



**PUBLIC SCHOOL 7 – 04M007**

**2009-10 FINAL  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 04M007**

**ADDRESS: 160 EAST 120 STREET, NY, NY 10035**

**TELEPHONE: (212)860-5827**

**FAX: (212)860-6070**

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**SECTION I: SCHOOL INFORMATION PAGE**

SCHOOL NUMBER: 007 SCHOOL NAME: Samuel Stern

SCHOOL ADDRESS: 160 East 120 Street

SCHOOL TELEPHONE: (212)860-5827 FAX: (212)860-6070

SCHOOL CONTACT PERSON: Racquel Jones EMAIL ADDRESS: Rjones13@scho  
ols.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Elsie Calderon

PRINCIPAL: Racquel Jones

UFT CHAPTER LEADER: Barbara Mann

PARENTS' ASSOCIATION PRESIDENT: Alicia Lopez

STUDENT REPRESENTATIVE:  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

DISTRICT: 04 SSO NAME: Integrated Curriculum and Instruction

SSO NETWORK LEADER: Dan Feigelson

SUPERINTENDENT: Luz Cortazzo

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

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

Name	Position and Constituent Group Represented	Signature
Racquel Jones	*Principal or Designee	
Barbara Mann	*UFT Chapter Chairperson or Designee	
Latanya Webster	*PA/PTA President or Designated Co-President	
Tabatha Utsey	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Elsie Calderon	Assistant Principal/SLT Member	
Maria Velez	SLT Member	
Jeanne McSpedon	SLT Member	
Alexandra Murphy	SLT Member	
	Member/	
	Member/	
	Member/	

\* Core (mandatory) SLT members.

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.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

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

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**As a Professional Learning Community, we will commit to providing high quality instruction, and authentic learning experiences in an inclusive environment that prepares students for real world success. We will accomplish this by:**

- **Implementing research-based instructional practices that promote academic rigor for every student.**
- **Working in partnership with parents to develop strategies for effective, two-way communication and involvement.**
- **Providing a challenging academic program which is integrated with and enriched by the arts.**
- **Celebrating positive behavior and academic achievement.**

**Public School/Middle School 7 is located in the northwest corner of Community School District Four in East Harlem. The school services 444 students in grades pre-kindergarten through eighth grade. Our student population is heterogeneously grouped within each grade and is supported by a pedagogical staff of 35 teachers.**

**At PS/MS 7 we work together to develop a community which is purposeful, communicative, just, disciplined, caring and celebrative. Within this community, we work to include parents as our partners and teachers as leaders. We strive to develop and implement a coherent curriculum which focuses on literacy, math and content area achievement.**

**Our mathematics program utilizes a sixty minute math component in grades K-2, a seventy five minute component in grades 3-5 and a double period component in the middle school grades. Primary mathematics instructional materials are the Everyday Mathematics Program in grades Pre-K-5 and Impact Math in grades 6-8. We teach the strands of math through the five processes so that children are constructing their own understanding of the math concept in the lesson. Students will be guided toward these understandings through authentic learning experiences, where children work with manipulative tools to represent and make connections, communicate their thoughts about the math concept or process and solve engaging problems.**

**Our English Language Arts program utilizes a 120 minute block in grades K-5 and a double period block in the middle school grades wherein a variety of teaching strategies are utilized in order to meet the educational needs of all our students. We follow the Teachers College Reading and Writing Project curricula calendar. The components of the workshop include read-aloud, a developmental reading/writing lesson, small group skills instruction, guided, shared and paired reading/writing as well as independent reading/writing. Classrooms libraries support our literacy instruction and are organized to facilitate book selection for independent reading. Libraries are reviewed periodically to meet the changing needs of the readers and to reflect the units of study.**

**PS/MS 07 Science program covers foundation topics from each of the fundamental branches -earth science, biology, physics, and chemistry. We strive to provide engaging practical experiences that complement and elucidate the curriculum's theoretical component. Our end goal is students who possess both scientific literacy and laboratory competence, yet retain childhood enthusiasm for the natural world.**

**The strong connection between our academic and arts program provide students with many opportunities for success. In addition to our regularly scheduled instrumental music and visual art programs, graduate students from the Juilliard School of Music provide small group instruction through an after school program. In partnership with the 21<sup>st</sup> Century Program, musical theater, dance and photography classes are scheduled three times a week to broaden students' experiences.**

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot**

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

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>		P.S. 007 Samuel Stern							
<b>District:</b>		4	<b>DBN:</b>		04M007	<b>School BEDS Code:</b>		310400010007	
DEMOGRAPHICS									
<b>Grades Served:</b>		Pre-K	√	3	√	7	√	11	
		K	√	4	√	8	√	12	
		1	√	5	√	9		Ungraded	
		2	√	6	√	10			
Enrollment					Attendance - % of days students attended:				
<i>(As of October 31)</i>		2006-07	2007-08	2008-09	<i>(As of June 30)</i>		2006-07	2007-08*	2008-09
Pre-K		36	35	27			92.5	91.2	TBD
Kindergarten		43	41	40					
Grade 1		46	44	47	Student Stability - % of Enrollment:				
Grade 2		45	44	40	<i>(As of June 30)</i>		2006-07	2007-08	2008-09
Grade 3		53	47	38			90.4	94.6	TBD
Grade 4		56	47	38					
Grade 5		65	49	40	Poverty Rate - % of Enrollment:				
Grade 6		47	54	50	<i>(As of October 31)</i>		2006-07	2007-08	2008-09
Grade 7		45	49	59			84.7	90.0	86.4
Grade 8		18	47	48					
Grade 9		0	0	0	Students in Temporary Housing - Total Number:				
Grade 10		0	0	0	<i>(As of June 30)</i>		2006-07	2007-08	2008-09
Grade 11		0	0	0			9	6	TBD
Grade 12		0	0	0					
Ungraded		1	1	0	Recent Immigrants - Total Number:				
Total		455	462	431	<i>(As of October 31)</i>		2006-07	2007-08	2008-09
							5	8	3
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:				
<i>(As of October 31)</i>		2006-07	2007-08	2008-09	<i>(As of June 30)</i>		2006-07	2007-08	2008-09
# in Self-Contained Classes		37	37	30	Principal Suspensions		22	28	TBD
# in Collaborative Team Teaching (CTT) Classes		0	0	0	Superintendent Suspensions		7	14	TBD
Number all others		23	26	23					
<i>These students are included in the enrollment information above.</i>					Special High School Programs - Total Number:				
<i>(As of October 31)</i>		2006-07	2007-08	2008-09	<i>(As of October 31)</i>		2006-07	2007-08	2008-09
CTE Program Participants		0	0	0	Early College HS Program Participants		0	0	0
Early College HS Program Participants		0	0	0					
English Language Learners (ELL) Enrollment: (BESIS Survey)					Number of Staff - Includes all full-time staff:				
<i>(As of October 31)</i>		2006-07	2007-08	2008-09	<i>(As of October 31)</i>		2006-07	2007-08	2008-09
# in Transitional Bilingual Classes		0	0	0	Number of Teachers		32	40	39
# in Dual Lang. Programs		0	0	0					
# receiving ESL services only		83	78	64					

**CEP Section III: School Profile**  
**Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)**

<b>SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT</b>							
# ELLs with IEPs	0	3	2	Number of Administrators and Other Professionals	6	10	10
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	3	3
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	2	2	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	59.4	52.5	64.1
				% more than 5 years teaching anywhere	43.8	47.5	46.2
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher			
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	81.0	73.0	79.0
American Indian or Alaska Native	0.7	0.6	0.5		100.0	96.2	95.0
Black or African American	34.1	34.2	31.6				
Hispanic or Latino	61.8	61.5	65.4				
Asian or Native Hawaiian/Other Pacific Isl.	2.0	2.2	1.9				
White	1.5	1.5	0.5				
<b>Male</b>	49.7	48.0	49.4				
<b>Female</b>	50.3	52.0	50.6				
<b>2009-10 TITLE I STATUS</b>							
√	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			
	√	√	√	√			
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/SED Accountability Status (2009-10) Based on 2008-09 Performance:</b>							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>Individual Subject/Area Ratings:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	IGS			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
		<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
<b>Student Groups</b>		ELA	Math	Science	ELA	Math	Grad Rate
<b>All Students</b>		√	√	√			
<b>Ethnicity</b>							
American Indian or Alaska Native		-	-	-			
Black or African American		√	√	√			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander		-	-	-			
White		-	-	-			
<b>Other Groups</b>							
Students with Disabilities		√SH	√	-			
Limited English Proficient		√	√	-			
Economically Disadvantaged		√	√	√			
<b>Student groups making AYP in each subject</b>		6	6	4	0	0	0
<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
<b>Overall Letter Grade:</b>	TBD	<b>Overall Evaluation:</b>		TBD			
<b>Overall Score:</b>	TBD	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					TBD
School Environment:	TBD	Quality Statement 2: Plan and Set Goals					TBD
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals					TBD
School Performance:	TBD	Quality Statement 4: Align Capacity Building to Goals					TBD
<i>(Comprises 25% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise					TBD
Student Progress:	TBD						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	TBD						
<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = 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.							
<i>Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.</i>							

## **SECTION IV: NEEDS ASSESSMENT**

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

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

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

**Our biggest accomplishment over the last couple of years is reflected in the results of the 2007-08 and 2008-09 Progress Reports. Since receiving a letter grade of F in 2006-07 our school has made significant improvement in all the areas included in the Report. In 2007-08 we exceeded our target score obtaining an overall score of 61.4 and a B as our letter grade. In 2008-09 we received an A as our letter grade with an overall score of 89.8. This score places our school on the 74 percentile of all K-8 schools citywide.**

**A comparison analysis of the 2007-08 and 2008-09 Progress Report, specifically the area of student progress, showed:**

- 1) Significant gains in percentage of students making at least one year of progress in ELA (from 60.4% to 70.3%).**
- 2) Significant gains in percentage of students in school's lowest 1/3 making at least 1 year of progress in ELA (from 74.7% to 96.3%) and in Mathematics (from 59.0% to 74.7%).**
- 3) The average change in student proficiency for level 3 and 4 students slightly decreased in both ELA and Mathematics.**

**An analysis of the past three years' NYS ELA test results shows that the school has made significant progress in decreasing the percentage of middle school students performing at Level 1. Data also revealed that the percentage of 6th and 8th grade students performing at proficiency Level 3 significantly increased last school year.**

**An analysis of the past three years' NYS Math test results shows that the school has increased the number of students at Level 3 and 4 each year in every grade except 8<sup>th</sup> grade last year. Also, we noticed the percentage of students at Level 3 and 4 decreases steadily from 3<sup>rd</sup> to 5<sup>th</sup> grade. The percentage of students at Level 3 and 4 is lower in middle school than in elementary school.**

**ARIS item analysis data revealed that students in grades 4, 6 and 8 are having difficulties with the Listening/Writing and Reading/Writing Clusters (constructed responses) on the NYS ELA test. We believe there is a strong connection between these results and the schools' percentage of students at proficiency levels 3 and 4 in English Language Arts. Our review and analysis led us to the conclusion that in order to maintain and or increase students' progress in ELA we need to continue our efforts of establishing a cohesive writing program across the grades.**

**ARIS item analysis data from the 2008-09 NYS ELA test also revealed that our third grade students are having difficulties with skills of determining importance and inferring. Similar results were observed with**  
**MAY 2009**

**fifth grade students, in particular data shows that students are reading at a literal level and having difficulties with implied meaning.**

**An analysis of the 2008-09 Learning Environment Survey, indicate the following:**

- 1) Report shows improvement in all four areas; Academic Expectations, Communication, Engagement and Safety & Respect.**
- 2) Over the last three years our response rates from parents, teachers and students have increased and, overall, our response rate is greater than the city average.**

**One of our goals last school year was to increase communication with parents. The results of the 2008-09 Survey indicate that in answer to the question “How well the school communicates with me” the percentage of positive responses increased from 81% to 91%.**

**One of our biggest barriers is the lost of funding, due in part because of some register loss and budget cuts. We have not been able to buy the technological equipment needed to promote 21<sup>st</sup> Century learning for our students.**

## SECTION V: ANNUAL SCHOOL GOALS

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

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

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- 1) To further develop ELL students' academic language to improve student learning in grades K-8 and increase the percentage of ELL students in grades 3-8 scoring at proficiency level (level 3 or 4) on statewide math and ELA tests by 5% as measured by the 2009-10 NYC Progress Report.**
- 2) To improve students' learning in mathematics, 60% of students in grades K-8 will perform at a practitioner's level on open ended problems as measured by the Exemplars Rubrics in Mathematics by June 2010.**
- 3) By June 2010, 65% of students in grades K-8 will meet grade level standards in reading as evidenced by the Teachers College reading level benchmarks.**

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary.

**Reminder:** Schools designated for improvement (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.

**Subject/Area (where relevant):** English Language Learners

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To develop ELL students’ academic language to improve student learning in grades K-8 and increase the percentage of ELL students in grades 3-8 scoring at proficiency level (level 3 or 4) on statewide math and ELA tests by 5% as measured by the 2009-09 NYC Progress Report.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>1) Staff members will participate in grade level meetings which focus on the instructional methodologies and techniques of teaching ESL students in the general education classroom. (Once a month from September 2009 to June 2010) 2) Lessons plans will include activities and strategies that support the development of ELL students’ academic language. (September 2009 to June 2010) 3) ESL teachers will work collaboratively with general education teachers to support the development of ELL students’ academic language through the delivery of push-in and/or pull out ESL services. (September 2009 to June 2010) 4) We will establish an ELL Saturday Academy that will focus on academic language development in all content areas. (January, February, March 2010) 5) Monthly meetings between administration and ESL teachers to discuss program, student progress and analysis of data. (September 2009- June 2010, 4<sup>th</sup> Monday of the month)</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>1) ELA and Math Coach – Contracts for Excellence 2) Principal and Assistant Principal – Fair Student Funding 3) ESL Teachers – Fair Student Funding and Title III</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>1) On going assessment in the form of individual conferences. 2) Students’ writing will show gains in their rubric scores and advanced at least one level from September to January and another level from February to June. 2) On- going assessment of classroom discourse. 3) Teacher observations that exhibit the use of ESL methodologies which focus on the development of academic language.</p>

	<p><b>4) Student's performance on Predictive Tests will show improvement as compared to previous test results. Predictive Tests will be administered three times during the school year.</b></p> <p><b>5) We are predicting an increase of 5% in students' performance on the NYS ELA and Math tests as measured by the NYC Progress Report.</b></p>
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**English Language Arts**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 65% of students in grades K-8 will meet grade level standards in reading as evidenced by the Teachers College reading level benchmarks.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> <li>1) Classroom teachers will participate in lab site workshops which focus on the instructional methodologies and techniques of the Teachers College Reading and Writing Project (cycles of 3 lab sessions per grade from October 2009 to May 2010).</li> <li>2) Classroom teachers will attend Teachers College professional development sessions on a variety of topics related to the teaching of reading and writing (23 calendar days from September 2009 to June 2010).</li> <li>3) Literacy Coach will participate in an Advanced Coaching Group facilitated by the Teachers College Reading and Writing Project to enhance coaching methods at the school level and facilitate professional development workshops for classroom teachers.</li> <li>4) Principal and Assistant Principal will participate in the Teachers College Leadership in the Teaching of Reading and Writing Seminars (Once a month from September 2009 to June 2010)</li> <li>5) Teachers and students will develop and utilize checklists and rubrics to analyze student work and assess individual student’s needs.</li> <li>6) One common grade planning session a month will be used to assess the work of those students who are meeting or exceeding grade level standards.</li> <li>7) Lesson plans will reflect classroom activities, assignments and instruction specifically planned for students who are meeting or exceeding grade level standards.</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>1) Staff development program from the Teachers College Reading and Writing Project which includes a staff developer assigned to our school for lab sites and grade level meetings, calendar days, Coaching Group and Administrators seminars. – Title I</p> <ol style="list-style-type: none"> <li>1) ELA Coach – Contracts for Excellence</li> <li>2) Principal and Assistant Principal – Fair Student Funding</li> </ol>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> <li>1) Running records will be administered four times a year (September, November, March and June). Students will move at least two levels during each assessment period.</li> <li>2) Results of running records will be uploaded to the Assessment Pro data base for analysis and implications for instruction.</li> <li>3) Assessment will be conducted once a month after the completion</li> </ol>

	<p>of each unit of study to assess skills and strategies taught through the unit. (September 2009 to June 2010)</p> <p>4) Student's performance on Predictive Tests will show improvement as compared to previous test results. Predictive Tests will be administered three times during the school year.</p>
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Subject/Area (where relevant): Mathematics

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve students’ learning in mathematics, 60% of students in grades K-8 will perform at a practitioner’s level on open ended problems as measured by the Exemplars Rubric in mathematics by June 2010.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>1) Staff members will participate in grade level meetings which focus on instructional methodologies for teaching New York State process standards in mathematics, highlighting reasoning, problem solving, and communication standards as well as looking at student work and assessment to plan instruction. (September 2009 to June 2010) 2) Unit plans will include New York State process standards as well as performance assessments (September 2009 to June 2010) 3) Math coach will model lessons focused on teaching reasoning, problems solving and communication in mathematics. (September 2009 to June 2010)</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>1) Math coach – Contracts for Excellence 2) Schedule created to allow grade level planning and meetings</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>1) Ongoing assessment in the form of conferring and assessing on unit checklists. 2) Student portfolios, containing end of unit performance assessments assessed on rubric will show gains in their scores and movement towards Practitioner level. 3) Three assigned open ended problems will be administered to each grade at intervals throughout the year and scored on the Exemplars Rubric to show student progress towards a Practitioner level. Intervals for periodic review are October 23<sup>rd</sup> , February 5<sup>th</sup>, and March 19<sup>th</sup>.</p>

## **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	8		N/A	N/A			1	
1	16	6	N/A	N/A			3	1
2	15	12	N/A	N/A			3	
3	17	8	N/A	N/A				
4	6	6						
5	13						2	
6	14	8			1		1	
7	10	9			2		3	1
8	17	4			2		4	
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)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	<ul style="list-style-type: none"> <li>• <b>Reading Recovery – Individually designed program of instruction for 20 weeks, 5 days per week, 30 minutes per day for 1<sup>st</sup> graders struggling in reading.</b></li> <li>• <b>National Geography Non-Fiction reading and writing workshop – Explicit instruction in strategies students need to read and write about different kinds of informational text.</b></li> <li>• <b>Great Leaps Reading – Individually designed program of instruction 10-15 minutes per day.</b></li> </ul>
<b>Mathematics:</b>	<ul style="list-style-type: none"> <li>• <b>Math Navigator – A balance of conceptual understanding, problem solving and skills structured around a set of procedures and routines to help students become self-sufficient, learn to organize and record their mathematical reasoning.</b></li> <li>• <b>SRA School House Math Lab – Series of repetitive practice with differentiated levels of skills and instruction.</b></li> <li>• <b>Great Leaps Math – Individually designed program of math instruction 10-15 minutes per day.</b></li> </ul>
<b>Science:</b>	
<b>Social Studies:</b>	
<b>At-risk Services Provided by the Guidance Counselor:</b>	<ul style="list-style-type: none"> <li>• <b>Students participate in 1:1 or small group weekly counseling sessions that focus on their academic and emotional needs.</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>At-risk Services Provided by the School Psychologist:</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Individual 1:1 sessions with students and regularly scheduled meetings with their parents</b></li> </ul>

<b>At-risk Services Provided by the Social Worker:</b>	<ul style="list-style-type: none"><li>• Individual and small group counseling sessions that focus on their social and emotional needs.</li></ul>
<b>At-risk Health-related Services:</b>	<ul style="list-style-type: none"><li>• Referrals to our school based health clinic.</li></ul>

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

*NCLB/SED requirement for all schools*

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

**See attached LAP at the end of the CEP document**

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

**Form TIII – A (1)(a)**

**Grade Level(s)** K-8                      **Number of Students to be Served:**    59 LEP \_\_\_\_\_ Non-LEP

**Number of Teachers**    2                      **Other Staff (Specify)** \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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**Public School/Middle School 7 is located in the northwest corner of Community School District Four in East Harlem. The school services 441 students in grades pre-kindergarten through eighth grade. Of the total population, 59 students or 13% of the school’s population are classified as English Language Learners and are entitled to services.**

**School’s instructional Program – Free standing ESL program**

**In order to streamline ESL instruction with that of the monolingual classroom, the ESL curriculum is fully integrated with all elements of balanced literacy. Factors that determine differentiated instruction include groupings based on proficiency level, language development level, extent of formal schooling and performance on the LSRW (listening, speaking, reading and writing) components of the NYSESLAT. Our freestanding ESL program incorporates both pull-out and push-in services.**

**MAY 2009**

Beginning and intermediate level students receive 360 minutes a week of freestanding ESL services. Students are usually served through a pull-out model offered in 90 minute blocks. Advanced level students receive 180 minutes of services a week mostly through a push-in model. ESL and classroom teachers plan together to align the curriculum and find ways to support ELL students in the classroom. This scheduling facilitates a continuous flow of instruction with limited interruption.

Our school implements the Teacher College Reading and Writing Project Workshop model. ESL and classroom teachers plan and deliver instruction incorporating ELL instructional techniques within this program and all content areas. ESL instructional materials include leveled libraries, the McGraw Hill Treasury of Literature Series, Gear Up, Exploring Writing and Leap Frog. To support phonemic awareness skills students at the pre-productive level (beginners) use the web based STARFALL program.

Throughout the school year, ESL teachers and administrators (ESL Support Team) meet to analyze data such as students Math and ELA test results, individual student's history of NYSESLAT results and years of service. Regular monthly meetings are scheduled to discuss student's progress and analyze data such as teacher's assessments, results of running records and predictive assessments and it's implications for instruction. These data is utilized to determine what model of service (push-in/pull-out) is recommended, instructional strategies for the different groups, instructional materials needed and what other supplemental services will be in place during the school year to help support ELL students' achievement and learning.

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### Title III Instructional Program

Newcomers and ELL students, in grades 3 to 8 performing at the beginner level, will participate in an after school program that will focus on language development and reading comprehension through the use of instructional software. Software language development programs will help students use context clues to help increase their vocabularies, use of antonyms, homophones, synonyms, suffixes and multiple meanings. The programs will also help students develop and remember accurate definitions for known and unknown words. Reading comprehension software is packed with intriguing multi-level stories that capture the interest of students, while reinforcing reading comprehension skills. These open-ended programs are bilingual in English and Spanish, language can be shifted easily for better comprehension. Program will meet once a week on Thursdays from 3:00 to 4:30 p.m. from January to June 2010. One certified ESL teachers will provide services.

In the first of our two Saturday Academies, twenty seven ELL students in grades 3-8 will participate in the school's ELA and Math Saturday Academy. Following the structure of a push-in model, two certified ESL teachers will provide small group instruction within the classroom for a total of 4 sessions per teacher. The focus of this program is to offer ELL students instructional support in the content areas of English Language Arts and Mathematics. Data derived from predictive assessments will determine skills to be taught through small group instruction. Students will meet in February 27 and March 6, 13 and 20, 2010 for ELA and Math instruction. Sessions will start at 8:00 am until 12:00 noon. The program will be supervised by the Principal and Assistant Principal.

Thirty ESL students in grades 2-6 will participate in our second Saturday Academy. In this Academy, two certified ESL teachers will provide small group instruction for a total of 7 sessions of 5 hours each. There will be two cycles of classes, four sessions per cycle. Students in grades 1-3 will participate in the first cycle, students in grades 4-6 will participate in the second cycle of classes. Classes will meet April 10, 17 and 24 and May 1, 8, 15 and 22, 2010 from 8:00 to 1:00 pm. Classes will focus on listening, speaking, reading and writing skills. Based on interest and proficiency levels groups of

students will create songs, poems and plays. The program will be supervised by the Assistant Principal.

**Parent Involvement Activity**

Starting in February 2010, we will offer ESL classes to our parents. Classes will be taught by one of our certified ESL teachers with the assistance of the Parent Coordinator. Classes will meet twice a week on Tuesdays and Thursdays for one hour each session. Classes will begin February 2 and will end on May 13, 2010 for a total of 25 sessions.

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**Professional Development Program** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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ESL teachers will participate in our Networks’ monthly meetings dedicated to ESL/ELL topics aligned to State standards. Information received at these meetings will be turn-keyed to the staff during common planning/professional development sessions. ESL and classroom teachers will also attend professional development activities offered through the DOE Internal Services, colleges and other institutions that focus on ESL instruction and strategies that support ESL student’s learning and academic progress.

ESL teachers and middle school ELA, Math, Social Studies and Science teachers will participate in a discussion group once a week for one hour from January to June 2010. The focus of this group is to develop lesson plans that include activities and strategies that support the development of ELL student’s academic language in all content areas. This professional development activity is align with one of our Annual Goals as well as with our Title III program.

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**Form TIII – A (1)(b)**

School: PS/MS 07

BEDS Code: 310400010007

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

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> <ul style="list-style-type: none"> <li>- Per session</li> <li>- Per diem</li> </ul>	<b>\$ 12,439.47</b>	1) After school enrichment program – 1 ESL teacher X 35 hrs X \$49.89 = \$1,746.15 2) ELA/Math Saturday Academy – 4 teachers (2 Certified ESL and 2 Common Branch teachers X 16 hrs each = 64 hrs X \$49.89 = \$3,192.96 3) ESL Saturday Academy – 2 ESL teachers X 35 hrs each = 70 hrs X \$49.89 = \$3,492.30 4) ELA/Math Saturday Academy Supervisor – 1 Principal or Assistant Principal X 16 hrs X \$52.21 = 835.36 5) Parent ESL classes – 1 ESL teacher X 30 hrs X \$49.89 = \$1,496.70 6) Per diem for coverage of teachers attending ELL/ESL professional development activities – 10 days at per diem rate of \$167.60 = \$1,676.00
<b>Purchased services</b> <ul style="list-style-type: none"> <li>- High quality staff and curriculum development contracts.</li> </ul>		
<b>Supplies and materials</b> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials.</li> <li>- Must be clearly listed.</li> </ul>	<b>\$1,303.97</b>	1) Headphones for computers to be used during the after school program = \$200.00 3) Instructional supplies for Saturday Academy, ESL Academy and Parent ESL classes = \$1,103.97

<b>Educational Software (Object Code 199)</b>	<b>\$ 1,256.56</b>	<b>1) Two full set (5 volumes) of the Bilingual Reading Comprehension program = \$896.602)</b>  <b>2) Two each of Vocabulary Development I and Vocabulary Development II programs =\$359.96</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	<b>\$15,000.00</b>	

### 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**

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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.

**Assessment was conducted through the surveying of the Language Identification Surveys for all of the students and families within our school population and through conversations with classroom teachers.**

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.

**Our findings indicate that of the total population with written translation needs, the majority requires translation into Spanish. One family requires Arabic translation and tow families require translation in Bengali. Findings were reported during one of the Parent's Association general meetings and also were reported to and discussed with the School Leadership Team.**

#### **Part B: Strategies and Activities**

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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.

**For our families with Spanish translation needs, most Department of Education correspondence is available in Spanish as well as English. Correspondence which needs to be translated is done so at the school level by school staff members who are bilingual in English and Spanish. In order to facilitate critical communication between classroom teachers and parents, we developed bilingual templates of school-wide forms.**

**For our families with Arabic and Bengali translation needs, we will use contracted services through the Translation and Interpretation Unit at the Department of Education.**

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.

**For our family's Spanish interpretation needs, we have many bilingual staff members and parent volunteers who act as translators when necessary. The staff members include administrators, paraprofessionals and teachers.**

**For our families with Arabic and Bengali interpretation needs, we will use contracted services through the Translation and Interpretation Unit at the Department of Education.**

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>.

**The school will provide each parent whose primary language is a covered language and who requires language assistance services with written notification of their rights to receive these services. Specific instructions on how to obtain such services at our school will be included in this correspondence.**

**The school will also post in a conspicuous location at or near the primary entrance (adjacent to our security desk) a sign in each of the covered languages indicating the office/room where a copy of such written notification can be obtained.**

**Our school's safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.**

**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:	<b>\$338,497</b>	<b>\$108,553</b>	<b>\$447,050</b>
2. Enter the anticipated 1% set-aside for Parent Involvement:	<b>\$3,280</b>		<b>\$3,280</b>
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		<b>\$920</b>	<b>\$920</b>
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	<b>\$16,402</b>		<b>\$16,402</b>
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		<b>\$4,597</b>	<b>\$4,597</b>
6. Enter the anticipated 10% set-aside for Professional Development:	<b>\$32,400</b>		<b>\$32,400</b>
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		<b>\$9,297</b>	<b>\$9,297</b>

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 97%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.  
**To insure that the school will have 100% highly qualified teachers we conducted a review of licenses and assignments and made changes to the school's organization based on staff qualifications,**

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

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

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

**See attachment**

### **2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.**

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

**See attachment**

## **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.

**Refer to Section IV – pages 10 & 11**

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.

**Our instructional program includes a double period of balanced literacy throughout the grades wherein a variety of teaching strategies are utilized in order to meet the educational needs of our students. The reading workshop model is used to facilitate whole, group and individual student's learning through conferencing, strategy groups and guided reading. Classroom leveled libraries are organized to support and enhance instruction. Students in our school participate in an inquiry based math program. Flexible grouping allows students to learn through hands on activities and investigation. In our middle school program, students are provided with authentic learning experiences that teach both process and content knowledge. On going assessments are used to drive and differentiate instruction.**

**Our mandated extended day program focuses on providing our at risk students with additional support in literacy and math. A menu of research based programs is available for staff members to target students' needs. Some of the instructional materials we used for our mandated extended program include; Reader's Theater, Math Navigator, Wilson Reading System, Foundations, Great Leaps and Words their Way.**

**Our 3<sup>rd</sup> to 8<sup>th</sup> grade students participate in ELA and Math Saturday Academy designed to prepare students for State Tests. Starting in the 7<sup>th</sup> grade, students meet individually and in small groups, with the Guidance Counselor, to discuss articulation to high school and explore the different schools/programs that could possible best meet their needs.**

3. Instruction by highly qualified staff.

**At present, all our teachers are highly qualified.**

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

**Our participation in the Integrated Curriculum and Instruction Learning Support Organization provides us with high quality research based on-going professional development for all members of the school community. Additionally, we participate in the Teachers College Reading and Writing Project which provides classroom teachers, literacy coach and administrators with on-site and off site professional development opportunities throughout the school year. Math and ELA Coaches provide in house professional development opportunities based on individual teachers and grade level needs.**

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

**High-quality highly qualified teachers receive individualized professional development opportunities through citywide professional development activities and partnerships with colleges and universities. Teachers participate in collaborative planning through weekly grade level planning sessions. School based mentors work with new teachers throughout the school year.**

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

**See Parent Involvement Policy (attached).**

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.

**To assist with a smooth and successful transition from preschool or childcare centers, our school participates in a community school fair that is held in the spring wherein incoming families can receive information on school programs and registration procedures. School tours are offered and parents are encouraged to schedule individual meetings with a Social Worker to discuss requirements, school policies, expectations and any other pertinent information that will assist them through this transition process. Also, the school sends a representative to preschool programs in the neighborhood to meet with parents during orientation sessions.**

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 participate in the development and use of grade level assessments and rubrics. Mutual grade level preparation periods provide time for grade level meetings on a weekly basis and opportunities for ongoing share of practices, study groups, curriculum development and assessment of student work. Individual data meetings are scheduled to discuss delivery of data driven instruction and assessment. Teachers are trained in the collection and use of different data reports and web based data portals.**

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.\

**Students experiencing academic difficulties are referred to the school's Pupil Personnel Team. Deficiencies are identified and intervention programs are recommended and coordinated with the classroom teachers for Tier I or Tier II services. Benchmarks are established and data is collected and analyzed regularly in order to determine effectiveness of program and next steps.**

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.

**We are in partnership with the following programs:**

**State: 21<sup>st</sup> Century Learning Clubs, state funded program awarded through a district grant**

**Local programs: Borinquen Health Clinic, United Way/Just Us Program, Mt. Sinai Adolescent Clinic, EPIC (Parenting program with a school-based character education and leadership training), Urban Dove.**

#### **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:** \_\_\_\_\_ **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

### **Part B: For Title I Schools Identified for Improvement**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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<sup>1</sup> School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

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

**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.

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**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)*<sup>2</sup> 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

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

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

– **English Language Learners**

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

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

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

**During cross articulation meetings we discussed and analyzed state standards and writing expectations. We have discussed the writing curriculum with teachers across the grades to analyze the depth of understanding and next steps for professional development. Administrators, coaches and teachers are currently engaged in conversation and analysis of our curriculum mapping to determine what skills, strategies and student outcomes need to be included to ensure expected levels of cognitive demands at each grade level. To assess the depth of our taught curriculum we have conducted walkthroughs that focus on depth of instruction and emphasis on listening, speaking and writing skills. A review of ELA instructional materials indicated that there is a sufficient amount of materials in each classroom and that they are relevant and current. Results of our review indicated that we need to purchase more non-fiction materials to enhance classroom libraries.**

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?

**Writing instruction is inconsistent across the grades as evidenced by analysis of student work and expectations by grade level. Review of lesson plans, classroom observations and discussions at grade level meetings indicate that teaching critical analysis is not as consistent and in depth as it needs to be.**

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.

**This school year we are participating in the Teachers College Reading and Writing Project. The focus of this professional development program is to develop instructional methodologies and techniques related to the teaching of reading and writing. Teachers will participate in lab sites facilitated by a Teachers College staff developer and will attend common grade level meetings to discuss methodologies and techniques used in the lab site. Teachers will also attend professional development session specifically planned for each one of the writing units of study covered during the school year. ELL and classroom teachers are now working together to establish an effective push –in/pull-out model that allows for more differentiated instruction. Program schedules have been arranged so that ELL teachers can participate and plan collaboratively in common grade level meetings. Funds have been allocated to purchase Non-fiction text to enhance our existing libraries.**

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## **1B. Mathematics**

### **Background**

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

### **Specific Math Alignment Issues:**

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except

for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.

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

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

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

**To assess whether this finding is relevant to our school's educational program, we conducted a review of the curricula we use (Everyday Mathematics and Impact Mathematics). Review and discussion of findings related to the alignment to New York State content and process strands was done during grade level meetings. We also held cross grade articulation meetings to discuss the depth of what is being taught at each grade level as compared to the state standards. To keep ourselves focused on deep learning experiences in mathematics, we plan to continue analyzing, discussing and aligning our curriculum to the New York State content and process strands.**

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?

**We have found that both the Everyday and Impact Mathematics instructional materials are weak in covering the New York State process strands. We also found that there are some gaps in the middle school Impact Mathematics curriculum and that the curriculum does not address all of the New York State content standards in the area of measurement. Lastly, we agree that the curricula do not support teaching mathematics with the depth required by the New York state standards. These findings are relevant to our school's educational program in that; a) we need to address these gaps so that students meet the content standards, b) teachers are aware of the importance of these strands and students are taught through these processes, c) findings are relevant to students' performance on curriculum, predictive and state assessments.**

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

**We have begun to address these findings in our school by discussing with teachers ways to modify the curriculum plan to address the process strands. During grade level meetings and professional development sessions, we discussed with teachers how to use open ended problems for instruction and assessment to ensure process strands are being taught and assessed. We have planned each unit to include New York State process standards that align with the content standards and selected or designed a performance task to assess process as well as content for the unit. We have expanded this work with open ended problems and process standards to our middle school classes this year.**

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## **KEY FINDING 2: INSTRUCTION**

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

### ***2A – ELA Instruction***

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

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

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

**To assess the extent of direct classroom instruction in our school we conducted classroom observations, review of lessons plans, instructional walkthroughs and ELA meetings with a focus on teaching practices. Results indicate that our students are engaged in educationally relevant activities and that the workshop model is the practice use across the grades.**

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?

**Lesson plans that reflect instructional planning based on the workshop model are used across the grades. There is evidence of differentiated instruction in lesson plans and student work. Conference notes are used to plan for small group guided reading/writing groups.**

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.

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## **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 (SOM)*<sup>3</sup> and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

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<sup>3</sup> 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.

**To determine whether this finding is relevant to our school’s educational program, administrators and coaches have conducted multiple walkthroughs to observe instructional practices and student engagement during math instruction. Grade level math meetings have focused on student’s engagement, instructional practices and the use of technology.**

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?

**Classroom observations suggest that there is some student engagement depending on the classroom and the content area being taught and that there is more student engagement in the elementary grades. Through conversations and planning sessions with teachers we found that direct instruction is what teachers know or have learned and what they are practicing, especially in the upper elementary and middle school grades. Lastly, we also found that teachers did not have the necessary technology to use or were not using it frequently.**

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.

**We are addressing this issue on a school wide level, in grade specific meetings and in one on one work with teachers. On a school wide level, we have begun to send teachers to math professional development workshops that focus on engagement and research based best practices. We have also focused our school wide professional development sessions on teachers engaging in mathematics to understand its value and the process the students will go through during a lesson. We purchased grade appropriate calculators for all students.**  
**In grade specific meetings, we have engaged in mathematics discussion focusing on the purpose and value of students’ engagement and how to foster these experiences in the classroom. We have discussed our curricular units and planned additional activities to engage students in authentic learning experiences. We have held lab sites to work on the pedagogy of student engagement and differentiation. We have researched and looked at technology to understand the reasons for using it and how we can help students learn through technology.**  
**Our one on one work with teachers has focused on pedagogical practices for engaging students and how to teach through a variety of methods. We are planning a study group based on a professional book that focuses on engagement through students’ discussion.**

**KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

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

Please respond to the following questions for Key Finding 3:

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

**To assess if this finding is relevant to our school’s educational program we reviewed School Report Cards, hiring history from the past three years and personnel records.**

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?

**Findings indicate that our school has made significant progress in this area.**

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

**KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

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

Please respond to the following questions for Key Finding 4:

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

**To determine whether this finding is relevant to our school’s educational program we will conduct surveys and interviews with classroom and ELL teachers. Findings will be used as a basis for the development of our professional development plan in this area. We will also conduct a review of past professional development opportunities offered to our staff and attendance records to ELL professional development activities.**

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?

**Instructional walkthroughs suggest that no ESL methodologies are being used in the classroom to support ELL student’s needs. At grade level meetings we have discussed the challenges associated with collaborative planning for push-in ELL services. These challenges are a direct consequence of the lack of understanding and the need for professional development in this area.**

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

**We are addressing this issue by encouraging attendance of classroom teachers at ESL professional development activities. We recognize the need to schedule time to turn-key important and relevant ELL information to school staff. Our ELL teachers will continue to participate in the LSO/ESL network and will disseminate the information gathered at those meetings. Some grade level meetings will be dedicated to plan ESL curriculum and instruction.**

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#### **KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

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

Please respond to the following questions for Key Finding 5:

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

**To assess whether this finding is relevant to our school's educational program we conducted a review of the school's data collection and distribution procedures. We also analyzed the level of access and availability to all sources of data by all classroom teachers.**

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

Applicable  Not Applicable

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

**Discussions at our grade level planning sessions and review of lesson plans show no evidence of in-depth analysis of data for this sub-group. We conducted a review of data collected and used by teachers and we found that ELA and Math data was included for every child in the classroom, however these data was not disaggregated specifically for the ELL students. NYSESLAT scores are usually discussed in terms of a child "passing" or "not passing" the NYSESLAT, with no discussion about specific performance in any of the four modalities.**

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.

**A data spreadsheet including proficiency levels, raw scores of the four components of the NYSESLAT, duration of ESL services and other pertinent information will be distributed to all classroom teachers to help them understand and plan instruction for this particular group. Periodical debriefings from ESL teachers will occur throughout the school year. We will continue to support the availability of all sources of data for all classroom teachers**

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#### **KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

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

Please respond to the following questions for Key Finding 6:

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

**In order to assess whether this finding is relevant to our school's educational program we conducted a review to find out if every teacher has copies of IEPs for students in their class. We reviewed records of topics and attendance at professional development sessions specifically addressing special education issues.**

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

Applicable  Not Applicable

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

**A review of availability of IEPs strongly suggests that teachers have copies of student's IEPs in their classrooms. Furthermore, interviews revealed that teachers are familiar with the content of the IEPs and the accommodations and modifications that are recommended for each child. A review of referrals to our School Intervention Team (SIT) revealed a lack of understanding of the different approaches that can be used in the general education classroom before submitting a referral for out of classroom interventions or evaluation. Few teachers were familiar with behavioral support plans for students with IEPs.**

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.

**Since last school year, we have been working with our Network Specialists and SETRC to develop a researched based plan of instruction for the special education child both in the general and special education classroom. Professional development activities planned for the 2008-09 school year include Differentiated Instruction and Reading and Math Great Leaps program. We are also developing a calendar for training of staff on the Continuum of Services, LRE options, implementation of Tier 1 and Tier 2 intervention strategies and the pre-referral process.**

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

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students

are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

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

**To assess whether this finding is relevant to our school's educational program we conducted reviews of IEPs and held meetings with both general and special education teachers, members of the School Based Support Team and Guidance Counselor.**

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

Applicable  Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**Results reveal that the only accommodations and/or modifications being used in the classroom are only during testing (both formal and informal). These plans, for the most part, do not address accommodations/modifications for classroom environment/instruction. Behavioral plans are rarely developed. The lack of alignment between IEP goals, objectives and modified criteria and grade level state tests is a major concern.**

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

**Special Education staff responsible for the development of IEPs will study state grade level standards, school's curriculum and student achievement data to identify essential knowledge and skills that students need in order to be prepare for state tests. This information will be used to generate IEPs goals and objectives that are aligned with the content on grade level state tests. Implications for classroom instruction will be discussed with classroom teachers during IEP conferences. School Based Support Team and Guidance Counselors will develop behavioral plans for all students with documented behavioral issues or concerns. Classroom environment/instruction accommodations and modifications will be discussed with classroom teachers and specifically stated on students' IEPs.**

**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>

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### **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.)

**Ten (10) students in our school are currently in temporary housing**

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

**Counseling with a Social Worker through our on site health clinic, referrals to outside agencies, medical services through Borinquen Health Clinic (on-site clinic), regular phone calls and home visits to monitor attendance/lateness, participation in extra curricular activities.**

### **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.

## Attachment 1

### **Public School 7 (04M007) 2009-10 Language Allocation Policy (LAP) Narrative**

#### **ELL Identification Process**

At enrollment, a certified ESL teacher meets with parents to make an initial determination of the child's home language. To formalize the process parents are asked to complete a Home Language Identification Survey. The Parent Coordinator assists with the translation of all informal interviews conducted in Spanish. Two certified teachers assist with translations in Haitian Creole and French.

Once the Home Language Identification Surveys are completed, the ESL Teacher reviews them and determines if a language other than English is spoken at home. If it is determined that another language is spoken at home a Language Assessment Battery Revised (LAB-R) is administered to determine proficiency and eligibility.

Within the first 10 days after enrollment, parents of eligible students are invited to participate in an orientation session facilitated by our ESL teachers and Parent Coordinator. The different ELL programs that are available are explained in this informational and question-and-answer session. Parents receive parent notification letters and selection forms for completion. Parents are encouraged to fill out the forms after the orientation, but if not returned at this time, we follow up with phone calls and rescheduling. Parent choice is monitor regularly to ensure that the school is meeting parents' needs.

All communication is provided in the appropriate native language. Parent orientation sessions take place at the beginning of the school year as well as throughout the year to accommodate newcomers and transferees.

For the past four to five years, the trend in program choices has been free standing ESL programs only. If, and when, we receive another program choice, our staff will be available to assist the parents through the selection and placement process.

Parents of continuing ELLs receive results of the NYSESLAT and information regarding program eligibility for the new school year. Results are analyzed by ESL teachers, Principal and Assistant Principal and data is used to review results with parents.

## **ESL Instruction**

ESL instruction is delivered through both push-in and pull-out models. Newcomers and beginners mostly participate in pull-out services with some push-in to support learning in the content areas. As the students move to intermediate and advanced levels they participate mostly in push-in services, especially at the middle school level.

In order to ensure that students receive the mandated number of instructional minutes of ESL, the ESL teachers along with the Assistant Principal, analyze the needs of the various subgroups and schedule the ESL program accordingly. Consideration is given to student-teacher ratio and caseload is divided between the two ESL teachers.

Explicit ESL instruction incorporates thematic-based units with language and behavioral objectives for each lesson which are aligned with the New York State learning Standards for English as a Second Language. Language skills are embedded within the content area lessons. Skills-based instruction, including grammar and spelling, supplements each lesson. Throughout the grades, the units of study are aligned with the regular classrooms. Writing instruction focuses on connecting activities with the various cultural and personal experiences of our students. For more advanced students, we utilize stories with more complex vocabulary for reading and writing responses, provide guided group work and work on more advanced literacy skills.

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## **Instruction for ELL subgroups**

### **SIFE students:**

Although we don't have any students within this category at the present time, if any join us, we will include them in our ESL extended day program and will provide tutoring, additional ESL services as well as intervention services (AIS) using push-in and pull-out models.

### **ELLs in US schools less than three years:**

These students are scheduled for 360 minutes per week of ESL. They participate in our extended day ESL program and in summer enrichment programs for ELLs if available. Within the mainstream classroom, small group instruction with language support is provided. Participation in our after school club program and in the arts (dance, theater, music) helps to enrich vocabulary and develop cultural awareness.

### **Long-term ELLs:**

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Long-term ELLs participate in our extended day program, Saturday ESL Academy and receive AIS services and instruction with levels of support as determined by predictive and standardized assessments results. Participation in a variety of enrichment activities provides opportunities for vocabulary development.

ELLs identified as having special needs:

These students are referred to bilingual special education programs if specified on their IEPs or if requested by parents or caregivers. For SETTS services, students will remain in monolingual classrooms depending on parental request.

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**Programming and Scheduling**

In order to streamline ESL instruction with that of the monolingual classroom, the ESL curriculum is fully integrated with all elements of balanced literacy. Factors that determine differentiated instruction/targeted interventions include groupings based on proficiency level, language development level, extent of formal schooling and performance on the LSRW (listening, speaking, reading and writing) components of the NYSESLAT.

Beginning and intermediate level students will receive 360 minutes a week of freestanding ESL services. Students are usually served through a pull-out model offered in 90 minute blocks. Advanced level students receive 180 minutes of services a week mostly through a push-in model. ESL and classroom teachers plan together to align the curriculum and find ways to support ELL students in the classroom. This scheduling facilitates a continuous flow of instruction with limited interruption.

Our school implements the Teacher College Reading and Writing Project Workshop model. ESL and classroom teachers plan and deliver instruction incorporating ELL instructional techniques within this program and all content areas. ESL instructional materials include leveled libraries, the McGraw Hill Treasury of Literature Series, Gear Up, Exploring Writing and Leap Frog. To support phonemic awareness skills students at the pre-productive level (beginners) use the web based STARFALL program.

Our freestanding ESL program also allows ELL students to fully participate in the content areas of Mathematics, Science and Social Studies. ESL teachers, Principal and Assistant Principal will work collaboratively with content area teachers to support the development of ELL students' academic language in the content areas. Content area lessons plans will include activities and strategies that support the development of ELL students' academic language.

ELL students participate in a Saturday Academy that offers supplemental ELA and Math instruction. ELL students in need of AIS services participate in our extended day program.

Fifth through eighth grade ELL students, along with their monolingual peers, participate in an arts oriented after school program sponsored by the 21<sup>st</sup> Century Program. Students can choose to participate in musical theater, dance, digital photography/poetry and martial arts. This

program meets three afternoons a week. Students also have the opportunity to participate in sports related activities such as basketball and soccer.

Our music enrichment program includes participation of 2-8 grade students in the Juilliard Music School Morse Fellowship Program/Concert Series and in the Juilliard Instrumental Music Program. Kindergarten and 1<sup>st</sup> grade students participate in the 92<sup>nd</sup> Y Music Series Program.

Counseling and guidance sessions for newly enrolled ELL students and their families will be available as needed. Referrals to outside agencies and programs are made when necessary.

In order to ensure that former ELLs continue to have testing accommodations for up to two years after testing out we will keep records for each student in this category. Records will include NYSESLAT scores, year student tested out, date of last year eligible for testing accommodations. This records will be reviewed before each test administration and distributed to testing coordinators.

### **Professional Development and Support for School Staff**

Professional development is facilitated by our ESL teachers along with the Assistant Principal. Workshops focus on identification of ELL's, second language acquisition, assessing the needs of newcomers, parental involvement, developing academic language through content pedagogy, the myths and truths about ESL and tips to make lessons more comprehensible for all learners. These workshops are presented during staff development days and/or during the monthly staff meetings. All classroom teachers, paraprofessionals, School Based Support Staff, service providers and parent coordinator attend these meetings.

All staff members will also participate in a 4 session workshop titled "Developing ELL's Academic Language" facilitated by one of Network's ELL Specialist.

The Principal takes attendance at all professional development sessions and keep and maintains records in her office.

Also, our two ESL teachers participated in professional development activities offered through internal services, ELL Network Specialists and others. Workshops include topics such as; Using Data to Drive Instruction, Developing the Content in Language Knowledge Concurrently, Developing Academic Language Through Content Area Teaching and Developing Academic English and Writing Skills.

The Assistant Principal holds small group and individual meetings with ELL students and their parents to assist and support with the transition from elementary to middle school. The Guidance Counselor works with middle school teachers, students and their families to support and assist with the High School Articulation process. Support includes scheduling and going with parents and students to school tours and visits; translation of materials; filling out the applications and follow ups with new schools.

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## **Parental Involvement**

To ensure proper parent participation we send flyers, letters and make direct phone calls to all parents. Our Parent Coordinator serves as liaison and facilitates oral translation for Spanish speaking parents and the Assistant Principal translates all written correspondence. For our Haitian Creole/French parents one of our teachers assists us with oral translation. For our few Bengali families we have contracted translation services through a DOE approved vendor. The school also uses DOE correspondence that is already translated in different languages.

At the beginning of the school year the Parent Coordinator sends a Parent Survey to help us evaluate the needs of our parents and what services we can provide or plan for at the school level. According to the needs, we contact Community Based Organizations that will offer the services requested by parents. These services include on-site workshops for parents and referrals when appropriate or necessary.

Parent involvement activities include workshops/activities such as: literacy and math, health, ESL classes for parents, articulation to middle/high school, multicultural night, understanding the ELA State assessment and others. All workshops/activities are conducted in parent's native language.

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## **NYSESLAT data patterns across proficiency levels, grades and the four modalities:**

The results of the 2009 NYSESLAT indicate that 20% (12 students) of 57 students (K-7 only, former 8<sup>th</sup> grade students scores are not available after their graduation in June) tested scored within the proficient level. Of the rest, 28% scored within the intermediate, 24% within the advanced and 18% scored at the beginner level. However, results also reveal that 17 students (30%) stayed at the same level of overall proficiency as in the previous year.

An analysis of the four modalities reveals that 75% of students who took the test, and are currently enrolled in the school in grades 1-8, scored at the advanced level and 25% scored at the intermediate level in listening and speaking. Results of the reading and writing modalities reveal that in these two areas 40% of the students are performing at the intermediate level and 40% at the advanced level. The analysis of the four modalities reveal a similar pattern than the one observed in the previous year.

As a result of this scoring pattern, more targeted reading and writing instruction

will be provided for all ELL students with additional academic support services; such as small group and guided reading and writing instruction, integration of the teaching of English language skills within the content areas and scaffolding of language learning according to the individual needs of each student.

**Data patterns within English Language Arts and Mathematics:**

Of the 17 students still enrolled at our school who took the ELA test in 2009, 90% scored on Level 2, 5% scored on Level 3 and 5% percent scored on Level 1. In general, statistics reveal that during the 2008-09 school year, exemplary gains in ELA for ELL students was 30.0%, a slightly lower percentage than in the previous year.

Of the 18 students still enrolled at our school who took the Mathematics test in 2009, 50% scored at Level 3 and the other 50% scored on Level 2. In general, statistics reveal that during the 2008-09 school year, exemplary gains in Mathematics for ELL students was 14.3%. Overall, exemplary gains in mathematics were significantly lower than in the previous year.

The predictive assessments in ELA and Mathematics provide information that is used to determine exactly what a child has learned and what each still needs to learn. These assessments are administered three times a year to students in grades 3-8. Results of these assessments are used to identify individual academic strengths and weaknesses. Additionally, for ELL students these results are used to plan the scaffolding of instruction for each student. Levels of support within each skill area are mapped out by each teacher for each student in the classroom and are then implemented during individual conferencing periods, small group instruction using skilled-based grouping and guided reading and math groups. Our ESL teachers participate in the analysis of assessment results and plan for the delivery of ESL instruction based on advancing the skill levels of the students with whom they work.

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**SCHOOL PARENT INVOLVEMENT PLAN**

**I. School Parent Involvement Policy: Please develop a schoolwide policy statement that addresses the school's parent involvement philosophy and goals. Please ensure that your policy and goals are aligned with the District's policy and goals.**

At PS/MS 007 the circle of community extends outward to embrace parents, who are viewed as the child's first and most important teachers. A vital partnership is created between the home and school, one that begins during the pre-kindergarten year and continues to strengthen through grade eight. The goals for our parent program include the following:

1. To help parents understand our school's instructional program and the ways in which they can support academic achievement for their children.
2. To provide opportunities for parents to celebrate the achievements of their children along with the students and staff.
3. To provide opportunities for parents to participate in parenting and educational programs to enhance their personal and professional growth and to help them develop the skills necessary to support student achievement.
4. To collaborate with the Parents Association and School Volunteers in their efforts to provide our school with parental assistance and support.
5. To involve parents in schoolwide planning activities as members of our leadership team, curricular committees, Title I committees, PAC committees and our nutrition committee.

**II. Please describe how your plan will ensure that parents, including working parents and parents of students with special needs, are going to be afforded the opportunity to participate.**

Our parent involvement plan includes all parents within our school community. All parents are invited to join our Parents Association, to participate in our workshops, to attend our curriculum night and to celebrate the work of our students at concerts, exhibitions and publishing parties. Working parents are encouraged to attend early morning workshops and evening parent-teacher conferences. The Borinken Health Program is available to all families after school and on Saturdays at their clinic site. SBST staff members, as well as teachers and administrators, reach out to working parents by phone or letter when necessary. Parents of students with special needs are included in all of our activities.

**III. Please describe your school's mechanisms and procedures to inform parents in a timely fashion of meetings, workshops and other opportunities available to parents.**

Parents are informed of meetings, workshops and other opportunities through administrative letters, newsletters or letters from classroom teachers which are sent home with our students. Student invitations, flyers and posters are used to invite parents to schoolwide celebrations such as our choral concerts, 100<sup>th</sup> Day of School Exhibition and Family Math Night. In addition, calendars of school events are sent home at the beginning of each month and posted in the school's lobby to ensure that parents are informed of activities in time to plan to attend.

**IV. Please describe how parents are involved in a decision-making capacity. Include how many parents are involved in your school's leadership team and how they are selected.**

Our parents are involved in decision-making within our school community in the following ways:

1. The parent volunteers meet monthly to discuss issues related to their responsibilities in the school and their observations are brought to the attention of the School Leadership Team.
2. A parent survey is distributed at the beginning of the school year to ascertain the needs and interests of parents as to the types of workshops and activities in which they would like to participate at the school. These activities and workshops will be offered to parents on a monthly basis throughout the school year.
3. Parent interviews, surveys and reflections are considered in the planning of the school's instructional programs for our students.
4. The Parents Association, along with the approval of the principal, makes decisions as to fund-raising activities, parent sponsored school events and additional ways in which our parents can support and participate in the school's instructional programs.
5. Our School Leadership Team currently consists of five parents and five staff members. The team members are responsible for the development of the school's Comprehensive Education Plan, for sharing ideas and concerns about school issues and for working on constructive solutions to meet the needs of all our students.

**V. List the projected school year's activities for parents.**

<b>ACTIVITY</b>	<b>PROJECTED DATE(S)</b>
Borinken Health Program	Daily: Throughout the School Year
School Based Support Team Outreach	Daily: Throughout the School Year
Parenting and Educational Workshops	Monthly
Parent Association Meetings	Monthly
School Leadership Team Meetings	Monthly
Curriculum Night	October, 2009
Parent/Student School Compact Meeting	November, 2009
Parent/Teacher Conferences	November, 2009 & February, 2010
Family Math Night	May, 2010
ESL Workshops	Spring Session: Twice a Week

Middle School Articulation Meeting	November 2009
High School Articulation Meeting	September 2009
Family Literacy Program	Spring, 2010

**VI. Please describe how you will assess the efficacy of your parent involvement plan.**

Our parent involvement plan will be assessed in the following ways:

1. The attendance at parent activities will be analyzed to determine the extent to which parents are participating.
2. A parent survey will be administered in the spring to determine the extent to which parent needs have been met through our parent involvement program.
3. An improvement in students' achievement, as evidenced by a raise in the standardized test scores, may reflect the strengthening of the partnership between our parents and the school.
4. An annual review of the Parent Involvement Plan is conducted each year during the month of October. For the 2009-10 school year the annual review was conducted in October 22, 2009.