards.
- The provision of Academic Intervention Services (AIS) to meet the needs of all students who require additional assistance to meet the State standards in ELA, Mathematics, Science, and Social Studies.
- Opportunities for applied learning.
- The use of appropriate instructional materials for English language learners (ELL/LEP) and special education students.
- The use of culturally balanced instructional programs and materials.
- Effective use of technology to support instruction and student learning.
- Continuous high-quality professional development to provide pedagogical staff with the tools, methodologies, and content to ensure effective instruction in core academic subjects.

All school-wide reform strategies being implemented at PS/IS 328K, are designed to implement the District Comprehensive Educational Plan (RDCEP) and District Comprehensive Educational Plan addendum.

3. Instruction by highly qualified staff.

All teachers hired at PS/IS 328K, for the 2009-2010 school year will be “highly qualified” as defined in NCLB. Highly qualified new teachers may include: Teachers who hold Transitional B certificates, including NYC Teaching Fellows, Teach for America Corp members, Peace Corps Fellows, and Columbia Urban Educators; and teachers who have NYS certification (CPT) but have not yet been appointed by NYC. Teachers at PS/IS 32K, that are not new to the profession are also highly qualified. They have met NYS certification requirements either by: possessing a bachelor’s degree, a certificate to teach, and have also passed appropriate tests; or have demonstrated competence in the subject(s) they teach through an evaluation instrument that takes all aspects of teaching certification requirements into consideration.

PS/IS 328K, and the District provide extensive professional development and on-going and sustained in class support for all new teachers, and extraordinary support for all school staff, at the school building and district level.

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.

PS/IS 328K, will provide extensive and ongoing professional development opportunities for all staff, including administrators, teachers, paraprofessionals, guidance counselors, related service providers and SBST. Professional development offerings will include: Differentiated training to meet the needs of both new and experienced staff that addresses individual strength and weaknesses, grade level needs, content area focus, teachers learning styles, etc.; support and training for administrators; parent workshops; and specialized training for school leadership team members and parent coordinator.

Professional development for staff will be coordinated in PS/IS 328 by a Professional Development Team, which includes the LSO Network Liaison Leader, LSO Instructional Specialists, Principal, Assistant Principals, Literacy and Math Coaches, Reading First Coach, UFT Teacher Center Facilitator, Lead Teachers and staff developers. The PD Team will work collaboratively to plan and coordinate their activities to provide a two-tier approach to staff developers. On one level, the team will work with staff to strengthen their knowledge base in literacy, mathematics and others content areas. The second level, to be implemented concurrently, will focus on effective practices in the delivery of instruction. Professional development will encompass model lessons, workshops, institutes, study groups, reading in professional literature, conferences and follow-up classroom technical assistance. All professional development activities will be undertaken to address the specific needs of targeted staff groups.

In addition, a teacher mentoring programs, which is a critical component of the support and professional development for new teachers, will be available for PS/IS 328. This program takes into accounts the mentoring needs of all new teachers, including new Teaching Fellows/ Alternate Certification Teachers.

Administrators will participate in all school-based professional development activities, and will also be supported by the LSO Network Liaison Leader, a principal mentor, and LSO Instructional Specialists to strengthen the following:

- Instructional leadership
- Clinical supervision of instruction
- Time management
- Launching instructional initiatives
- Uses of technology in carrying out administrative duties-e-mail, excel, OORS, etc.
- Data analysis and using data
- Developing learning communities though action research groups, effective meeting strategies and rituals, focused walk-thought, retreats, etc.

Training for parents and community members will include:

- Support for parents' understanding of , and participation in instructional initiatives

- Parent literacy development (ESL classes, GED classes, etc.)
- Parent Coordinator workshops
- Learning Leaders Parent Volunteers Programs
- Support for increased parent participation on the School Leadership Team and subcommittees; and in the P.T.A
- Family support resources in the community in the areas of career development, health, social services, etc.

Specialized training will be provided to members of the School Leadership Team to support their effectiveness in continuous improvement problem solving, comprehensive educational plan development, school-based budgeting, effective meeting strategies, and parent and community engagement.

All professional development will be evaluated to determine its effectiveness in promoting high-quality instruction, and increased participation in instructional initiatives by parents, leading to improved students results.

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

PS/IS 328 will continue ongoing recruitment efforts to ensure that we have the highest qualified, appropriately licensed and certified teachers in our classrooms. The District has assisted all schools in the placement of 100% certified staff. Beginning in the spring 2009 and continuing throughout the summer, the Principal and /or designee will continue to attend Job Fairs conducted centrally and throughout the District. The District also advertised in local papers, recruited through universities, and worked closely with the Central DOE Office of Recruitment and Professional Development to obtain the services of qualified Teaching Fellows. Additionally, ongoing recruitment strategies by the District included advertising and recruiting on college campuses in various states and internationally.

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

PS/IS 328K, will implement the following strategies to promote effective parental involvement in our school, including specific actions to support the system-wide goal of making our school more welcoming to and respectful of parents, and to afford parents the tools they need to be full partners in the education of their children. As a key strategy to accomplish this goal, our school has hired a full time parent coordinator whose sole responsibility is to promote parent engagement and address parents' questions and concerns. Additionally, PS/IS 328K, will arrange for workshops focused on parent involvement strategies and techniques for helping their children improve academically.

The Parent Support Offices, located in the Learning Support Center will provide parents with an additional point of entry into the school system beyond their children's schools. The office will handle parent concerns and issues that cannot be resolved at the school level. In order to accommodate parents' schedules, the office will be open five days a week during business hours as well as one weekend day and two evenings per week.

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.

- Students and parents will be provided transition activities that include talking, singing songs, and playing games about growing up and making changes.
 - Provide opportunities for children and parents to become familiar with the kindergarten setting.
 - Give parents accurate information about the skills needed for a child to transition from kindergarten.
 - Demonstrate interest and support to each child's family through phone calls and other personal contacts.
 - Structure developmentally appropriate classroom practices that promote the Pre-kindergarten standards.
 - Provide learning activities for parents to do with their children at home.
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 will be engaged in ongoing discussions and decision making processes with PS/ARE 328K and district administrators regarding the use of academic assessments to inform instructional decisions to improve the achievement of individual students and the overall instructional program. Professional development will focus on data analysis and the use of multiple measures of student performance to drive instruction. Grade meetings will provide a platform for reflection and evaluation of effective use of data to drive instructional small groups.
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.

PS/IS 328K will use disaggregated State and City assessments in grades 3-8, Acuity benchmark assessments, The Early Childhood Language Arts System (E-Class II in grades K-2), and multiple classroom-level measures to regularly assess the progress of students, and identify specific skills and areas of content knowledge and understanding in which students need additional support, in order to meet State standards. Ongoing assessment of student progress will allow teachers to make timely and appropriate adjustments to the delivery of instruction.

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.

The district will work closely with the school to consolidate, coordinate, and integrate all allowable Federal, State, and local programs, including Title I, Part A services, to ensure that a comprehensive and unified educational program provides high quality instruction, and student support services to all students served by the Title I School-Wide program.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

NCLB/SED Status: Restructuring (Advanced) - Focused **SURR¹ Phase/Group (If applicable):** _____

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

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

While across the school we have developed our teachers’ lesson planning skills; our special education teachers continue to find data analysis and differentiation of ELA lessons a challenge; due to the wide range of ability levels in their student population. A few of our self-contained classes continue to bridge three grade levels. As teachers continue utilizing the DOE’s Balanced Literacy Program [Gds. 4-8] and now *Reading First* [Gds. K-3], many teachers continue to need support in selecting appropriate materials on a variety of levels that will provide the practice, that individual/small groups of students need, based on our data analysis. Guided Reading and Independent Reading remain as two areas in which we need to continue developing current best practices. Our implementation of the Wilson Program has been limited. The behavior management of small groups within each classroom remains as an identified priority, as teachers slowly grow confident that the students will assume responsibility for their learning. The need for continued professional development in conflict resolution strategies exists across the building. Our detention room, Principal suspension and Superintendent suspension lists see a pattern of repeat violators. Many students come to us with a history of facing demanding home circumstances and often limited positive, prior knowledge experiences (both academic and social). The school continues to have a portion of its population with a high mobility rate – students coming and going from four surrounding family shelters. Collaboration between grade, cross-level teachers, and support teachers remains a challenge as we strive to impart a non-fragmented curriculum.

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

This year our weekly schedule continues to include double-prep periods for all grade level cohorts. This time is being consistently used to allow teachers to plan together, as well as to promote professional conversations among the staff. Sharing of strategies, materials, and analysis of data has begun to develop within the culture of the school. Teachers of our students with disabilities are now planning together with other general education ELA teachers; in an effort

¹ School Under Registration Review (SURR)
DECEMBER 2009

to incorporate best practices in their effort to improve achievement that just made Safe Harbor targets in 2009. A cross-grade PD committee continues to help target and diversify professional learning; and has taken on the role of an advisory team for the Principal. Our Coaches and Teacher Center Facilitator resumed working with targeted teachers during lesson planning sessions; and with modeled lessons that have a pre-discussed specific focus. The *Reading First* Coach provides continually support for assessments in Gds. K-3. Several teachers are being supported by outside professional developers/mentors that have been budgeted to build resiliency in both students and teachers. An advisory program is being supported by an ESR [Educators' for Social responsibility] consultant; along with funds obtained from the Middle School Grant.

Our Data Team consistently provides both training and hard-data to our staff to help drive instruction that is meaningful for every individual student. Intervention for students was implemented immediately and continues throughout the school year during “Extended Time” and after school. Our SETTS provider and ESL provider will receive additional training. A collaboration is being built with one of our CBO’s through an ELT [Expanded Learning Time] initiative. SES providers and our CBO programs all have in place programs that support academic rigor.

We designed a student support plan that includes three guidance counselors and two deans – housed on each floor to help meet the overwhelming demands of our students. We continue to have three family assistants. The family assistants are working as a team to address continuing concerns about absenteeism and an extremely high daily lateness record.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
 - Part Title I funding for one assistant principal
 - Title I is funding a UFT Teacher center trainer
 - Literacy and Math Coaches are partially funded under Title I
 - Two Math teachers are funded by Title I
 - A science teacher, also providing AIS, is funded by Title I
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
 - In-House Lead teacher offers additional support to teachers
 - UFT Teacher center specialists provides research-based best practices and modeling opportunities
 - A Math Coach provides additional modeling, in-classroom support, co-teaching opportunities and one-to one conferencing.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

A letter (English, Spanish) will be sent home to parents in early October and notifications will made during SLT and PTA meetings during the month of October and November. Translations for Hatian-Creole and Polish will be sought.

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

All SURRE schools must complete this appendix.

SURRE Area(s) of Identification: N/A

SURRE Group/Phase: _____ Year of Identification: _____ Deadline Year: _____

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

– **English Language Learners**

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

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

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

The findings mentioned above were disseminated and reviewed with all constituencies. This occurred at the School Leadership Team, Administrative cabinet, Inquiry Team, Professional Development Team, Pupil Personnel, Inquiry Team, Grade Leaders and common grade professional periods meetings. As a school community, using current available state and city data, we are able to identify which findings pertain to our school and we collaborated to create an action plan that aligns with NYS Standards as well as our comprehensive educational plan. We plan to use DOE support and support from The Knowledge network to focus our efforts.

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

Applicable Not Applicable

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

Our teachers currently request continuous support in developing strategies for working with English language learners. Many ELL students are receiving extended ESL services, and have not yet reached proficiency on the NYSESLAT.

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.

We will continue offering differentiated professional development to our staff during weekly professional planning periods. Curriculum mapping is still new to many teachers. Our literacy coach and lead literacy teacher will conduct workshops to develop maps for integrating Core Knowledge with literacy and social studies standards. Professional discussions include the inclusion/use of suggested ELL tasks and options offered in our core curriculum teacher guides. Staff that attended district planning, during the summer of 2009, brought back a listing of teaching strategies for distribution; correlated to the developing levels of English acquisition. Our newly assigned ESL teacher will need central training to meet the mandates of ESL services.

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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

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

The findings mentioned above were disseminated and reviewed with all constituencies. This occurred at the School Leadership Team, Administrative cabinet, Inquiry Team, Professional Development Team, Pupil Personnel, Inquiry Team, Grade Leaders and common grade professional planning periods meetings. As a school community, using current available state and city data, we identified which findings pertain to our school and collaborated to create an action plan that aligns with NYS Standards as well as our comprehensive educational plan.

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?

An item analysis of math assessments indicate our students need additional support in process strands, wherein they can explain in both short and long writing responses their strategies and approaches to mathematical problem solving. Informal and formal observations indicate minimal use of manipulatives and hands-on exploration of math concepts throughout the grades.

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.

Teachers will continue receiving ongoing targeted professional development. Coaches and lead teachers will model and co-teach lessons that utilize the many varied tools that are in supply in our building. Teacher workshops from central would be valuable in supporting our teachers in the appropriate use of available materials.

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

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

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

The findings mentioned above were disseminated and reviewed with all constituencies. This occurred at the School Leadership Team, Administrative cabinet, Inquiry Team, Professional Development Team, Pupil Personnel, Inquiry Team, Grade Leaders and common grade professional periods meetings. As a school community, using current available state and city data, we were able to identify which findings pertain to our school and then collaborated to create an action plan that aligns with NYS Standards, as well as our comprehensive educational plan.

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?

Our teachers continue to need and request support in developing lessons using authentic literature. They collaborate during grade planning meetings and seek the support of building coaches. Whole group strategies for increasing student engagement (ie. partner talk, collaborative responses, etc.) are being modeled by our coaches and lead teachers for incorporation throughout our classrooms. Best practices for developing significant, appropriate tasks for small group – independent practice are currently being shared within the building. Data-driven decision making approaches, learned from the Reading First model, are being extended to all grades.

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.

Our professional development team meets periodically to address teacher needs through planned PD. District and LSO PD is offered and participated in. Teachers value support/workshops sponsored by central as a way of standardizing their practice with citywide colleagues.

2B – Mathematics Instruction

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

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

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

The findings mentioned above were disseminated and reviewed with all constituencies. This occurred at the School Leadership Team, Administrative cabinet, Professional Development Team, Pupil Personnel, Inquiry Team, Grade Leaders and common grade professional periods meetings. As a school community, using current available state and city data, we began to identify which findings pertain to our school and began to create an action plan that aligns with NYS Standards as well as our comprehensive educational plan.

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?

Informal and formal observations of classrooms indicate engagement, at times, is minimal. When teachers call on single individuals to show their work, many others become disengaged. Planning for small group differentiation has developed slowly.

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.

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

Coaches continue to turnkey strategies learned at district and LSO trainings. Approaches for multiple responses, and sharing among student peers of different approaches to problem solving can raise the levels of engagement. Workshops from central that engage teachers in differentiated explorations would booster confidence in classroom practices.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

The findings mentioned above were disseminated and reviewed with all constituencies. This occurred at the School Leadership Team, Administrative cabinet, Inquiry Team, Professional Development Team, Pupil Personnel, Inquiry Team, Grade Leaders and common grade professional periods meetings. As a school community, using current state and city data, we reviewed the findings.

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?

This school year [2009-2010] PS/IS 328 did not have an influx of new teachers and there were no transfers in. We currently have several ATR teachers working in the building.

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.

N/A

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

The findings mentioned above were disseminated and reviewed with all constituencies. This occurred at the School Leadership Team, Administrative cabinet, Inquiry Team, Professional Development Team, Pupil Personnel, Inquiry Team, Grade Leaders and common grade professional planning periods meetings. As a school community, using current state and city data, we were able to identify which findings pertain to our school and we collaborated to create an action plan that aligns with NYS Standards as well as our comprehensive educational plan.

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?

Homeroom teachers report to coaches and the UFT representative continued struggles attempting to address ELL students in their class. QTEL training has been sought by a very few. School-based policies exist and are readily available.

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.

School coaches continue to highlight curriculum support opportunities printed in current textbooks. PD on ESL strategies is part of the school-wide PD plan. The ESL teacher will be available to participate in grade meetings, upon request; and is a member of the Pupil Personnel Committee. Central training for teacher center personnel could be turn-keyed to school-based staff.

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
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instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

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

The findings mentioned above were disseminated and reviewed with all constituencies. This occurred at the School Leadership Team, Administrative cabinet, Professional Development Team, Pupil Personnel, Inquiry Team, Grade Leaders and common grade professional periods meetings. As a school community we then identified which findings pertain to our school and we collaborated to create an action plan that aligns with NYS Standards as well as our comprehensive educational plan.

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

Applicable X 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?

Student data is widely disseminated to all teachers. Additional time for homeroom and ESL teacher collaboration/planning would positively effect student achievement.

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.

N/A

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.

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Please respond to the following questions for Key Finding 6:

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

The findings mentioned above were disseminated and reviewed with all constituencies. This occurred at the School Leadership Team, Administrative cabinet, Professional Development Team, Pupil Personnel, Inquiry Team, Grade Leaders and common grade professional periods meetings. As a school community we were able to identify which findings pertain to our school and we collaborated to create an action plan that aligns with NYS Standards as well as our comprehensive educational plan.

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

X Applicable Not Applicable

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

Although most teachers at PS/IS 328 are familiar with IEP's and the requirements of modifications, accommodations, and modified promotional criteria – the use of behavioral intervention plans has been rarely developed.

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.

The Pupil Personnel Committee has discussed an effort across grades to identify students with IEP's that continue to have difficulties in school; and to recommend to our LRE (Least Restrictive Environment Committee) that targeted students have BIP's developed. A workshop for special education teachers and counselors is planned to expose them to the writing of behavioral plans; and to strategies for consistently adhering to their frameworks.

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

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

Please respond to the following questions for Key Finding 7:

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

The findings mentioned above were disseminated and reviewed with all constituencies. This occurred at the School Leadership Team, Administrative cabinet, Professional Development Team, Pupil Personnel, Inquiry Team, Grade Leaders and common grade professional periods meetings. As a school community we began to identify which findings pertain to our school and collaborated to create an action plan that aligns with NYS Standards as well as our comprehensive educational plan.

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

X 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?

Regular education teachers are often unfamiliar with how modifications for students with IEP's should be addressed on a daily instructional basis inside the classroom. Teachers often express the discrepancy between IEP goals and objectives with grade mandated state tests. As to date, the use of behavioral intervention plans has been rarely developed.

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.

PD designed by our SBST will further staff's understanding of IEP's and how they support student achievement. Central training of guidance counselors and administrators on the variety and purposes of the varying special education settings would further support our entire school community.

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

75

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

Staff at PS/IS328 work collaboratively to support our STH population. The three guidance counselors and our SAPIS counselor meet on a regular basis with the Principal to reflect on student needs. They identify levels of support offered to students and their families, determined by conversations/interactions with students, parent conferences, teacher concerns, and attendance. Contact with DOE personnel at the shelters is maintained weekly; and is solicited daily during crisis prevention/intervention [ie. suspensions, suicide threats, reports of abuse]. The counselors participate on the Pupil Personnel Team, giving insight about STH students who are referred by their teachers. Academic Intervention Services (AIS) staff become involved when data indicates grade level achievement is at-risk. Administrators monitor adjustments to the school environment through discussions at grade planning meetings, by informal observations inside classrooms and in large student gatherings [ie. cafeteria, auditorium, gym, recess], and through conferences with school deans and our SAVE Room teacher. The school Parent Coordinator offers STH parents support in negotiating busing, gathering documents and/or information needed for both school and family adjustments, provides access to free school supplies; and often has available donated clothing. Administrators and counselors visit temporary housing facilities to build bonds with this part of our school community. Currently, our staff is attended professional development workshops with NYU's Professor Dr. Pedro Noguera, who shares strategies on how to utilize knowledge of students and their community to strengthen school community and a unified staff vision.

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.

