



**THE LUIS BELLIARD SCHOOL**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: (06/ MANHATTAN/ 06M008 CEP FINAL 2009-2010)**

**ADDRESS: 465 WEST 167 STREET NEW YORK, NY 10032**

**TELEPHONE: 212 928-4364**

**FAX: 212 928-4072**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 008M      **SCHOOL NAME:** Luis Belliard School

**SCHOOL ADDRESS:** 465 West 167 Street New York, NY 10032

**SCHOOL TELEPHONE:** 212 928-4364      **FAX:** 212 928-4072

**SCHOOL CONTACT PERSON:** Washington Hernandez      **EMAIL ADDRESS:** whernandez@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Washington Hernandez and David Schweitzer

**PRINCIPAL:** Rafaela Landin

**UFT CHAPTER LEADER:** David Schweitzer

**PARENTS' ASSOCIATION PRESIDENT:** Santos Luna

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

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

**DISTRICT:** 06      **SSO NAME:** Leadership

**SSO NETWORK LEADER:** Lawrence Block

**SUPERINTENDENT:** Martha Madera

**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
Rafaela Landin	*Principal or Designee	
David Schweitzer	*UFT Chapter Chairperson or Designee	
Santos Luna	*PA/PTA President or Designated Co-President	
	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>	
Arnery Reyes	CBO Representative, if applicable (Not a Voting Member)	
Rita Cortez	Member/ Parent	
Merys Pina	Member/Parent	
Candida Garcia	Member/Parent	
Martha Rodriguez	Member/Parent	
Washington Hernandez	Member/Teacher	
Junior Hernandez	Member/Teacher	
Valerie Stancil	Member/Teacher	

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

. \* Core (mandatory) SLT members.



## **SECTION III: SCHOOL PROFILE**

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

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

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Public School 8 (PS 8), the Luis Belliard School, is a full-service community school located in the Washington Heights section of Upper Manhattan in Community School District 6 (CSD6). It is challenged by a low income neighborhood plagued with issues prevalent in most urban communities. It is a barrier-free and handicapped accessible community school, with a partnership with our on-site Community Based Organization (CBO), The Children's Aid Society (CAS). In 1995, PS8 opened its doors to provide services for children in Early Head Start, Head Start, pre-K and grades K-5. The school was restructured in 2005 and divided into two smaller learning communities: The Bright Beginnings Academy, which includes grades kindergarten through 2, and the Langston Hughes DREAM Academy which includes grades 3 through 5.

The school's composition is as follows: 579 students registered from Kindergarten through grade 5. The school population is comprised of 94.3% Hispanic (primarily Dominican), 4.4% Black, 0.2% American Indian or Alaskan Native, 0.5% White, and 0.6% Asian students. The student body includes 48% English language learners and 14% special education students. Boys account for 53% of the student enrollment and girls account for 47%. The average attendance rate for the past 3 years is 93.4%. The school is in receipt of Title 1 funding with 93.09% eligibility.

Our mission is to give all students the opportunity to become independent thinkers and learners who are responsible, creative and well adjusted individuals. We foster a nurturing, supportive and safe environment that promotes a strong foundation of knowledge, skills and experiences. We are committed to joining in partnership with our entire school community in an effort to provide our children with the best opportunities for learning. Our students in fifth grade are afforded the opportunity to participate in a ten week program with the American Ballroom Dance and students in grades K-2 participate in key board classroom instruction through our partnership with Music and the Brain.

PS 8 is supported by America's Choice School Design (ACSD) and AUSSI, they provide professional development and guidance in implementing a standards-based curriculum. Teachers work collaboratively to create a seamless, school-wide, standard curriculum map, units of study, and differentiated lessons in all content areas. Our teachers work together to review students' data, student work and data found in ARIS in order to plan differentiated lessons. Teachers focus on student outcomes, using a systematic, data informed approach.

Parents are an integral part of the educational process at PS 8. They are active participants in our monthly parent meetings, parent orientation day, on-going workshops, math mornings and career days, as well as, serve as committee members in our decision-making teams. We believe that our families are a very important component that supports the success of our school, and we value their opinions, input, and participation.

## SECTION III – Cont'd

### Part B. School Demographics and Accountability Snapshot

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

#### CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	P.S. 008 Luis Belliard						
District:	6	DBN:	08M008	School BEDS Code:	310800010008		
DEMOGRAPHICS							
Grades Served:	Pre-K		3	√	7		11
	K	√	4	√	8		12
	1	√	5	√	9		Ungraded
	2	√	6		10		√
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	0	0	0		93.4	92.7	TBD
Kindergarten	100	88	73	Student Stability - % of Enrollment:			
Grade 1	119	110	104	(As of June 30)	2006-07	2007-08	2008-09
Grade 2	96	117	88		92.2	93.5	TBD
Grade 3	118	103	101	Poverty Rate - % of Enrollment:			
Grade 4	109	103	101	(As of October 31)	2006-07	2007-08	2008-09
Grade 5	108	100	96		92.8	88.6	93.0
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 8	0	0	0		5	3	TBD
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 11	0	0	0		34	29	34
Grade 12	0	0	0	Special Education Enrollment:			
Ungraded	1	2	1	(As of October 31)	2006-07	2007-08	2008-09
Total	651	612	580				
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	43	35	32	Principal Suspensions	22	26	TBD
# in Collaborative Team Teaching (CTT) Classes	0	11	19	Superintendent Suspensions	13	7	TBD
Number all others	39	35	39				
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:			
				(As of October 31)	2006-07	2007-08	2008-09
				CTE Program Participants	0	0	0
				Early College HS Program Participants	0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
# in Transitional Bilingual Classes	105	95	197	Number of Teachers	44	53	51
# in Dual Lang. Programs	136	115	109				
# receiving ESL services only	107	107	101				

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	5	15	21	Number of Administrators and Other Professionals	6	19	18
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	2	1
<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	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	75.0	71.7	68.6
				% more than 5 years teaching anywhere	65.9	69.8	70.6
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher			
(As of October 31)	2006-07	2007-08	2008-09		93.0	91.0	88.0
American Indian or Alaska Native	0.0	0.2	0.0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)			
Black or African American	4.6	4.4	5.2		97.0	91.7	98.7
Hispanic or Latino	95.2	94.3	94.1				
Asian or Native Hawaiian/Other Pacific Isl.	0.2	0.6	0.5				
White	0.0	0.5	0.2				
Male	53.2	52.6	51.6				
Female	46.8	47.4	48.4				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10) Based on 2008-09 Performance:							
	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
√	NCLB Restructuring – Year 2						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area Ratings:							
<u>Elementary/Middle Level</u>				<u>Secondary Level</u>			
ELA:	Restructuring Y 2			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		<u>Elementary/Middle Level</u>			<u>Secondary Level</u>		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	√			
<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		√	√	√			
Student groups making AYP in each subject		5	5	4	0	0	0
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	TBD	Overall Evaluation:		TBD			
Overall Score:	TBD	Quality Statement Scores:					
<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.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							

## SECTION IV: NEEDS ASSESSMENT

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

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

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

As part of our needs assessment, P.S. 8 collected, reviewed, and analyzed student achievement data and our school educational program for all grades, K-5. We analyzed the following quantitative and qualitative data regarding student performance trends.

### ELA Achievement Data

#### All Tested Students Scoring Levels 3 and 4 in the NYS ELA Assessment

Grade	2006-2007	2007-2008	2008-2009
3	21.9%	48.4%	50.0%
4	38.8%	50.5%	54.0%
5	25.2%	54.6%	62.2%
Overall (Grades 3, 4, and 5)	28.4%	51.2%	55.2%

#### Subgroup: *English Proficient Students* That Scored a Level 3 or 4 in the NYS ELA Assessment (Grades 3, 4, and 5)

Year	Percentage
2007	42.6%
2008	70.3%
2009	71.6%

#### Subgroup: *ELL Students* That Scored a Level 3 or 4 in the NYS ELA Assessment (Grades 3, 4, and 5)

Year	Percentage
2007	11.1%
2008	27.9%
2009	36.8%

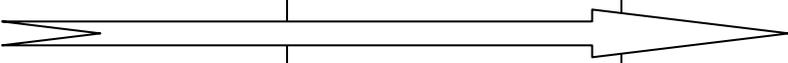
**Subgroup: Special Education Students That Scored a Level 3 or 4 in the NYS ELA Assessment (Grades 3, 4, and 5)**

Year	Percentage
2007	11.4%
2008	20.5%
2009	18.4%

**Summary:** In review of this data, PS 8 found that the overall percentages of third, fourth, and fifth grade students scoring a level 3 and 4 in the **2008-2009 NYS ELA** examination was 55.2%. In **2009** there was an increase from 51.2% in 2007-2008 to 55.2% in 2008 – 2009. This resulted in a **4% increase** for students in grades 3-5 in the ELA from **2008 to 2009**.

Furthermore, when analyzing the data for our subgroups, we found that there is an increase in the number of students scoring at levels 3 or above in all subgroups, except in the subgroup for SWD. English Proficient students continue to make improvement; 71.6% of English Proficient students scored a level 3 or 4 in the 2009 NYS ELA examination. The number of English Language Learners performing at levels 3 or above has also increased from 28% in 2008 to 37% in 2009. Although we are seeing a greater number of students achieving at or above proficiency levels, our data indicates that our Special Education Students and our Ells are performing far below our English Proficient students. Our Restructuring Plan indicates that the school has implemented support systems in order to increase the percentage of ELLs and Special Education students scoring at a level 3 or 4 in the NYS ELA examination. In addition, we realize that we must design a clear plan of support for our students in levels 3 or above in order to support them in making continuous yearly progress. As a school we have made progress in addressing the needs of our English proficient students, however supporting our subgroups in closing the achievement gap continues to present challenges. Over the years, we have modified our original restructuring Plan to align our instruction and programs to meet the needs of students. The following chart depicts these changes.

**Restructuring Plan Reflection**

Year 1 2005-2006	Year 2 2006-2007	Year 3 2007-2008	Year 4 and 5 2008 - 2010 2008 Met AYP for All Subgroups and 2009 Met AYP for All Subgroups Except SWD
Instructional Emphasis	Instructional Emphasis	Instructional Emphasis	Instructional Emphasis
<ul style="list-style-type: none"> <li>■ America's Choice Design</li> <li>■ Professional Development</li> <li>■ Small Learning Communities</li> <li>■ Standards-based curriculum alignment</li> <li>■ Literacy Lab sites</li> <li>■ On-going Assessment</li> <li>■ Literacy Coaches</li> <li>■ ELL support</li> <li>■ Parent</li> </ul>	 <ul style="list-style-type: none"> <li>■ Math workshop Model</li> <li>■ Differentiated instruction</li> <li>■ Increase Math time</li> <li>■ Math Lab sites</li> <li>■ Literacy in content area</li> <li>■ Social Studies / Science</li> <li>■ Assessment/ Data Analysis</li> </ul>	<ul style="list-style-type: none"> <li>■ CTT class Gr. 3</li> <li>■ Differentiated Instruction</li> <li>■ ESL Self-Contained</li> <li>■ Guided Reading Instruction</li> <li>■ Data Driven Instruction / Assessments</li> <li>■ ELA Inquiry Team</li> <li>■ Study Groups (ELLS, SWLD,</li> </ul>	<ul style="list-style-type: none"> <li>■ Co-teaching Model grades 4/5</li> <li>■ Differentiated Instruction</li> <li>■ CTT classes Grades K,4,5</li> <li>■ Inquiry Team and Professional Learning Community</li> <li>■ Guided Reading Instruction</li> <li>■ Use of Assessment to inform instruction and planning</li> <li>■ Content Area Writing</li> </ul>

Coordinator		Vocabulary and Guided Reading)	<ul style="list-style-type: none"> <li>■ Lesson Study Model with special attention to ELLs and SWD</li> <li>■ Science Lab</li> <li>■ Professional Learning Teams (90% of Staff)</li> <li>■ Guided Math Instruction</li> <li>■ Emphasis on critical thinking</li> </ul>
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**As per the 2008-2009 NYS Accountability Report Card the school has made adequate yearly progress (AYP) for all sub-groups; except for SWD, in English Language Arts. In Mathematics and Science, our school is in Good Standing.** In an effort to address the achievement gaps amongst all subgroups; the school will implement the following initiatives:

- Create opportunities for the staff to meet and plan differentiated lessons with special attention to ELL and SWD. Teachers will function as professional learning communities in vertical and horizontal alignment of the curriculum.
- Increase opportunities for teachers in the areas of differentiated instruction, guided reading and vocabulary instruction in order to further develop these areas of literacy development.
- Continue to implement a Co-teaching model of instruction for two periods a day (a total of 100 minutes) in the third, fourth and fifth grade to support students in skills block, guided reading and writing development.
- Expand the number of Collaborative Team Teaching classes in the school from two to three classes. The school has one 4<sup>th</sup> grade CTT class and one CTT class in grade 5. We have added one Kindergarten class due to the number of turning 5 students entering grade K. Each Class has an experienced and highly qualified Special Education Teacher and an ESL Specialist in order to further support our Special Education students and English Language Learners.
- Reduce the number of students in grade 4 by opening an additional class; in order to support ELLs and SWD.
- Increase parental participation and involvement through training, on-going newsletters, open house meetings for all content departments, progress reports and parent coordinator contacts.
- Develop progress reports three times a year to inform parents and families of students' progress.
- Provide for an additional AIS position support SWD, ELL and bilingual students in literacy and math development (English and Spanish).
- Provide for 2 F status positions- Technology Director (for the purpose of increasing the technology integration into the classroom that supports differentiated instruction), and Academic Intervention Specialist that supports the AIS teachers with the implementation of the intervention model.

## 2007-2008 and 2008-2009 NYSESLAT Reading and writing Data

	<u>Grades</u>	<u># Tested</u>	<u>Beginning</u>	<u>Intermediate</u>	<u>Advanced</u>	<u>Proficient</u>
<u>07-08</u>	<u>K-01</u>	<u>114</u>	<u>25%</u>	<u>31%</u>	<u>32%</u>	<u>13%</u>
<u>08-09</u>	<u>K-01</u>	<u>100</u>	<u>24%</u>	<u>26%</u>	<u>29%</u>	<u>21%</u>
<u>07-08</u>	<u>02-04</u>	<u>184</u>	<u>17%</u>	<u>26%</u>	<u>39%</u>	<u>18%</u>
<u>08-09</u>	<u>02-04</u>	<u>172</u>	<u>19%</u>	<u>23%</u>	<u>44%</u>	<u>15%</u>
<u>07-08</u>	<u>05-06</u>	<u>37</u>	<u>22%</u>	<u>22%</u>	<u>41%</u>	<u>16%</u>
<u>08-09</u>	<u>05-06</u>	<u>41</u>	<u>22%</u>	<u>17%</u>	<u>29%</u>	<u>32%</u>
<b><u>07-08</u></b>	<b><u>Total</u></b>	<b><u>335</u></b>	<b><u>20%</u></b>	<b><u>27%</u></b>	<b><u>37%</u></b>	<b><u>16%</u></b>
<b><u>08-09</u></b>	<b><u>Total</u></b>	<b><u>313</u></b>	<b><u>21%</u></b>	<b><u>23%</u></b>	<b><u>37%</u></b>	<b><u>19%</u></b>

A review of the 2008-2009 NYSESLAT Reading and Writing data reveals that 44% of students in grades K-5 are performing at the beginning and intermediate levels. In order to close the achievement gap between our proficient and English language Learners, we need to continue to enhance our teaching practice as well as provide professional development to our teachers in developing strategies that support literacy development for ELL. We need to increase the percentage of students obtaining Advanced and Proficient Levels on the NYSESLAT.

### Math Achievement Data

#### Students Scoring Level 3 or 4 in the NYS Math Assessment

<b>Grade</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<b>3</b>	<b>58.0%</b>	<b>70.4%</b>	<b>79.1%</b>
<b>4</b>	<b>60.2%</b>	<b>50.0%</b>	<b>65.6%</b>
<b>5</b>	<b>43.1%</b>	<b>53.5%</b>	<b>78.4%</b>
<b>Overall (Grades 3, 4, 5)</b>	<b>53.9%</b>	<b>57.8%</b>	<b>74.6%</b>

#### Subgroup: *English Proficient Students* That Scored a Level 3 or 4 in the NYS Math Assessment (Grades 3, 4, and 5)

<b>Year</b>	<b>Percentage</b>
2007	70.9%
2008	73.0%
2009	88.7%

#### Subgroup: *ELL Students* That Scored a Level 3 or 4 in the NYS Math Assessment (Grades 3, 4, and 5)

<b>Year</b>	<b>Percentage</b>
2007	35.4%
2008	40.9%
2009	60.5%

**Subgroup: *Special Education Students That Scored a Level 3 or 4 in the NYS Math Assessment (Grades 3, 4, and 5)***

<b>Year</b>	<b>Percentage</b>
2007	25.7%
2008	40.0%
2009	52.1%

**Summary:** From 2007 to 2009, the number of students who scored a level 3 and 4 in the NYS Math Examination has increased by 20.6% (from 53.9% in 2007 to 74.6% in 2009). We have also seen increases amongst English Proficient, ELLs, and Special Education students scoring at level 3 or 4 in the NYS Math examination. 88.7 % of English Proficient students scored a level 3 or 4 in the NYS Math examination, while 60.5% of ELLs and 52.1% of Special Education students achieved at or above proficiency levels.

While the results across the grades are very encouraging, we realize we must sustain and or exceed those results. To address the students in grades three, four and five who have not achieved mastery and those who are on or above standard, we will continue to implement the following initiatives:

- Mandated Extended Day Program for all students in grades 3-5 in order to provide small group and differentiated instruction based on the student needs according to results of pre-assessments.
- Differentiated instructional material to be utilized during extended time to provide test preparation for students in grades 3-5.
- A Math pacing calendar that clearly delineates what students need to know and be able to do at the end of each unit of study.
- Increase the number of professional development sessions on differentiated instruction in the area of Math.
- Establish Guided Math instruction and problem-solving on Fridays.
- Provide professional development on planning Guided Math instruction and the use of assessments to inform teaching.
- Expand the number of Collaborative Team Teaching classes in the school from two to three (today the school has one K CTT class, a 4<sup>th</sup> grade CTT class and a 5<sup>th</sup> grade CTT class) in order to further support our Special Education students.
- Schedule the Math Coach to provide supplemental Math instruction to newly-arrived students in grades 3-5.

**Progress Data for ELA and Math**

**Percentage of Students Making At Least 1 Year Progress in ELA and Math  
(Grades 3, 4, and 5)**

<b>Year</b>	<b>ELA</b>	<b>Math</b>
<b>2007</b>	<b>59.0%</b>	<b>49.0%</b>
<b>2008</b>	<b>76.8%</b>	<b>72.6%</b>
<b>2009</b>	<b>72.8%</b>	<b>75.8%</b>

**Summary:** Increasing the percentage of students making at least one year progress has been one of our greatest accomplishments in the area of Mathematics. In Literacy, however, this continues to present a challenge. Administrators, lead teachers, coaches and support staff serve as valuable resources to raise student performance and support school achievement goals. For the past three years, the percentage of third, fourth and fifth grade students making one or more years progress in Math has increased from 72.6% in 2008 to 75.8% in 2009, a total increase of 3.2%. In ELA, the percentage of students in grades 3-5 making one year progress decreased from 76.8% in 2008 to 72.8% in 2009; a total decrease of 4%. In order to ensure that we make a substantial increase in our students making at least one year progress this year, we have implemented the initiatives and programs listed above in the ELA and Math Achievement sections. We will also continue to monitor students' progress in both ELA and Math through the Inquiry Team analysis of classroom instruction, formative and summative data review.

## Science Data

### Students Scoring Level 3 and 4 in the Grade 4 NYS Science Assessment

Year	Percentage of Students Scoring Level 3 And 4
<b>2007</b>	<b>51%</b>
<b>2008</b>	<b>48%</b>
<b>2009</b>	<b>53%</b>

**Summary:** The implementation of our Science program is a continuous barrier to our school-wide improvement. We have seen a 5% increase in the number of fourth grade students who scored a level 3 or 4 in the NYS Science Assessment from 2008 to 2009. In order to support **all** of the students in the area of science, the school implemented the following initiatives:

- Ensure that science instruction is adequately programmed for all grades (K-2 – three periods per week, 3-5 –four periods per week)
- Adopt a hands-on, sequentially developed science curriculum for all grades.
- Provide AIS support in grades 3/4 to targeted, at-risk students in the area of Science.
- Ensure the use of the Teacher Resource Binder during bi-weekly common planning time
- Create a Science cluster program to support students in grades 3 and 4 with a hands-on, inquiry-based Science Lab

## **Social Studies Data**

### **Students Scoring Level 3 and 4 in the Grade 5 NYS Social Studies Assessment**

Year	Percentage of Students Scoring Level 3 and 4
<b>2005-2006</b>	<b>35%</b>
<b>2006-2007</b>	<b>44%</b>
<b>2007-2008</b>	<b>61%</b>

#### **Summary:**

Overall, on grade 5, student performance on the Social Studies State Test continues on an upward trend from 2006 to 2008. There was an increase of 17% in students scoring at level three or above from 2007 to 2007. In an effort to continue to support all of our students in the area of Social Studies, the following initiatives will be implemented:

- Ensure that social studies instruction is adequately programmed for all grades (K-2 – three periods per week, 3-5 –four periods per week in alternate weeks)
- Monitor SS instruction in order to effectively implement the Social Studies Scope and Sequence (NYS Education Department Core Curriculum)
- Ensure the use of the Teacher Resource Binder during bi-weekly common planning time
- Develop a Social Studies Curriculum Map by Grade that clearly delineates the timeframe for covering the curriculum material, a description of the expectations for both the students and the teacher – what the student should know as a result of having mastered this curriculum

### **Progress Reports for 2006-2007 & 2007-2008**

<b>School Year</b>	<b>School Environment</b>	<b>Student Performance</b>	<b>Student Progress</b>	<b>Additional Credit</b>	<b>Overall Score</b>	<b>Progress Report Grade</b>
2007-2008	11.3 out of 15	14.1 out of 25	40.0 out of 60	0.8 (15 max)	66.2 out of 100	<b>A</b>
2008-2009	13.8 out of 15	18.3 out of 25	59.3 out of 60	6.0 (15 max)	97.4 out of 100	<b>A</b>

**Summary:** Our report grade on the 2008-2009 Progress Report has been our greatest accomplishment. The graph above shows that the school has demonstrated significant increases in all categories within the progress report. A number of initiatives have been implemented to continue to support the IEP students and the teachers who are assisting them. First, the school has developed the co-teaching model for the second and third grades in order to assist the teachers in differentiating instruction for their students during the literacy block. Moreover, the school has 3 Collaborative Team Teaching classrooms that provide academic support to targeted students with IEPs. Thirdly, the school will continue to focus its professional development for the year on differentiated instruction and the use of assessments which will support all of the students at the school. Professional development opportunities are being provided for teachers in differentiated instruction, guided reading guided math and vocabulary instruction. Lastly, all third, fourth, and fifth grade students are mandated to attend an extensive test preparation program three days a week, 50 minutes

each day. The students in the program are grouped according to their DRA, NYSESLAT and ELA test scores.

### Quality Review for 2006-2007 & 2007-2008

Year	QS1	QS2	QS3	QS4	QS5	Results
2006-2007	Well Developed	Proficient	Proficient	Well Developed	Well Developed	Proficient School with Well-Developed Features
2007-2008	Well Developed	Well Developed	Well Developed	Well Developed	Proficient	Well Developed

#### Summary:

The Quality Review Data above shows that P.S. 8 has either increased or maintained a well-developed status for the first four Quality Statements. The only statement where the school showed a decrease is in Quality Statement 5 (Monitor and Revise) which states: **The school has structures for evaluating each student’s progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.**

Therefore, we will continue to ensure that we implement structures that will increase the quality score in this area. The following initiatives have been implemented in order to enhance structures for evaluating each student’s progress and to ensure that every student meets grade level expectations:

- Continue to enhance our ELA Inquiry Team with the support of the Senior Achievement Facilitator and the LSO Team Leader. These teams will continue to analyze data, conduct focused action research on the academic need of a targeted group, and implement instructional strategies based on the needs of the targeted group.
- Teachers will continue to use the results of the Predictive and ITA results to focus on specific student needs and provide instructional support to inform teaching and learning
- Continue to develop class data sheets to include formative and summative assessments for individual students in grades K-5. Teachers will use this information to plan learning goals for individual students and for grouping.
- Provide training to teachers during common planning time and through per-session activities on the use of the Knowledge Management System in ARIS

### **Inquiry Team Action Research**

#### **Data Inquiry Team’s End of the Year Reflection**

The goal of the team was for 75% of our target students (ELL, IEP, students scoring between 2.24 and 3.04 on the 2008 NYS ELA) to improve their proficiency levels from intermediate and advanced levels to proficient as evidenced by the results on the 2009 NYSESLAT exam. Four students moved from intermediate to advanced levels and four students moved from advanced to proficient. Even though the goal was not achieved, the Inquiry Team feels that the process of looking at instruction and focusing on teaching and learning will definitely increase student achievement. This year, our goal is to involve a minimum of 90% of our teachers in the inquiry process by providing staff with opportunity to participate in professional learning teams focused on differentiated lesson plans, goal setting and curriculum revision.

## 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.

ANNUAL GOAL	DESCRIPTION
<p><b>Goal 1:</b> The percentage of students achieving levels 3 and 4 on the ELA will increase from 55.2% in the 2008-2009 school years to 60% in 2009-2010; resulting in a 4.8% achievement gain, as evidenced by the results of 2010 NYS ELA Exam.</p>	<p>A review of the New York State ELA Data Report reveals that the percentage of students in grades 3-5 obtaining levels 3 and 4 increased by 3.7% from school year 2008 to 2009. In order to continue to support <b>ALL</b> of our students in getting closer to proficiency levels as measured by the NYS ELA exam, we have determined that the percentage of students achieving level 3 or above must increase and should become a school goal. This increase will allow us to meet AYP for all subgroups and NCLB mandates</p>
<p><b>Goal 2:</b> The percentage of English Language Learners, obtaining advanced and proficient levels in the NYSESLAT will increase from 56% in the 2008-2009 school years to 60% in the 2009-2010 school years, resulting in a 4% increase in students obtaining proficient and advanced levels in grades K-5, as evidenced by the results of the 2010 NYSESLAT.</p>	<p>A review of the 2008-2009 NYSESLAT data shows that 56% of our students achieved advanced and proficient levels. We hope to increase from 56% in the 2008-2009 to 60% in 2009-2010, an increase of 4%. In order to close the achievement gap between our proficient and English Language Learners, the SLT and the Design Team have decided to augment the percentage of students obtaining advanced and proficient levels in NYSESLAT.</p>
<p><b>Goal 3:</b> The percentage of students making at least one year progress in Mathematics will increase from 75.8% in the 2008-2009 school year to 85% in the 2009-2010 school year, resulting in a 9.7% increase in students’ yearly Mathematics progress in grades 3-5, as evidenced by the results of 2010 DOE Progress Report.</p>	<p>A review of the DOE progress report reveals that the percentage of students in grades 3-5 making one year progress increased by 3.2% in Math from school year 2008 to 2009. In order to continue to support <b>ALL</b> of our students in getting closer to proficiency levels in mathematics, we have determined that the percentage of students making one year progress must increase and should become a school goal.</p>
<p><b>Goal 4:</b> By June 2010, a minimum of 50% of students in grades 2 through 4 will move 3 - 4 DRA levels as evidenced by a comparison of the Fall 2009 (entering) and Year End 2010 administration of the DRA2 (Developmental Reading Assessments).</p>	<p>After a review of the Fall 2009 data for grades 2 through 4, we conclude that 67% of the students in grades 2-4 are currently at risk. Therefore, we decided that raising the independent reading levels of students in grades 2-4 should be a school-wide goal.</p>

<p><b>Goal 5:</b>  By June 2010, 90% of the staff will engage in Professional Learning Teams as evidenced by PLT Learning Logs</p>	<p>Last year, less than 20% of our teachers were involved in collaborative inquiry work. In order to align to the Chancellor's goal of 90% of the staff participating in collaborative inquiry, we decided that increasing the percentage of teachers participating in collaborative inquiry teams should be a school-wide goal.</p>

## SECTION VI: ACTION PLAN

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

**Subject/Area (where relevant):** Reading

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal 1:</b> The percentage of students achieving levels 3 and 4 on the ELA will increase from 55.2% in the 2008-2009 school year to 60% in 2009-2010, resulting in a 4.8% achievement gain, as evidenced by the results of 2010 NYS ELA Exam.</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><b>Use of Data</b></p> <ul style="list-style-type: none"> <li>- Organized classes based on DRA reading levels, ELA scores, and NYSESLAT scores <b>Responsibility: Supervisors    Time Frame: August– October 2009</b></li> <li>- Professional Development on the data Analysis of the DRA, ELA and NYSESLAT results to determine content and skills to be emphasized in literacy instruction <b>Responsibility: Supervisors, Design Team, teachers    Time Frame: September 2009 – June 2010</b></li> <li>- Analysis of Classroom Visitation Tools conducted by supervisors and the inquiry team to determine effective implementation of differentiated instruction and the use of data to inform instructional decisions <b>Responsibility: Principal, APs, Inquiry Team    Time Frame: October 2009-June 2010</b></li> </ul> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>- Leadership meeting with staff to outline and clarify data and set Goals <b>Responsibility: Principal    Time Frame: September 2009</b></li> <li>- Establish Professional Learning Teams to align curriculum to state standards with a focus on vertical and horizontal alignment and to develop curriculum maps that address content topics, skills to be mastered, strategies, and student outcomes. <b>Responsibility: Lead Teachers, Coaches, APs, Teachers    Time Frame: October 2009– June 2010</b></li> </ul>

- Implement a co-teaching model in grades 3,4, and 5 in order to support Differentiated instruction and Guided Instruction (School year 2009-2010)  
**Responsibility: Administration    Time Frame: September 2009–June 2010**
- Provide opportunities for teachers and co-teachers to plan differentiated lessons (during school hours and per-session activities)  
**Responsibility: Principal                      Time Frame: September 2009–June 2010**
- Organize and schedule a school wide monitoring system to determine student needs and progress (DRA, Words Their Way, ELA Pre and Post tests, Predictive and ITAs)  
**Responsibility: Principal, APs, Design Team    Time Frame: September 2009–June 2010**
- Provide opportunities to ELL and SWD to participate in the Achieve 3000 program.  
**Responsibility: Principal, APs    Time Frame: September 2009–June 2010**
- Mandate students in grades 3-5 to participate in the Extended Day program, 3 times per week for 50 minutes. Differentiated test preparation will be provided during this time.  
**Responsibility: Principal, APs    Time Frame: September 2009–June 2010**
- Organize the Extended Day Program according to the results of the ELA pre-assessment administered in September 2009.  
**Responsibility: Principal, APs    Time Frame: September 2009–June 2010**
- Mandate the use of Guided Reading and small group instruction for ELL and SWD.  
**Responsibility: Principal, APs    Time Frame: November 2009–June 2010**
- Establish a school – wide system of student goal setting in the area of literacy and mathematics.  
**Responsibility: APs, coaches and teachers    Time Frame: November 2009–June 2010**

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b><u>Funding</u></b></p> <ul style="list-style-type: none"> <li>- Utilize SINI Funds to supplement Guided Reading books to support Guided Reading instruction.</li> <li>- Use Tile 1 monies (10% and 5 %) to provide opportunities for teachers to engage in professional learning teams to align curriculum to state standards with a focus on vertical and horizontal alignment and to develop curriculum maps that address content topics, skills to be mastered, strategies, and student outcomes.</li> <li>- Use Tile 1 funds to provide on and off-site training in literacy development</li> <li>- Use DRA Stabilization and Title I ARRA monies to fund an ELA coach and two assistant principals to expand use of high quality assessments and improve teacher quality through professional development.</li> </ul> <p><b><u>Scheduling</u></b></p> <ul style="list-style-type: none"> <li>- School-wide schedule for common planning time that includes all staff</li> <li>- Scheduling the AIS Team to support grades 2 and 3 during the literacy block</li> <li>- Scheduling the lead teachers in cycles of 6 to 8 weeks to support teachers with the implementation of the literacy instructional program and differentiated instruction</li> <li>- Scheduling all students in grades 3-5 to receive differentiated test preparation during the extended day program</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>- 2008-2009 analysis of two ELA Predictive and two ITA ELA Assessments will show incremental gains of 3-5 points in tier 3 and tier 4 resulting in a decrease in points in tier 1 and tier 2</li> <li>- Copies of lesson plans will demonstrate that teachers in grades K-5 are using differentiated instruction, guided reading and the use of data for planning</li> </ul>



<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b><u>Funding</u></b></p> <ul style="list-style-type: none"> <li>- Utilize C4E funds to hire an ESL licensed teacher to provide instruction in a self-contained first grade class and reduce class size in first grade.</li> <li>- Utilize school funds to increase the number of CTT Classes from 2 to 3 in grades K, 4 and 5 to meet the needs of ELLs and special education students.</li> <li>- Use Title 1 funds to provide academic intervention support to ELLs and Special Ed students via Reading Specialists and Content Area Specialists</li> <li>- Use Title 1 funds to provide off-site training in literacy development</li> <li>- Use Inquiry funds and other school funds to establish an Inquiry Team in ELA with special attention to ELL and SWD</li> <li>- <b><u>Scheduling</u></b></li> <li>- School-wide schedule for common planning time that includes all staff</li> <li>- Schedule the AIS Team to support grades 2-5 during the literacy block</li> <li>- Schedule the lead teachers in cycles of 6 to 8 weeks to support teachers with the implementation of their instructional program</li> <li>- Schedule all students in grades 3-5 to receive differentiated test preparation during the extended day program</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b><u>Objective Evidence:</u></b></p> <ul style="list-style-type: none"> <li>- Achieve 3000 tests will be administered weekly and incremental progress will be documented. Our goal is for ELLs to show improvement of at least 12% (one more correct questions) on each of the bi-weekly assessments given during the 2009-2010 school year</li> <li>- Copies of differentiated lesson plans will demonstrate that 55% of the teachers are using differentiated instruction to address the needs of ELL students</li> <li>- Agendas for professional development provided to teachers on site and off site on best teaching practices for English Language Learners</li> </ul>

**Mathematics**

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal 3:</b> The percentage of students making at least one year progress in Mathematics will increase from 75.8% in the 2008-2009 school year to 85% in the 2009-2010 school year, resulting in a 9.7% increase in students’ yearly Mathematics progress in grades 3-5, as evidenced by the results of 2010 DOE 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><b>Use of Data</b></p> <ul style="list-style-type: none"> <li>- Utilize class assessment data to organize class groups according to math levels</li> <li>- <b>Responsibility – Teachers and Math Coach Time Frame: Sept. 09 – Oct. 09</b></li>   <li>- Analyze the results of the Math Predictive and ITAs to determine needs and progress</li> <li>- <b>Responsibility: Design Team, classroom teachers, APs, Math Coach Time Frame: Nov 09 – June 10</b></li>   <li>- Analysis of Classroom Visitation Observation Tool conducted by supervisors and the inquiry team to determine effective implementation of differentiated instruction within the math workshop model and Guided Math instruction.</li> <li>- <b>Responsibility: Principal, APs, Inquiry Team Time Frame: Sep 09- June 10</b></li>   <p><b>Strategies:</b></p> <li>- Leadership meeting with faculty to outline and clarify data and set goals</li> <li>- <b>Responsibility: Principal Time Frame: September 2009</b></li>   <li>- Establish Guided Math instruction on Fridays and implement ECAM, grades K-5.</li> <li>- <b>Responsibility: Principal, APs, Math Coach, AUSSIE Time Frame: Sep 09- June 10</b></li>   <li>- Establish professional learning teams that are inquiry-based in Math to investigate the bottom 1/3 of students in grades 3-5 not meeting grade standards and formulate, conduct a gap analysis by grade based on the questions on the 2009 NYS Math exam. Determine areas of need by grade and use data to formulate an action plan to address the identified needs. This plan will include changes in teacher practices that are not effective with the target population.</li> <li>- <b>Responsibility: Principal, APs, Coaches, AUSSIE, Teachers Time Frame: Oct. 09 – May 10</b></li>   <li>- Establish math lab-sites in grades K-5 to provide for the interchange of best practices for differentiated instruction in the area of mathematics</li> <li>- <b>Responsibility: Math Coach, selected lab-site teachers Time Frame: Oct. 09 - June 10</b></li> </ul>

	<ul style="list-style-type: none"> <li>- Organize an Extended Day Program that addresses the math levels of students in grades 3-5. Utilize a research based Math Program (Kaplan) during the Extended Time</li> </ul> <p><b><u>Responsibility</u> – Principal, AP’s, Teachers and Math Coach Time Frame: Sept 09 – June 10</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b><u>Funding</u></b></p> <ul style="list-style-type: none"> <li>-Use Title 1 monies to fund a math coach position and an AIS Bilingual/Spec. Ed. Math Teacher</li> <li>-Use school funds to purchase a program that supports differentiated instruction to be used in the Extended Day Program (Kaplan)</li> <li>-Use Tile 1 funds to provide on and off-site training in Math development</li> <li>-Use C4E funds to increase the number of 1<sup>st</sup> grade classes and reduce class size.</li> <li>-Use Title 1 funds to create per-session stipend for professional learning teams.</li> </ul> <p><b><u>Scheduling</u></b></p> <ul style="list-style-type: none"> <li>-Math Coach to co-teach in our bilingual bridge class comprised of new arrivals</li> <li>-School-wide schedule for common planning time that includes all staff</li> <li>-Schedule the AIS Teachers to support bilingual classes in grades 1-5</li> <li>-Schedule the lead teachers in cycles of 6 to 8 weeks to support teachers with the implementation of their instructional program in Mathematics</li> <li>-Schedule all students in grades 3-5 to receive differentiated test preparation in Mathematics during the extended day program</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b><u>Objective Evidence:</u></b></p> <ul style="list-style-type: none"> <li>- Gap Analysis by grade of the questions on the 2009 NYS Math Exam.</li> <li>- Analysis of the two Predictive and two ITA Math Assessments will show incremental gains of 3-5 points in tier 3 and tier 4 resulting in a decrease in points in tier 1 and tier 2.</li> <li>-Consistent use of curriculum map to guide differentiated instruction in math as evidenced by daily classroom visits, student work, lesson plans and formal and informal observations</li> </ul>



	<ul style="list-style-type: none"> <li>- Establish and ensure the use of Guided Reading Observations based on Fountas and Pinell reading behaviors <b>Responsibility: APs, Coach, Lead Teachers</b>      <b>Time Frame: Sep 09- June 10</b></li> <li>- Organize and schedule a school wide monitoring system to determine student needs and progress in independent reading levels (DRA and ECLAS-2) <b>Responsibility: Principal, APs, Design Team</b>      <b>Time Frame: Sep 09- June 10</b></li> <li>- Implement a Co-teaching model in grades 1-5 in order to support effective implementation of guided reading instruction <b>Responsibility: Principal, APs, Teachers</b>      <b>Time Frame: Sep 09- June 10</b></li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Funding</b></p> <ul style="list-style-type: none"> <li>- Use Title 1 monies to fund a literacy coach position and 2 Literacy AIS Specialists</li> <li>- Use Title 1 monies to fund five (5) AIS specialists to support guided reading instruction in grades 2 and 3</li> <li>- Use school funds to purchase leveled libraries to be used for guided reading instruction</li> <li>- Use Title 1 funds to provide off-site training in Guided Reading Instruction</li> <li>- Use C4E funds to augment the number of lead teachers in order to support professional development needs at the school level</li> <li>- Use SINI funds to create per-session stipend for co-teaching planning and guided reading instruction</li> </ul> <p><b>Scheduling</b></p> <ul style="list-style-type: none"> <li>- School-wide schedule for common planning time that includes all staff</li> <li>- Scheduling the AIS Teachers to push-in during the literacy block to provide guided reading instruction to all students in grades 2/3</li> <li>- Scheduling the lead teachers in cycles of 6 to 8 weeks to support teachers with the implementation of guided reading instruction</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</b></p> <ul style="list-style-type: none"> <li>- DRA will be administered three times a year and incremental progress will be documented. Our goal is for students in 2<sup>nd</sup> and 3<sup>rd</sup> grade to show improvement of at least one reading level on each of the 3 DRA assessments given during the 2008-2009 school year.</li> <li>- 25 Book Chart in classrooms will indicate that students are reading a minimum of 1 book on grade level per week or its equivalent</li> <li>- 2008-2009 Fall and Year-end DRA Results will show that a minimum of 50% of the students in grades 2 and 3 moved 3-4 DRA levels.</li> </ul>

**Subject/Area (where relevant):** Professional Learning Teams

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal 5:</b> By June 2010, 90% of the staff will engage in Professional Learning Teams as evidenced by PLT Learning Logs</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><b>Use of Data</b></p> <ul style="list-style-type: none"> <li>- Conduct an ongoing analysis from the NYS assessments, Word Analysis and DRA-2 - <b>Responsibility – Design Team, Inquiry Team, Teachers</b>    <b>Time Frame: Sept 09- June 10</b></li> <li>- Analysis of Predictive and ITAs, in ELA and math - <b>Responsibility – Lead Teachers, Classroom Teachers and APs</b>    <b>Time Frame: Nov 09- June 10</b></li> <li>- Conduct a pre- and post Collaborative Inquiry Assessment Tool Survey to determine stage of development of the team. - <b>Responsibility – Principal, AP’s, Design Team</b>    <b>Time Frame: Nov 09- June 2010</b></li> </ul> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>- Provide training in the use of ARIS to all staff and Have each team complete the Inquiry Space Profile in ARIS   <b>Responsibility: AP’s, Lead Teachers, Coaches</b>    <b>Time Frame: Oct 09- June 2010</b></li> <li>- Utilize the expertise of the Lead Teachers to provide continuous onsite professional development that includes demonstration lessons, inter-visitation and bi-weekly planning meetings using data to inform instruction.   <b>Responsibility: Principal, AP’s and Lead Teachers</b>    <b>Time Frame: Sep 09- June 10</b></li> <li>- Involve teachers in examining student work and assessment results to develop strategies and inform their planning   <b>Responsibility: AP’s, Classroom Teachers, Lead Teachers</b>    <b>Time Frame: October 09 – July 2010</b></li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b><u>Funding</u></b></p> <ul style="list-style-type: none"> <li>- Use Title 1 monies and SINI Grant to provide teachers with the opportunity to participate in Professional Learning Teams once per week for 2 hours.</li> <li>- Use Tile 1 funds to provide off-site training on the effective implementation of the NYS learning standards in ELA and Mathematics.</li> <li>- Use C4E funds to augment the number of lead teachers in order to support professional development needs at the school level</li> </ul> <p><b><u>Scheduling</u></b></p> <ul style="list-style-type: none"> <li>- School-wide schedule for common planning time that includes all staff</li> <li>- Scheduling the lead teachers in cycles of 6 to 8 weeks to support teachers with the effective implementation of the NYS learning standards in ELA and mathematics</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</b></p> <ul style="list-style-type: none"> <li>- Vertical and horizontal alignment of curriculum maps aligned to the Standards</li> <li>- Units of Study for Fiction, Non-Fiction, Poetry, Response to Literature, Narrative Procedure, delineating what students should know and what they should be able to do at the end of each unit</li> <li>- PLT Learning Logs</li> <li>- Inquiry Space Profile in ARIS</li> <li>- Results of the pre and post Collaborative Inquiry Assessment Tool Survey</li> </ul>

## **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	3		N/A	N/A	3	0	0	0
1	9		N/A	N/A	7	0	1	0
2	17		N/A	N/A	12	2	2	4
3	8	5	N/A	N/A	7	3	2	1
4	12	10	7		5	4	7	3
5	8	4			7	2	5	2
6								
7								
8								
9								
10								
11								
12								

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

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

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<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>	<p><b>Holdover students and level 1 students including ELL and SWD subgroups:</b>            AIS services is being provided as follows:</p> <ul style="list-style-type: none"> <li>• 50 minutes of targeted instruction 4 to 5 times a week</li> <li>• Differentiated and Guided Reading Instruction (grades K-5) Tier I Intervention</li> <li>• Co-teaching to support guided reading for Tier 1 Intervention in grades 2 and 3</li> <li>• Students who continue to be at risk after Tier I intervention are referred to Tier II Intervention (AIS Team)</li> <li>• Tier II students are assessed and an individualized plan is developed to support the literacy development of these students through a pull out program.</li> <li>• Students demonstrating phonological deficiencies are supported through researched-based strategies that are part of Wilson, Foundations and Reading Rescue Program.</li> <li>• A one-to-one tutoring program is provided by an AIS specialist to at-risk first grade students (Reading Rescue)</li> <li>• Based on analysis of diagnostic data, students demonstrating fluency, vocabulary and comprehension deficiencies are supported through the use of Great Leaps, Language Proficiency Intervention, technology focused on fluency program, Words Their Way, Reader’s Theater and Leap Frog.</li> <li>• A strong emphasis is placed in the development of literacy via the content area of science and social studies.</li> </ul> <p><b>English as a Second Language</b></p> <ul style="list-style-type: none"> <li>• 50 minutes of targeted instruction 4 to 5 times a week</li> <li>• The Language Proficiency Intervention Program incorporates literacy development through the use of researched –based second language acquisition strategies that support English Language Learners – Small group instruction</li> <li>• ESL instruction is offered to all English Language Learners after school once per week for three hours by highly qualified teachers utilizing the Rouke Program, a Guided Reading program for second language learners. (Differentiated and small group instruction will be emphasized). Services provided through a pull out program.</li> <li>• A Collaborative Team Teaching Model in grades 4 and 5 provides ELL students with the expertise of an ESL teacher and an experienced Common Branch teacher. This ensures differentiated support to Ells in Tier 1 and Tier 2 in all content areas.</li> </ul>

<b>Mathematics:</b>	<p>Students identified as having math deficiencies in grades 3-5 receive a minimum of 50 minutes in a small group pull-out or push in program that aligns itself with the classroom instructional program. Tier 1 ELL and SWD students are targeted to receive this support. Students are actively engaged in concrete experiences that are supported by Everyday math intervention activities including Guided Math and ECAM assessment on Fridays. Practice and repetition of concepts are interwoven into the daily activities presented. Targeted Tier II ELL and SWD students are eligible to participate in a pull-out instructional program that emphasizes differentiated Math curriculum. This is done through 50 minutes 4-5 times a week of specific Math instruction. The targeted ELL and SWD are mandated to participate in an after-school, extended day Math program. This program provides additional support through test prep activities.</p> <ol style="list-style-type: none"> <li>1. Provides instructional activities for the 12 mathematical Strands.</li> <li>2. Uses a step-by step approach to achieve success in Math skills and concepts.</li> </ol>
<b>Science:</b>	<p>ELL and SWD students serviced by AIS receive a science content literacy program that promotes the development of science concepts aligned to standards, as well as, provide opportunities to engage actively in science hands-on experiences. These services are provided through a pull out program that functions 50 minutes per day, 4-5 times per week. In addition, a Science LAB was established to provide hands-on support and experiences for ELL and SWD students in grades 3 and 4. Through the use of FOSS and hands-on inquiry teachers are able to provide a comprehensive Science curriculum that is standards-based and experiential.</p>
<b>Social Studies:</b>	<p>Tier I ELL and SWD students targeted for AIS will receive Social Studies content through the readings and accountable talk experiences provided by the teachers during the Social Studies period as well as the nonfiction content-focused Literacy. Tier II ELL and SWD students will be targeted to receive historical information through a literacy program for a period of 50 minutes per day, 4-5 times per week. ELL and SWD students will work in small groups and independently to further their literacy skills in the content area. Texts as read aloud for multi-sensory comprehension strategies will be used to support ELLS. This extensive program will be available for eligible first grade students. To enhance the 5<sup>th</sup> grade Social Studies curriculum an extended day program has been designed for students including ELL and SWD that emphasizes 5<sup>th</sup> grade test prep skills.</p>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<p>The Guidance Counselor works collaboratively with Supervisors, AIS and Staff to provide support services to identified students, especially ELL and SWD. Every effort is made to support the classroom teacher in meeting the emotional and social needs of the student. Through daily counseling sessions of selected students, the guidance counselor motivates and assists students in using positive coping strategies. Through role play, puppets and games the guidance counselor builds students confidence, self-esteem and peer acceptance. They work in close communication with parents to guide and support their parenting efforts. The Guidance Counselor's participation in the Child Study Team is critical in determining student referrals for AIS services as well as other services deemed by the students' specific need.</p>

<b>At-risk Services Provided by the School Psychologist:</b>	None
<b>At-risk Services Provided by the Social Worker:</b>	Two social workers provide services to identified students through individual conferencing as well as through small group counseling services. One Social worker is funded through Children's Aid Society and the other social worker is funded through special needs funds. This partnership allows PS8 to receive additional services to children and families. The Social Workers provide individual case management support. They work closely with families to inform them and make referrals to outreach programs within the community that can further assist them in addressing their needs.
<b>At-risk Health-related Services:</b>	Children's Aid Society is an integral part of the P.S 8 AIS support. The CAS staff provides for the health needs of the school through an onsite Nurse. All students identified by the supervisors, teachers and guidance counselor as needing health support, are referred to CAS for services. In addition, CAS provides on-going support to parents requesting their services. These services include, tutoring, counseling, parent training and family planning. The program is comprehensive and closely monitored by the Principal to assure that all student needs are met.

## Appendix 2: Program Delivery for English Language Learners (ELLs)

*NCLB/SED requirement for all schools*

### **Part A: Language Allocation Policy (LAP)**



LAP K-8 New  
Template Final Copy.c

Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP. ([Find below!](#))

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**The Luis Belliard School  
Public School 8**

**GRADES K-5 LANGUAGE ALLOCATION POLICY  
SCHOOL YEAR 2009-2010**

## **Narrative**

### **Part I: School ELL Profile**

#### **A. Language Allocation Policy Committee Members/ Team Composition**

- Rafaela Landin, Principal
- Virgenmina Rivera, Assistant Principal
- Wiley Nelson, Assistant Principal
- Marcia Campos, Bilingual Coordinator /ESL Teacher
- Pat Vaccaro, ESL Teacher
- Marisol Rey, Literacy Coach
- Iris Mendez, Math Coach
- Virginia Liz, Lead Teacher
- Annie Aponte, Related Service
- Zuleyka Cruz, Guidance Counselor
- Carmen Natera, Parent Coordinator
- Santos Luna, Parents' Association President

## **B. Teacher Qualifications**

At PS8 we have six (6) Certified ESL Teachers, thirteen (13) Certified Bilingual Teachers, and one (10 Special Ed. Teacher with Bilingual Extension). Copies of all of the above certified teachers' licenses are on file in the principal's office.

## **C. School Demographics**

We have a total of 593 students of which 307 are second language learners (50.42%).

## **Part II: ELL Identification Process**

During students' registration the Pupil Accounting Secretary, Luisa Pardo and the Bilingual Coordinator, Marcia Campos, make sure that parents receive a registration packet according to the native language of the parent or guardian. Included in this packet is the Home Language Identification Survey which parents must complete. The Bilingual Coordinator, Marcia Campos, (ESL and Bilingual Certified) reviews the information in the HLIS and if the child qualifies, she then conducts the informal oral interview in English and in the native language, Spanish. This process is done within the first ten days of admitting a student to PS 008 as per CR Part 154. For students who qualify for the LAB-R, this process is completed within 10 school days of initial enrollment as per CR Part 154. The LAB-R is administered by our certified bilingual coordinator or our certified ESL teacher, depending on the language. All ELL students at PS8 are mandated to take the NYSESLAT yearly until they pass it and become proficient in their second language. ALL ELLs including students who become proficient qualify for testing modifications (two years only for students who score out).

At P.S. 8, when students are registered, parents are invited to attend informational meetings and parent orientations to learn about the various programs we offer our ELL population (Dual Language, Transitional Bilingual, and Freestanding ESL). **Translation services** are always available for all meetings. At these meetings parents have an opportunity to view the Parents' Orientation video describing the different programs. Following a discussion, in English and Spanish, parents are given the surveys and choice forms to choose the program in which they would like their child to be placed. Parents have opportunities to set up individual meetings with administration, our Parent Coordinator, Bilingual Coordinator and ESL teachers to further discuss their options in their language of choice. Entitlement Letters, Parent Surveys and the Program Selection Forms are collected by the bilingual coordinator and kept in a file in her office. The information included in the ELL Parent Information Case (EPIC) is used a tool to conduct these meetings.

At PS8 we are fortunate to have all three programs: Dual Language, Transitional Bilingual, and Freestanding ESL. After meeting with groups or individual parents to discuss their program selection and the results of the informal/formal assessments; students are placed in the programs according to the parent request. Parents are notified of the program selection for their child within the first twenty four hours after admission.

After reviewing our Parent Surveys and Program Selection Forms (forms are filed in room 211 in the bilingual coordinator's office) from this and previous years, we have noticed that in the lower grades, if a student is entering Kindergarten or First Grade, parents are more likely to select placement in the Dual Language Program. Parents of students who are entering the NYC public schools for the first time, in grades 3-5, are placed in our Transitional Bilingual Education Program, due to the fact that many of these students come with little or no prior schooling. In this program, we are able to offer differentiated instruction to support the many academic needs presented by this population. Finally, based on the surveys, it seems that our pull out/push in ESL program is the first option most parents select.

Our parents' requests for specific programs are honored by the school as much as possible. We offer all different programs: Dual Language, Transitional Bilingual Education, and English as a Second Language, ESL Self Contained, and CTT Classes. Parents have opportunities to select and change their program selections at the beginning of each year, as well as during the year if a need arises. Once the parents are informed about the different programs at the school and select a program, we encourage them to remain with the initial program selection. Additionally, we emphasize that studies supports that continuity of program is more beneficial for students. In order to build further alignment between parent choice and program offerings, P.S. 8 plans to host more informational meetings for parents, as well as ongoing parents meetings for parents of English Language Learners; in order to foster discussion about the programs and provide a space for parents to ask questions and share suggestions.

### Part III: ELL Demographics

A. ELL Programs: The number of classes for each ELL program model at the school is as follows:

	K	1	2	3	4	5
Dual Language	1	1	2	2	1	1
Transitional Bilingual	1	1	1	0	.5	.5
Free Standing ESL						
Self-Contained	1CTT	1 ESL self-contained			1CTT	1CTT
Push-in			3	2	1	1

**B. ELL Years of Service and Programs and ELLs by Subgroups**

**Number of ELLs by Subgroups**

<b>SIFE</b>	<b>NEWCOMERS ELL Receiving Service 0-3 Years</b>	<b>ELL Receiving Service 4-6 YEARS</b>	<b>SPECIAL EDUCATION</b>	<b>LONG TERM</b>	<b>All ELLs</b>
<b>17</b>	<b>193</b>	<b>98</b>	<b>48</b>	<b>17</b>	<b>302</b>

**Programs and ELLs by Subgroups:**

	<b>ELLs (0-3 years)</b>			<b>ELLs (4-6 years)</b>			<b>Long-Terms ELLs (completed 6 years)</b>		
	<b>All</b>	<b>SIFE</b>	<b>Special Education</b>	<b>All</b>	<b>SIFE</b>	<b>Special Education</b>	<b>All</b>	<b>SIFE</b>	<b>Special Education</b>
<b>TBE</b>	<b>97</b>	<b>17</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>DL</b>	<b>46</b>	<b>0</b>	<b>1</b>	<b>35</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>ESL</b>	<b>50</b>	<b>0</b>	<b>19</b>	<b>60</b>	<b>0</b>	<b>17</b>	<b>11</b>	<b>0</b>	<b>6</b>
<b>Total</b>	<b>193</b>	<b>17</b>	<b>24</b>	<b>98</b>	<b>0</b>	<b>18</b>	<b>11</b>	<b>0</b>	<b>6</b>

### **C. Home Language Breakdown and ELL Programs**

The number of ELLs by Grade in our Transitional Bilingual Program is as follows:

**Kindergarten:** 24; **Grade 1:** 17; **Grade 2:** 28; **Grade 3:** 0; **Grade 4:** 20 and **Grade 5:** 11 giving us a total of 100 Students. All these students are Spanish speaking.

The number of ELLs/EPs by Grade in our Dual Language Program is as follows:

**Kindergarten:** 8/17; **Grade 1:** 10/16; **Grade 2:** 22/25; **Grade 3:** 27/17; **Grade 4:** 7/19; **Grade 5:** 7/16 giving us a total of 110 Students

The number of English as a Second Language Program is as follows:

**Kindergarten:** 10; **Grade 1:** 18; **Grade 2:** 9; **Grade 3:** 16; **Grade 4:** 34; **Grade 5:** 34 (All Spanish speaking). We have one Arabic in second, one in fourth and one in fifth. We also have one, French in third. Giving us a total of 125

### **D. Programming and Scheduling Information**

Instruction for all of our ELLs is delivered through a balanced literacy approach that focuses on the specific strategies that support the development of both languages. Instruction is delivered in English in our monolingual classes and teachers use ESL methodologies to support ELL. ESL certified teachers push-in into monolingual classes using a co-teaching approach to further support the literacy development of our ELL population. Students in the Dual language program are supported through a 50/50 model of instruction in English and Spanish which supports the development of both languages. In the bilingual transitional model, instruction is delivered according to the language proficiency of the students and the mandated units of study as per CR Part 154. Students at the beginning and intermediate level receive 360 minutes of English instruction per week. Students at the advanced level receive 180 minutes of English instruction per week. Former ELL receive all instruction in English and are supported by our AIS team, math and literacy coaches. In addition, they continue to receive time and a half for all state exams for two years as per State memo.

Teachers implement the America's Choice design with the strategies, techniques and methods that support the ELL student. Listening, speaking, reading and writing strands are developed according to research-based methodologies. Careful attention to building background knowledge and skills, vocabulary in the content area and opportunities to learn the structures of the second language are emphasized in all models.

In order to maintain consistency in all classroom, a common vertically and horizontally curriculum aligned to the standards was developed and is implemented in all grades. Materials to support instruction are purchased in English and in Spanish according to the program. Supplemental material to support our second language population is used during school and after school. The following materials are used to supplement the core curriculum: Achieve 3000, Journeys New York, Empire State NYSESLAT Test Prep Materials, Rourke's Language proficiency and Vocabulary Intervention Kits for Readers and Writers, Estrellita, Scholastic Guided Reading Program in Spanish.

**Classes are organized** according to the language proficiency levels as per NYSESLAT and instruction is given according to program model as per Part 154. This year we have established The Collaborative Teaching Partnership Model in grades K, 4, and 5 which are designed as a model of intervention services that maximizes the instructional program by empowering teachers to utilize co-teaching strategies, collaborative planning, and data analysis to meet the individual needs of all ELL in those grades. It offers the opportunity to differentiate instruction according to student's needs and improve achievement gains in all subject areas.

The Language Allocation Policy is used to determine the mandated units of study in each language. L1 is used to support content area learning. The mandated units of study for each language are determined by the proficiency level as per the NYSESLAT/LAB-R. The level of proficiency determines not only the placement of the students, but the appropriate classroom instruction needed to meet the Academic needs of the students. These services are provided by Certified Bilingual and/or ESL teachers. Beginning ELL students receive 60% Instruction in Spanish and 40% in English, Intermediate level students receive 50% in Spanish and 50% in English, Advanced level students receive 25% in Spanish and 75% in English. Our instructional model uses the core curriculum, which focuses on balanced Literacy and Mathematics, and is in alignment with the NYC and Native Language Arts, English as a Second Language Standard, and National Council of Teachers of Mathematics Standards.

**ESL, ELA and NLA instructional minutes are delivered in each program as indicated below:**

**Model 1: Dual Language Program** –Two highly qualified teachers provide instruction side-by side in order to fulfill the dual language requirements in grades 3 and 3. In grades K,1,4,and 5, one dual certified teacher (Bilingual and Monolingual) provides instruction for 2 1/2 days in English and 2/1/2 days in Spanish. Our staff ensure that content is comprehensible to ELL by using a variety of instructional approaches and methods. Teachers use visual aids or realia, model content language usage during science, math, read aloud, use gestures, facial expressions to support understanding, use graphic organizers, semantic webbing and paraphrasing techniques, ask students to make predictions and use scaffolding as part of their instructional practice. In addition, teachers receive extensive professional development in shelter instruction model, planning effective instruction in mathematics for English Language Learners and modified guided reading instruction for ELL from America's Choice. Our teachers create a non-threatening environment where students feel comfortable to take risks with language.

**Model 2: Transitional Bilingual Program** – In this model students are supported in the native language and transitioned into the second language through a sequential and intensive ESL program. A qualified Bilingual licensed teacher for all classes provides services as follows: 3 days in Spanish and 2 days in English with a summary in native language in classes comprise of beginners and intermediate students. Classes organized with advance students receive 2 days in Spanish and 3 days in English. Teachers use visual aids or realia, model content language usage during science, math, read aloud, use gestures, facial expressions to support understanding, use graphic organizers, semantic webbing and paraphrasing techniques, ask students to make predictions and use scaffolding as part of their instructional practice. In addition, teachers receive extensive professional development in shelter instruction model, planning effective instruction in mathematics for English Language Learners and modified guided reading instruction for ELL from America's Choice. Our teachers create a non-threatening environment where students feel comfortable to take risks with language.

**Model 3: ESL Pull-Out/Push-In Program-** These are ELL students whose parents opt them out of the Transitional and the Dual Language programs. 1.5 ESL teachers service this program. Students are grouped according to their language proficiency levels in order to facilitate the mandated ESL instructional time allocation. Identified beginning and intermediate level students receive a total of 360 minutes per week of ESL instruction. Students in the advanced level receive 180 minutes per week. They utilize ESL methodologies to teach content areas and aligned instruction to the grade standards.

**Model 4: ESL Self- Contained** –ELL students whose parents have opted out of the above mentioned programs are placed in an ESL self- contained class in order to focus services, resources and AIS support for these students. We currently have 1 ESL self-contained class in the 1<sup>st</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grades. Instruction is delivered in English using the following approaches and methodologies: visual aids or realia, model content language usage during science, math, read alouds, use gestures, facial expressions to support understanding, use graphic organizers, semantic webbing and paraphrasing techniques, ask students to make predictions and use scaffolding as part of their instructional practice. In addition, teachers receive extensive professional development in shelter instruction model, planning effective instruction in mathematics for English Language Learners and modified guided reading instruction for ELL from America's Choice. Our teachers create a non-threatening environment where students feel comfortable to take risks with language.

**Instructional Plan for SIFE:** We have approximately 18 students in grades 4-5 who fall into this category. These students receive on additional supplemental math instruction in Spanish from our math coach in order to improve basic math skills. In addition, these students receive guided math and guided reading in their native language through Tier 1 intervention. Furthermore, these students are grouped for participation in our Title III Program. Their specific needs are addressed by an experienced bilingual teacher who understands the language challenges that these ELL students demonstrate in L1.

**Instructional Plan for ELLs (less than 3 years):** These students are mostly in our transitional model program and receive instruction by a highly qualified bilingual teacher. Tier 1 and 2 intervention is given to these students by the classroom teacher, AIS, Coach or Lead Teacher. In addition, these students have an opportunity to participate in our Title III Program. The program operates on Fridays from 2:50 p. m. – 4:50 p. m. from November to March 2010. Highly qualified Bilingual, General Education and ESL teachers will be selected to provide an interactive and structured curriculum that incorporates on-going assessments and differentiated instruction. During our Title III Program our students will work with Achieve3000. In addition, they will be able to use this program during the day and at home. In our Title III Program the focus is guided reading instruction.

**Instructional Plan for ELLs (4-6 years):** These students receive instruction in English through a co-teaching model, ESL push-in model and they also receive Academic Intervention services. These students are afforded the opportunity to participate in the Achieve 3000, Title III Program and the 371/2 minutes in order to support their academic development. Instruction during the day is given through a guided approach in small groups in order to facilitate learning.

**Instructional Program for ELLs (6 + years):** These students will also be part of our Title III Program. They receive an instructional program that incorporates second language methodologies for the development of content area concepts and skills in Literacy, Math, Social Studies and Science. Highly qualified Bilingual, General Education and ESL teachers are selected to provide

an interactive and structured curriculum that incorporates on-going assessments and differentiated instruction. A differentiated instructional program that supports the development of content vocabulary and second language grammatical structures are emphasized throughout the planned curriculum. All Long term ELLs are serviced with a researched supplemental program entitled, JOURNEY'S NEW YORK which allows this ELL population to receive a comprehensive ESL program through the content areas. Again the emphasis will be guided reading.

**Instructional Program for ELLs with special needs:**

This year we have established The Collaborative Teaching Partnership Model which was designed as a model of intervention services that maximizes the instructional program by empowering teachers to utilize co-teaching strategies, collaborative planning, and data analysis to meet the individual needs of all students in the area of Literacy. This model includes all children as capable learners. This model offers the opportunity to differentiate instruction according to student's needs and improve achievement gains in all subject areas. In addition, we have 3 self-contained classes and the ESL teacher pushes in during the 21/2 hour literacy block to support differentiated instruction for these students. Achieve 3000 is offered to all ELLs including Students with Disabilities. In addition, a bilingual special Ed Academic Intervention Specialist provides supplemental literacy instruction to SWD in grades 3-5 with special attention to English Language Learners.

**Instructional Program for ELLs with special needs:** These students are provided with Tier 1 and Tier 2 intervention through a push-in or pull out model. The Child Study Team discusses these students periodically to ensure that the interventions provided by classroom teachers as well as other at risk services are being effective. If needed, the Child Study Team refers these students for an evaluation after 2 years of at risk services.

**Support for students who reached the proficiency level:**

Students who reach the proficiency levels on the NYSESLAT are supported by the Math/Reading Coach, Lead Teachers, AIS Teachers and ESL teachers. These students are supported in all curriculum areas. In addition students in grades 3-5 participate in our 37 ½ minutes where they are divided in small groups according to their levels in math, reading and/or ESL

The Language Allocation Policy is used to determine the mandated units of study in each language. L1 is used to support content area learning. The mandated units of study for each language are determined by the proficiency level as per the NYSESLAT/LAB-R. The level of proficiency determines not only the placement of the students, but the appropriate classroom instruction needed to meet the Academic needs of the students. These services are provided by Certified Bilingual and/or ESL teachers.

The units of study are as follows:

- Beginning: 60% - 40%
- Intermediate: 50% - 50%
- Advanced: 75%- 40%

Our instructional model uses the core curriculum, which focuses on Balanced Literacy and Mathematics, which are in alignment with the Native Language Arts, English as a Second Language Standard and National Council of Teachers of Mathematics Standards.

**E. Schools with Dual Language Programs** - In May, we hold two informational meetings about the different programs offered at P.S. 8. During these meetings, parents receive specific information about each program and one of the lead teachers in the Dual Language program presents an overview of the program. Parents are encouraged to visit the different programs in the school. The students for the Dual Language Program are placed in the program according to the parents' choice. We select students for this program during the admission process after parents have received information about the program via our orientation meetings or individual meetings with one of our school staff. In this model ELL in second grade receive a program of instruction that is 50% in English and 50% in Spanish. Two highly qualified teachers provide instruction side-by-side in order to fulfill the dual language requirements of this model. The school week is divided into 2 ½ days in English and 2 ½ days in Spanish. Each teacher specializes in one language in order to provide the standards-based curriculum that is required by the City and State. The teachers involved do planning and preparation for the instructional program in collaboration. A self-contained dual language program will continue to operate in grades K-1 and 4-5. The ELL students participating in this program receive the same weekly schedule as the above model. One highly qualified, dually certified, language proficient teacher that can address the needs of both languages services them.

#### **F. Professional Development**

Professional development opportunities are offered to all teachers, including assistant principals, bilingual coordinators, paraprofessionals, guidance counselor, special education teachers, psychologists, OT, PT, speech therapists, secretaries and parent coordinator at PS 8 in order to support staff in improving their own curriculum and practices in the classrooms and in our school community to meet the needs of our ELL population as well as our wider student population. Professional development will focus on the following topics for this year: Using Assessments to Differentiate and Plan Guided Instruction; Teaching Reading Comprehension Strategies; Integrating ESL Methodology Into Daily Teaching and Learning, Differentiated Instruction: Strategies for Reading Academic Texts Across Content Areas; Creating an Inquiry-Based Classroom for Science; Leveling and Organizing Classroom Libraries; Using the Standards to Plan Instruction; Creating Literacy Centers (Make and Take); Time Management and Organization: Fitting It All; Vocabulary Instruction in the Classroom to Build Academic Language (Make and Take); Administering and Analyzing the DRA/EDL to Plan for Instruction; Administering and Analyzing ELSOL/NYSESLAT to Plan for Instruction; Accountable Talk Using "Standards" Language; Technology Integration Into Daily Classroom Instruction; Professional Development for Paraprofessionals on Guided Reading Instruction and Reading Rescue; How to Incorporate the Classroom Paraprofessional and IEP Paraprofessional in the Instructional Program; Creative Classroom Management: Strategies to Meet the Needs of All Students, Planning Effective Instruction in mathematics for English Language Learners and Students with IEPs. In addition, teachers will be given the opportunity to participate in weekly Professional Learning Teams for two hours after school. During these planning sessions, teachers will collaboratively plan differentiated lessons for English Language Learners and Students with IEPs.

Our guidance counselor and our on-site Community Based Organization, the Children's Aid Society and our parent coordinator, Ms. Natera, ensures that our students have continuity of services by maintaining contact with middle schools. Our parent coordinator and our guidance counselor assist families with the middle school application process. They provide on-going support and conduct meetings to explain middle school choice to facilitate the transition of ELL from elementary school to middle school.

In order to fulfill the minimum 7.5 hour of ELL training for all staff, on-site and off-site professional development on planning instruction for ELL and Modified Guided Reading Instruction for ELL is offered to all staff. In addition, our teachers receive training on the SIOP Model and planning effective instruction in mathematics for ELL during faculty conference, grade meetings, Title III PD, Professional Learning Teams, AUSSIE and America's Choice. Agendas and attendance records are kept on file in the assistant principal's office in charge of bilingual programs.

## **G. Parental Involvement**

PS 8 believes in providing every opportunity for the involvement of parents in the academic and decision making process. We partner with the Children's Aid Society to offer our students and school community a myriad of services to families and children. The CAS staff provides for the health needs of the school. All students identified by the supervisors, teachers and guidance counselor as needing health support, are referred to CAS for services. In addition, CAS provides on-going support to parents requesting their services. The program is comprehensive and closely monitored by the Principal to assure that all student needs are met.

The school provides the following Parent participation:

1. Bi-monthly Parent Newsletters written by teachers to inform parents about upcoming events and units of studies in all content areas. These newsletters are sent home in English and Spanish.
2. Parent Coordinator that provides information, outreach and training to parents on a weekly basis
3. Adult Education classes in ESL, GED, Literacy and parenting, through the services of Children's Aid. This is a partnership that is an integral part of the school and provides a myriad of opportunities for parents.
4. Parent Participation in the School Leadership Team's decision-making process
5. A strong and involved Parent Teacher Association
6. Parent Teacher Conferences specific to the AIS -ELL student. This will take place three times a year.
7. Parent participation in committees
8. Training Workshops take place weekly and provide parents with information on policies, regulations and procedures as well as academic and promotional criteria. Through an assessment survey additional workshops are presented to address the specific needs of the parents. All training is presented in a bilingual format.
9. Hiring of a Bilingual support staff- Guidance Counselor, parent Coordinator, Resource Room teachers, and Child Study Team
10. Open Door Policy for Parents

Careful attention is given to providing parents information in the language that they understand. Parents primarily dominate their native language of Spanish. As a consequence, all notices and letters sent home are translated and sent in a bilingual format. The school office staff is proficient in both languages in order to best service parents. In addition, a Bilingual School Aide has been assigned to the office in order to make certain that the needs of parents are addressed immediately and that miscommunication does not occur. Formal messages sent by the Chancellor or State that provide pertinent information for parents are translated by school personnel prior to sending.

## Part IV: Assessment Analysis

### NYSESLAT/LAB-R Data Analysis (206 students)

After reviewing the data across programs and grade levels, we found that the ELL proficiency levels by grade in each language group are as follows:

Levels	Transitional Bilingual Program	Dual Language Program	Freestanding English as a Second Language	Self Contained English as a Second Language	Self Contained Special Education	Collaborative Team Teaching/ESL CTT
Beginning	73	12	2	9	12	9
Intermediate	13	26	12	5	3	9
Advanced	14	43	39	3	0	20
<b>Totals</b>	<b>100</b>	<b>81</b>	<b>53</b>	<b>15</b>	<b>15</b>	<b>38</b>

### Proficiency Levels by Grade

	K	1	2	3	4	5
<b>B</b>	<b>33</b>	<b>23</b>	<b>21</b>	<b>7</b>	<b>0</b>	<b>11</b>
<b>I</b>	<b>1</b>	<b>13</b>	<b>14</b>	<b>21</b>	<b>11</b>	<b>11</b>
<b>A</b>	<b>8</b>	<b>9</b>	<b>24</b>	<b>15</b>	<b>30</b>	<b>32</b>
<b>Total</b>	<b>42</b>	<b>45</b>	<b>59</b>	<b>43</b>	<b>41</b>	<b>72</b>

### NYSESLAT Modality Analysis by Grade

Modality Aggregate	Proficiency Level	K	1	2	3	4	5
Listening/ Speaking	B	2	8	1	1	4	2
	I	0	12	13	0	3	3
	A	1	10	25	21	11	22
	P	0	7	12	22	33	19
Reading/ Writing	B	3	15	11	7	11	7
	I	0	13	11	21	10	6
	A	0	5	21	16	30	29
	P	0	4	6	0	0	4

## Native Language Reading Tests

	# of ELLS scoring at each quartile (bases on percentiles)				# of EPs (dual lang. only) scoring at each quartile (based on percentiles)			
	Q1 1-25 Percentile	Q2 26-50 Percentile	Q3 51-75 Percentile	Q4 76-99 Percentile	Q1 1-25 Percentile	Q2 26-50 Percentile	Q3 51-75 Percentile	Q4 76-99 Percentile
ELE (Spanish Reading Test)	<b>5</b>	<b>10</b>	<b>19</b>	<b>8</b>	<b>0</b>	<b>4</b>	<b>22</b>	<b>12</b>
Chinese Reading Test								

### 2007-2008 and 2008-2009 NYSESLAT Reading and writing Data

	<b>Grades</b>	<b># Tested</b>	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>	<b>Proficient</b>
<u>07-08</u>	<u>K-01</u>	<u>114</u>	<u>25%</u>	<u>31%</u>	<u>32%</u>	<u>13%</u>
<u>08-09</u>	<u>K-01</u>	<u>100</u>	<u>24%</u>	<u>26%</u>	<u>29%</u>	<u>21%</u>
<u>07-08</u>	<u>02-04</u>	<u>184</u>	<u>17%</u>	<u>26%</u>	<u>39%</u>	<u>18%</u>
<u>08-09</u>	<u>02-04</u>	<u>172</u>	<u>19%</u>	<u>23%</u>	<u>44%</u>	<u>15%</u>
<u>07-08</u>	<u>05-06</u>	<u>37</u>	<u>22%</u>	<u>22%</u>	<u>41%</u>	<u>16%</u>
<u>08-09</u>	<u>05-06</u>	<u>41</u>	<u>22%</u>	<u>17%</u>	<u>29%</u>	<u>32%</u>
<b><u>07-08</u></b>	<b><u>Total</u></b>	<b><u>335</u></b>	<b><u>20%</u></b>	<b><u>27%</u></b>	<b><u>37%</u></b>	<b><u>16%</u></b>
<b><u>08-09</u></b>	<b><u>Total</u></b>	<b><u>313</u></b>	<b><u>21%</u></b>	<b><u>23%</u></b>	<b><u>37%</u></b>	<b><u>19%</u></b>

*A review of the 2008-2009 NYSESLAT Reading and Writing data reveals that 44% of students in grades K-5 are performing at the beginning and intermediate levels. In order to close the achievement gap between our proficient and English language Learners, we need to continue to enhance our teaching practice as well as provide professional development to our teachers in developing strategies that support literacy development for ELL. We need to increase the percentage of students obtaining Advanced and Proficient Levels on the NYSESLAT.*

Students in the DL Program score better in the Native Language Tests than those students in the transitional bilingual model. We found that DL students entered our DL Program in kindergarten and remain in this program until grade 5. Students in the transitional model enter in grades 3 -5 and are usually students with little or no prior schooling. The students who entered in the lower grades are usually opted out of bilingual programs by their parents once they reach the upper grades.

Additionally, we found that our ELLs are most in need of improving their reading and writing skills as evidenced in the NYSESLAT Modality Analysis chart. We will use the additional support of our AIS team and the Co-Teaching Model in Grades K, 3, 4, and 5 to provide supplemental reading and writing. Additional professional development will be provided across the grades to ensure that teachers make content comprehensible to ELL. We will integrate content reading and writing into our curriculum. Small group instruction will be included in this endeavor.

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

Type of Program: \_\_\_ Bilingual \_\_\_ ESL X Both      Number of LEP (ELL) Students served in 2008-09: 302 Students  
(No more than 2 pages)

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

PS. 8 is an innovative and progressive school site that addresses the needs of the ELL student through three comprehensive models of instruction that are research-based and have demonstrated success in assisting the ELL student in the development and acquisition of his/her primary and secondary language skills. At P.S. 8, students are identified through the following procedure : 1)When students are registered, parents are invited to attend informational meetings and parent orientations to learn about the various programs we offer our ELL population.2) Parents are also given surveys and choice forms to choose the program in which they would like their child to be placed. Parents have opportunities to set up individual meetings with administration, Lead Teachers in the Dual Language, our Parent Coordinator, Bilingual Coordinator and ESL teachers to further discuss their options.

3) After reviewing our Parent Surveys and Program Selection Forms, students are placed in the appropriate Bilingual, Transitional or Regular classroom instructional program with ESL support. 4) Students are tested within the allocated 10 days upon registration to determine eligibility status and language proficiency. The Bilingual Coach and Bilingual Coordinator give the Lab-R and the NYSESLAT exam for this purpose.

5) Our parents' requests for specific programs are honored by the school if seats are available. We offer the following programs: Dual Language, Transitional Bilingual Education, and English as a Second Language, ESL Self Contained, and CTT Classes. Parents have opportunities to select and change their program selections at the beginning of each year, as well as during the year if necessary. . However, because our Dual Language program is a 50% English Language Instruction and 50 % Spanish Language Instruction model, this program has specific application and selection requirements in addition to the Program Selection Forms. Parent orientation meetings about programs offered at P.S. 8 are held throughout the year. We host informational meetings to parents in September, October, May and June. At these meetings parents are given the opportunity to ask questions, clarify concerns and share suggestions. 6) In accordance to CR Part 154 mandated units of service, all ELLs at the Beginning and Intermediate level of proficiency receive 360 minutes of ESL instruction. Those ELLs at the Advanced Level of Proficiency receive 180 minutes of ESL instruction.

**Supervision** of the Overall Program is the prime responsibility of the School Principal. Overseeing the daily operations of the program is the responsibility of the Bilingual Assistant Principal. Instructional implementation and support to staff is the responsibility of the Bilingual Literacy Coach and Bilingual coordinator.

Public School 8, The Luis Belliard School (P.S. 8M) strives to support English Language Learners in achieving new and higher standards. P.S. 8M is a K-5 elementary school with a population of approximately 594 students, of which 3302 (about 50.84% of the entire population) are English language learners (ELLs) with Spanish as their home language. Presently, we have 12 bilingual classes from grades K to 5, eight (8) of which are Dual Language: one Spanish and one English in grades 2-3 (side by side model); and four (4) self contained classes in grades K, 1, 4 and 5. In

addition, we have four (4) Bilingual Transitional classes (K, 1, 2, 4/5); one (1) ESL self contained in first grade; three (3) CTT/ESL for ELLs with IEP in grades K, 4 and 5. Students in the Bilingual Transitional model are being prepared for placement into monolingual classes. This year, we have approximately seventy-five (75) ESL students who have been opted out of the bilingual program. 1.5 licensed ESL teachers provide push- in/pull-out services to these students.

**The following Models will continue to operate in school year 2009-2010:**

**Model 1: Dual Language Program** – In May, we hold two informational meeting about the different programs offered at P.S. 8. During these meetings, parents receive specific information about each program and one of the lead teachers in the Dual Language program presents an overview of the program. Parents are encouraged to visit the different programs in the school. The students for the Dual Language Program are placed in the program according to the parents' choice. We select students for this program during the admission process after parents have received information about the program via our orientation meetings or individual meetings with one of our school staff. In this model ELL in second grade receive a program of instruction that is 50% in English and 50% in Spanish. Two highly qualified teachers provide instruction side-by side in order to fulfill the dual language requirements of this model. The school week is divided into 2 ½ days in English and 2 ½ days in Spanish. Each teacher specializes in one language in order to provide the standards based curriculum that is required by the City and State. The teachers involved do Planning and preparation for the instructional program in collaboration. A self-contained dual language program will continue to operate in grades K-1 and 4-5. The ELL students participating in this program receive the same weekly schedule as the above model. One highly qualified, dually certified, language proficient teacher that can address the needs of both languages services them.

**Model 2: Transitional Bilingual Program** – The students in the Transitional Bilingual Program are placed in the program according to the parents' choice, and the Home Language Survey Form. In this model students are supported in the native language and transitioned into the second language through a sequential and intensive ESL program. This model is implemented in K - 2 and in one bridge class in grades 4/5. The content area instructional program is aligned to the regular monolingual classroom. This bilingual program is designed in keeping with the City model for Bilingual education as set forth in the Consent Decree. A qualified Bilingual licensed teacher for all classes provides services.

**Model 3: ESL Pull-Out/Push-In Program-** The students in the ESL Pull-out/Push-In Program are placed in the program according to the parents' choice. These are ELL students whose parents opt them out of the Transitional and the Dual Language programs. 1.5 ESL teachers service this program. Students are grouped according to their language proficiency levels in order to facilitate the mandated ESL instructional time allocation. Identified beginning and intermediate level students receive a total of 360 minutes per week of ESL instruction. Students in the advanced level receive 180 minutes per week. For 2009-2010, this program will be implemented in grades K-5. The ESL teachers are State and City licensed. They utilize ESL methodologies to teach content areas and aligned instruction to the grade standards.

**Model 4: ESL Self- Contained** – The students in the ESL Self-Contained Program are placed in the program according to the parents' choice. ELL students whose parents have opted out of the above mentioned programs are placed in an ESL self-contained class in order to focus services, resources and AIS support for these students. We currently have 1 ESL self-contained class in the 1<sup>st</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grades. Based on the results of the data in ELA, the school has determined the need to increase this model.

All curriculum areas in each of the models emphasize a balanced literacy approach that focuses on the specific strategies that support the development of both languages. Teachers implement the America's Choice design with the strategies, techniques and methods that support the ELL students. All instructional materials used by our ELLs population are aligned to the standards. We use a balanced literacy approach in our literacy program. In math we use the Everyday mathematics program in Spanish in our transitional model and Dual Language Program. In Social Studies

and Science, we use the NYC Scope and Sequence and the NY State Core curriculum. These subjects are taught according to the language proficiency of the students and the program of choice. Listening, Speaking, Reading and Writing strands are developed according to research based methodologies. Careful attention to building background knowledge and skills, vocabulary in the content area and opportunities to learn the structures of the second language are emphasized in all models.

We will continue with The Collaborative Teaching Partnership Model, which was designed as a model of intervention services that maximizes the instructional program by empowering teachers to utilize co-teaching strategies, collaborative planning, and data analysis to meet the individual needs of all students in the area of Literacy. This model includes all children as capable learners, AIS and classroom teachers as full partners in the process, and professional growth. It offers the opportunity to differentiate instruction according to student's needs and improve achievement gains in all subject areas.

**A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain Ells' participation in those programs. Briefly describe supplemental programs for Ells (i.e., AIS, Saturday Academies). The Core Curriculum materials used for our ELL population are totally aligned to the Core Curriculum materials used for our monolingual students. The following list provides an overview of the materials being used:**

**Math:** Everyday Mathematics structures content into grade level goals and program goals. Program goals are then organized by content strands and are carefully articulated across the grade. The content in each grade provides all students with a balanced mathematics curriculum that is grounded in real-world problem-solving opportunities. Everyday Mathematics has been designed from the ground up to accommodate a wide range of students' background and abilities, including English Language Learners. The program also includes many tools and suggestions to help teachers differentiate instruction to meet children's diverse needs, including Enrichment, Readiness, ELL Support, Extra Practice Activities, and Adjusting the Activity Suggestions. All English Language Learners receive additional support in mathematics in small group instruction during our Extended Day Program. Emphasis will be in Guided Math.

**Social Studies:** Our Social Studies curriculum guides students in exploring history, geography, economics, government, and civics, in order to learn about the people, places, eras, and events near the far that have shaped, and continue to shape our world. In grades K-2, students begin to develop awareness about self, family, neighborhoods, and communities large and small. In grades 3-5, they are introduced to the diversity of world communities, the historic development of NYS, and the similarities and differences among the nations that make up the western hemisphere. In order to meet the needs of English Language Learners, lessons are designed to incorporate discussions, group work, and partner work as well as individual activities. Lessons include the use of Smart-Board Technology to show videos, maps, and other visuals, to further develop background knowledge and connect new vocabulary with visual presentations. The curriculum also incorporates field trips and the use of primary documents in order to further aid students in developing background knowledge and vocabulary.

**Science:** Our Science program is inquiry-based and allows all learners to explore the concepts presented in the city scope and sequence. In grades K-5, the teachers are using the FOSS and Delta programs to enhance students' inquiry and process skills in science. In other grades, the teachers have developed lesson plans following the Learning Cycle Model, or the 5 E's to guide instruction. The Science Lab Teacher continues with the classroom teachers' instructional goals to enhance the students' understanding. Within the science curriculum, lessons incorporate intense vocabulary development through hands-on experience which enables further English development. Real world experiences and the use of science rich institutions in the city are other instructional tools used within the science program.

**Literacy:** We have adopted the America's Choice literacy program which is aimed at developing teacher's understanding and effectiveness in delivering a complete research-based program on reading, writing, and skills development. The Skills Development Block is a 30 minute block of time devoted to providing explicit and systematic instruction to students in the essential components of literacy: vocabulary, phonemic awareness, phonics, fluency, and comprehension. The Readers Workshop focuses on oral language development, vocabulary development, comprehension, and the development of fluency in reading. The workshop includes reading to children, shared reading or choral reading, and direct instruction to small and large groups, as well as partner reading and independent reading with guidance and feedback. In the Writers Workshop, students are engaged in writing daily, leaning a process that includes planning, drafting, revising, editing, polishing, and publishing their work. Students are engaged in analyzing text structures in a variety of genres, organizational patterns, writing strategies, and authors' styles of writing.

### **Title III Program**

This year, our Title III program will take place on Fridays from 2:50 pm – 4:50 pm. We will have 15 teachers working a total of 34 hours each. The Title III Program will run from November 2009 – March 2010. The number of students expected to participate is from 100-150 students. Priority will be given to ELLs in the Beginning and Intermediate levels (as per NYSESLAT test).

Students who participate in our Title III Program will have the opportunity to work/learn in a stress free and positive environment. The range of the groups will be from 6-8 students per teacher. In order to facilitate instruction and move students at their own level, students will be grouped by language proficiently levels. ELL students who participate in the Title III Program will have the opportunity to develop their second language skills through fun and engaging activities aligned to literature and science related themes.

### **B. Extracurricular: Briefly describe extracurricular activities available in your school and the extent to which Ells participate.**

Dare Dance, Ballroom Dancing, Basketball, and Tennis (spring), CAS (Music, Dance, Arts and Crafts)

### **Social, Emotional and Health Support**

The Guidance Counselor works collaboratively with Supervisors and Staff to provide support services to identified students. Every effort is made to support the classroom teacher in meeting the emotional and social needs of the student. Through daily counseling sessions of selected students, the guidance counselor motivates and assists students in using positive coping strategies. Through role play, puppets and games the guidance counselor builds students confidence, self-esteem and peer acceptance. She works in close communication with parents to guide and support their parenting efforts. Her participation in the Child Study Team is critical in determining student referrals for AIS services.

Two social workers provide services to individual and small group of students. One full time Social worker is funded through Children's Aid Society and one full-time social worker is funded through special needs funds. This partnership allows PS 8 to receive a myriad of essential services to families. The Social Workers provide individual case management support. They work closely with families to inform them of outreach programs within the community that can further assist them in addressing their needs. In addition they provide group therapy, observations of at-risk students and individual counseling.

Children's Aid Society is an integral part of the P.S 8 community. This organization provides academic, health, and emotional support to our entire school population including Ells. The CAS staff provides for the health needs of the school. All students identified by the supervisors, teachers and guidance counselor as needing health support, are referred to CAS for services. In addition, CAS provides tutoring services throughout their After

School SES Program and literacy program which are coordinated and monitor by PS 8 teachers. On-going support will be given to parents who request these services. The program is comprehensive and closely monitored by the Principal to assure that all student needs are met.

**I. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.**

**Parent/ Community Involvement:**

PS 8 believes in providing every opportunity for the involvement of parents in the academic and decision making process. As a result of this belief the school provides the following Parent participation:

11. Parent Newsletters for both Academies
12. Parent Coordinator that provides information, outreach and training to parents on a weekly basis
13. Adult Education classes in ESL, GED, Literacy and parenting, through the services of Children's Aid. This is a partnership that is an integral part of the school and provides a myriad of opportunities for parents.
14. Parent Participation in the School Leadership Team's decision-making process
15. A strong and involved Parent Teacher Association
16. Parent Teacher Conferences specific to the AIS -ELL student. This will take place three times a year.
17. Parent participation in committees
18. Training Workshops take place weekly and provide parents with information on policies, regulations and procedures as well as academic and promotional criteria. Through an assessment survey additional workshops are presented to address the specific needs of the parents. All training is presented in a bilingual format.
19. Hiring of a Bilingual support staff- Guidance Counselor, parent Coordinator, Resource Room teachers, and Child Study Team
20. Open Door Policy for Parents

Careful attention is given to providing parents information in the language that they understand. Parents primarily dominate their native language of Spanish. As a consequence, all notices and letters sent home are translated and sent in a bilingual format. The school office staff is proficient in both languages in order to best service parents. In addition, a Bilingual School Aide has been assigned to the office in order to make certain that the needs of parents are addressed immediately and that miscommunication does not occur. Formal messages sent by the Chancellor or State that provide pertinent information for parents are translated by school personnel prior to sending.

**II. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.**

Parents were invited in June and in September to participate in an informational meeting where we explained the benefits of this program for our newly arrived students with little or no skills in their main language. In addition, parents have an opportunity to ask questions and to meet the teachers. Parents receive written information of the programs available as well as a description of the services being provided. Individual conferences with parents are also established for parents needing additional support. At this time we also provide information on how Children's Aid can support the families of the new arrival. This year, in order to support our newly arrived students, we have formed one bridge class for grades 4/5. A Bilingual teacher services this class. AIS services will be channeled to this classroom in order to significantly reduce the ratio of teacher to student. This will be done through the services of our Bilingual Math and Literacy coaches that support these classes during the Readers and Writers workshop through our newly established co-teaching Model. In addition support will also be given to the math component through a push-in model.

**III. Staff Development (2009-2010 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.**

The professional development workshops will aid teachers in improving their own curriculum and practices in the classroom to meet the needs of our ELL population as well as our wider student population. Professional development will take place before / after school, during planning periods, grade meetings and during professional development days. We will focus on topics about:

Analysis of the English Language Arts Exam for Grades 3-5, Social Studies, Science and Math; Using Assessments to Differentiate and Plan Guided Instruction; Teaching Reading Comprehension Strategies; Integrating ESL Methodology Into Daily Teaching and Learning, Differentiated Instruction: Strategies for Reading Academic Texts Across Content Areas; Creating an Inquiry-Based Classroom for Science; Using the Standards to Plan Instruction; Creating Literacy Centers (Make and Take); Vocabulary Instruction in the Classroom to Build Academic Language (Make and Take); Administering and Analyzing the DRA/EDL to Plan for Instruction; Administering and Analyzing ELSOL/NYSESLAT to Plan for Instruction; Accountable Talk Using “Standards” Language; Technology Integration Into Daily Classroom Instruction; Professional Development for Paraprofessionals; How to Incorporate the Classroom Paraprofessional and IEP Paraprofessional in the Instructional Program; Creative Classroom Management: Strategies to Meet the Needs of All Students. Paraprofessionals are also trained in a tutorial program called Reading Rescue that provides a comprehensive individual approach to literacy development.

Date	Training	Participants	Responsible
October 14, 2009 @ PS8 November 5, 2009 @ PS48 December 9, 2009 @ PS8 January 13, 2010 @ PS98	Guided Reading: To deepen guided reading instruction (Focus on note taking, vocabulary and monitoring of students; special attention is given to ELL population)	R. Collado R. Mesa S. Caro S. Hernandez O. Josuweit M. Rey I. Villanueva	America’s Choice Consultant
January 27, 2010 @ PS48 February 10, 2010 @ PS8 March 03, 2010 @ PS98 March 24, 2010 @ PS48	Content Area Writing	M. Cabrera V. Liz A. Saxton M. Rey R. Giordani, AIS	America’s Choice Consultant
February 11, 2010 @ PS8 February 12, 2010 @ PS98 March 17, 2010 @ PS48	Planning Effective Instruction in Mathematics for English Language Learners and Students with IEPs	L. Fernandez J. Martinez J. Almarante	America’s Choice Consultant

March 18, 2010 @ PS8			
September 16, 2009 @ PS8 October 02, 2009 October 19, 2009  October 27, 2009  January 11, 2010	Guided Math Instruction (Fridays): (Focus on Assisting and Planning Differentiated Instruction) -Introduction to Diagnostics -Planning Session -Try our Assessments  -Guided Math Instruction (In-service Training) -Monitoring and Revising Strategic Plan to Improve ELL Instruction	-All Staff  -Grades 1 and 2    -Cabinet Members	Liz Irwin, Aussie Consultant
January 28, 2010	-Curriculum Alignment in Mathematics	Curriculum Planning Members: 30 K-5 Teachers Out of Classroom Personnel	Liz Irwin, Aussie Consultant Principal AP's
February 4, 2010	Teacher Planning / Differentiated Lesson Plans	Curriculum Planning Members: 30 K-5 Teachers Out of Classroom Personnel	Liz Irwin, Aussie Consultant Principal AP's
March 23, 2010	Reflective Learning Walk: Using California Standards	Selected Staff from Curriculum Planning Principal AP's Cabinet Members	Liz Irwin, Aussie Consultant
October `20, 2009 December 1, 2009 January 12, 2010 February 9, 2010 March 9, 2010	Marilyn Burns Training for Mathematics	T. Perez L. Mendoza	Consultant
October 21, 2009 December 2, 2009 January 13, 2010 February 10, 2010	Marilyn Burns Training for Mathematics	B. Chacko-Thomas G. Garcia	Consultant

March 10, 2010			
October 10, 2009 October 19, 2009 October 20, 2009 December 4, 2009 January 11, 2010 January 12, 2010 January 14, 2010 March 08, 2010 March 9, 2010 March 11, 2010 June 6, 2010	Experiences in American History: Setting the Stage for Grades K-2 Teaching American History	M. Colwill R. Mesa S. Hernandez	Consultant

We believe that these professional development efforts will improve teacher planning and instruction, and will focus all teachers on the strategies used for addressing the needs of our ELL population.

**IV. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.**

The Children’s Aid Society at P.S.8 provides the following programs for our P.S.8 students and parents:

**Early Head Start:** The Early Head Start Program provides an early childhood education to income eligible children from ages 0-3 yrs. The program provides support services that impact the entire family and the surrounding community.

**Head Start:** Head Start program services children ages 3-5 and their families. The Head Start program provides a full program of educational, health, nutrition, and social services to meet their needs and enrich their families.

**Extended Day Program:** The Extended Day Program offers homework help, a literacy based curriculum, sports and art activities, an array of interest clubs, recreational events, and the opportunity to attend various educational and cultural field trips.

**Summer Camp:** The camp offers a variety of activities that include educational and recreational activities, on site special events and a wide array of educational, recreational and cultural field trips.

**Holiday and Saturday Programs:** The Holiday and Saturday programs provide families and children with recreational and social experiences. The holiday program offers trips and in-house activities. The Saturday program offers activities such as basketball.

**Supplemental Educational Services:** The SES program provides tutoring in accordance with the No Child Left Behind (NCLB) federal mandates. Students receive literacy and mathematic assistance on Tuesdays and Wednesdays for 50 hours.

In addition, the CAS provides Dental and Medical Services, Health Care Access Program, Social Work Case Management, Parental Involvement and Preventive Service

**V. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program. All bilingual students receive the following assessments:**

<b>Assessments</b>	<b>Description</b>	<b>How it is Used</b>
<b>EI Sol</b>	<b>EI Sistema De Observacion De La Lecto-Escritura (EL SOL) is a checklist in Spanish to gather information, inform instruction and monitor students' progress</b>	<b>To determine literacy development in Spanish and independent reading level. The information is used for planning differentiated groups.</b>
<b>EDL-2</b>	<b>Examen de Lectura (EDL) is a series of leveled books and recording sheets designed to determine students' reading accuracy, fluency and comprehension levels in Spanish. It is administered individually.</b>	<b>To determine independent reading level in Spanish and to group students for guided reading instruction and Book Clubs.</b>
<b>DRA-2</b>	<b>The Developmental Reading Assessments (DRA) is a series of leveled books and recording sheets designed to determine students' reading accuracy, fluency and comprehension levels in English.</b>	<b>To determine independent reading level in English and to group students for guided reading instruction and Book Clubs.</b>
<b>Title III Practice Test</b>	<b>Sample tests obtained from the State website at the different levels (K-5).</b>	<b>To support and familiarize students with content and skills needed in the NYSESLAT.</b>
<b>NYSESLAT</b>	<b>The New York State English As A Second language Achievement Test</b>	<b>To determine proficiency levels of students for instructional purpose and to</b>

	<b>(NYSESLAT) is designed to measure the English Language proficiency (Listening, Speaking, Reading&amp; Writing) for English Language Learners.</b>	<b>place students in classes and programs according to their proficiency levels.</b>
<b>Math Unit Test in Spanish</b>	<b>Unit tests given as a pre and post before and after each unit.</b>	<b>To assess students entry level at the beginning of a unit. To provide performance data that supports differentiated planning and student's attainment of skills and concepts.</b>
<b>Science Unit Test in Spanish</b>	<b>Unit tests given as a pre and post before and after each unit of study.</b>	<b>To assess students entry level at the beginning of a unit. To provide performance data that supports differentiated planning and also determines individual attainment of skills and concepts.</b>
<b>Science Performance and Written State Test Grade 4</b>	<b>To assess the science program in K-4 and monitor students' progress towards New York State Standards in Science</b>	<b>To monitor students' progress towards achieving the New York State Standards in Science.</b>
<b>Social Studies Unit Tests in Spanish</b>	<b>Unit tests given as a pre and post before and after each unit.</b>	<b>To assess students entry level at the beginning of a unit. To inform differentiated planning, teaching and learning.</b>
<b>Writing Samples in English and Spanish</b>	<b>Students respond to a prompt aligned to grade standards on a monthly basis. Assistant principals in K-5 collect samples of students' writing.</b>	<b>To determine writing progress for on-going classroom instruction.</b>

**Part C: CR Part 154 – Number of Teachers and Support Personnel for 2009-2010**

School Building: PS008M District: 06

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

Number of Teachers 2009-2010				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**		Bilingual Program	ESL Program	
Bilingual Program	ESL Program	Bilingual Program	ESL Program			
13	6	0	0		0	18

\* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2009-2010 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

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

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

**Part D: CR Part 154 – Sample Student Schedules**

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

Student Schedule  
2009-2010

School District: 06

School Building: P.S.8

Student Proficiency Level: **Advanced**

Grade Level/Program: **First/ESL Pull-Out**

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	8:15 to 8:35	Morning Routines English	PE English	Morning Routines English	Morning Routines English	ESL Pull-out
2	8:35 to 9:05	Reading Reform English	PE English	Reading Reform English	ESL Pull-out	ESL Pull-out
3	9:05 to 9:55	Reading Workshop English	Reading Workshop English	Reading Workshop English	ESL Pull-out	Reading Workshop English
4	9:55 to 10:40	Writing Workshop English	Writing Workshop English	Writing Workshop English	Prep Health Ed. English	Writing Workshop English
5	10:40 to 10:54	Read Aloud English	Read Aloud English	Read Aloud English	Read Aloud English	Read Aloud English
6	10:54 to 11:44	L	U	N	C	H
7	11:47 to 12:37	Math English	Math English	Math English	Writing Workshop English	Math English
8	12:37 to 1:27	Prep Art English	Science English	Prep Language Arts 1 English	Math English	Social Studies English
9	1:27 to 1:47	Word Work English	Word Work English	ESL Pull-out	Word Work English	Word Work English
10	1:47 to 2:35	Science English	Shared Reading English	ESL Pull-out	Social Studies English	Prep Language Arts 1 English

CR Part 154 (A-7)

Student Schedule  
2009-2010

School District: 06

School Building: P.S.8

Student Proficiency Level: **Intermediate** Grade Level/Program: **First/ESL pull-Out**

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	8:15 to 8:35	ESL Pull-out	PE English	ESL Pull-out	ESL Pull-out	Morning Routines English
2	8:35 to 9:05	ESL Pull-out	PE English	ESL Pull-out	ESL Pull-out	Reading Reform English
3	9:05 to 9:55	ESL Pull-out	Reading Workshop English	ESL Pull-out	ESL Pull-out	Reading Workshop English
4	9:55 to 10:40	Writing Workshop English	Writing Workshop English	Writing Workshop English	Prep Health Ed. English	Writing Workshop English
5	10:40 to 10:54	Read Aloud English	Read Aloud English	Read Aloud English	Read Aloud English	Read Aloud English
6	10:54 to 11:44	L	U	N	C	H
7	11:47 to 12:37	Math English	Math English	Math English	Writing Workshop English	Math English
8	12:37 to 1:27	Prep Art English	Science English	Prep Language Arts 1 English	Math English	ESL Pull-out
9	1:27 to 1:47	Word Work English	Word Work English	Word Work English	Word Work English	Word Work ESL
10	1:47 to 2:35	Science English	Shared Reading English	Read Aloud with Accountable talk English	Social Studies English	Prep Language Arts 1 English

CR Part 154 (A-7)

Student Schedule  
2009-2010

School District: 06

School Building: P.S.8

Student Proficiency Level: **Beginning** Grade Level/Program: **First/ESL Pull-Out**

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	8:15 to 8:35	ESL Pull-out	PE English	ESL Pull-out	ESL Pull-out	Morning Routines English
2	8:35 to 9:05	ESL Pull-out	PE English	ESL Pull-out	ESL Pull-out	Reading Reform English
3	9:05 to 9:55	ESL Pull-out	Reading Workshop English	ESL Pull-out	ESL Pull-out	Reading Workshop English
4	9:55 to 10:40	Writing Workshop English	Writing Workshop English	Writing Workshop English	Prep Health Ed. English	Writing Workshop English
5	10:40 to 10:54	Read Aloud English	Read Aloud English	Read Aloud English	Read Aloud English	Read Aloud English
6	10:54 to 11:44	L	U	N	C	H
7	11:47 to 12:37	Math English	Math English	Math English	Writing Workshop English	Math English
8	12:37 to 1:27	Prep Art English	Science English	Prep Language Arts 1 English	Math English	ESL Pull-out
9	1:27 to 1:47	Word Work English	Word Work English	Word Work English	Word Work English	Word Work ESL
10	1:47 to 2:35	Science English	Shared Reading English	Read Aloud with Accountable talk English	Social Studies English	Prep Language Arts 1 English

CR Part 154 (A-7)

Student Schedule  
2009-2010

School District: 06

School Building: P.S.8

Student Proficiency Level: **Advanced** Grade Level/Program: **Fourth/ESL Free-standing**

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	8:15 to 8:30	Skills Block/ Phonics English	Skills Block/ Phonics English	Skills Block/ Phonics English	Skills Block/ Phonics English	Skills Block/ Phonics English
2	8:30 to 9:05	Skills Block Grammar English				
3	9:05 to 9:55	ESL Pull-out	ESL Pull-out	Reading Workshop English	Reading Workshop English	Reading Workshop English
4	9:55 to 10:45	Reading Workshop English	Writing Workshop English	Writing Workshop English	Writing Workshop English	Writing Workshop English
5	10:45 to 11:35	Writing Workshop English	Math English	Math English	Math English	ESL Pull-out
6	11:35 to 11:45	Read Aloud English	Read Aloud English	Read Aloud English	Read Aloud English	Read Aloud English
7	11:45 to 12:40	Math English	Prep Language Arts 1 English	Prep Health Ed. English	Science English	Math English
8	12:40 to 1:30	L	U	N	C	H
9	1:30 to 2:20	Science English	Social Studies English	Science English	Prep Math English	Social Studies English
10	2:20 to 2:35	Read Aloud/ Response English	Read Aloud/ Response English	Read Aloud/ Response English	Read Aloud/ Response English	Read Aloud/ Response English

Student Schedule  
2009-2010

School District: 06

School Building: P.S.8

Student Proficiency Level: **Intermediate/Advanced**

Grade Level/Program: **Third/Dual Language**

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	8:15 to 8:30	Math Skills English	Math Skills Spanish	Math Skills English	Math Skills Spanish	Math Skills English
2	8:30 to 9:05	Skills Block Grammar/Phonics English	Skills Block Grammar Spanish	Skills Block Grammar English	Skills Block Grammar Spanish	Skills Block Grammar English
3	9:05 to 9:55	Reading Workshop English	Reading Workshop Spanish	Reading Workshop English	Reading Workshop Spanish	Reading Workshop English
4	9:55 to 10:45	PE English	Writing Workshop Spanish	Prep Math English	Writing Workshop Spanish	Writing Workshop English
5	10:45 to 11:35	Writing Workshop English	Math Spanish	Writing Workshop Spanish	Prep PE Spanish	Prep Language Arts English
6	11:35 to 11:47	Read Aloud English	Read Aloud Spanish	Read Aloud Spanish	Read Aloud Spanish	Read Aloud English
7	11:47 to 12:37	L	U	N	C	H
8	12:40 to 1:30	Math English	Prep Arts Spanish	Math Spanish	Math Spanish	Math English
9	1:30 to 2:35	Science English	Social Studies Spanish	Social Studies Spanish	Social Studies Spanish	Science English

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

**Form TIII – A (1)(a)**

**06M008**

**Grade Level(s)** K-5    **Number of Students to be Served:** 302    **LEP**    **Non-LEP**

**Number of Teachers** 15    **Other Staff (Specify)** Supervisor, Guidance Counselor  
**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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**Description of School:**

Public School 8, The Luis Belliard School (P.S. 8M) strives to support English Language Learners in achieving new and higher standards. P.S. 8M is a K-5 elementary school with a population of approximately 593 students, of which 299 (about 50.4% of the entire population) are English language learners (ELLs) with Spanish as their home language. Presently, we have 12 bilingual classes from grades K to 5, eight (8) of which are Dual Language: one Spanish and one English in grades 2-3 (side by side model); and four (4) self contained classes in grades K, 1, 4 and 5. In addition, we have four (4) Bilingual Transitional classes (K, 1, 2, 4/5); one (1) ESL self contained in first grade; three (3) CTT/ESL for ELLs with IEP in grades K, 4 and 5. Students in the Bilingual Transitional model are being prepared for placement into monolingual classes. This year, we have approximately seventy-five (75) ESL students who have been opted out of the bilingual program. 1.5 licensed ESL teachers provide push- in/pull-out services to these students.

**Description of Title III Program:**

In order to support our English Language Learners and to accommodate their needs our Title III Program will take place as follows:

- Our K-2 students will be supported during our instructional day with 30 minutes of test prep. We will use the Empire State NYSESLAT ESL/ELL Test Prep Materials from Continental Press.
- Our 3-5 students will be supported on Fridays from 2:50 pm – 4:50 pm. From November 6, 2009 to March 26, 2010 for a total of 18 sessions.
- Fifteen teachers will work with groups of 6-8 students for a total of 36 hours each
- Two hours per teacher for professional development in the use of the instructional materials and the flow of the program (total of 30 hours)
- A supervisor will be hired for a total of 36 hours to supervise the program conduct walkthroughs, order and monitor the flow of the program and the use of curriculum materials

- A trained secretary will be hired for a total of 20 hours to handle the payroll, schedule parents' meetings and other paper work.

**Instructional Programs:**

Our Title III Program will focus on students' strengths/weaknesses, interest, and vocabulary while accessing prior knowledge and integrating language and content instruction. In addition, we will be reinforcing all four modalities found in ELA and NYSESLAT assessments: speaking, listening, reading and writing.

- Students at the beginning level of proficiency will receive 50 minutes of Guided Reading, 50 minutes of Journeys New York and/or Empire State NYSESLAT Test Prep Materials
- Students at the intermediate level of proficiency will receive 45 minutes of Guided Reading and 45 minutes of Achieve3000

**Achieve3000:** This instructional program will be at no cost to our Title III program. This program will help motivate our ELLs to read allowing them to work at their own pace and language level. It integrates the use of technology and reading skills. It incorporates fun activities, the use of visuals, vocabulary development, and current events allowing the children to work on the four strands of language acquisition: listening, speaking, reading, and writing. **(Since this program is already at our school, it will be at not cost to the Title III Program)**

**Materials to be purchased with Title III funds:**

**Journeys New York:** This is a research based supplemental program designed for ELLs at different levels of language proficiency. This instructional program is content based. It combines literature, and Science, providing extension activities for enrichment and vocabulary development in the content area. Most of the components of this program are non-consumable. Journeys New York is a theme-based program and each box/kit brings four different themes. It includes sets of books picture cards to help with vocabulary development, games teacher's support materials.

**Empire State NYSESLAT Test Prep Materials:**

This instructional program provides an opportunity for our students to practice for the New York State English as a Second Language Achievement Test. This program incorporates NYSESLAT testing strategies to help familiarized our students with the NYSESLAT addressing the four strands of language development; listening, speaking, reading and writing.

**Guided Reading: Rourke's Language Proficiency and Vocabulary Intervention Kits (Readers for Writers)** are designed to achieve success in academic language proficiency and vocabulary for students in kindergarten through middle school. Each kit is aligned to the English Language Arts Standards, the English as a Second Language Standards, and the National Science Standards. The kits supplement both literacy and science content instruction. Each kit includes:

- 6 Lap Book Titles with 36 identical small versions
- 6 Teacher Notes (one per title)
- 6 Oral Language Photo Cards (one per title)
- Audio CD of all 6 titles
- Overview of photo card instruction

**Consumable Materials** – notebooks, chart tablets, pencils, paper etc.

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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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Through out the year, our teachers have an opportunity to select and receive professional development addressing the following: Analysis of the English Language Arts Exam for Grades 3-5, Math, Social Studies, Science; Math: Using Assessments to Differentiate and Plan Guided Instruction; Teaching Reading Comprehension Strategies; Integrating ESL Methodology Into Daily Teaching and Learning, Differentiated Instruction: Strategies for Reading Academic Texts Across Content Areas; Creating an Inquiry-Based Classroom for Science; Leveling and Organizing Classroom Libraries; Using the Standards to Plan Instruction; Creating Literacy Centers (Make and Take); Time Management and Organization: Fitting It All; Vocabulary Instruction in the Classroom to Build Academic Language (Make and Take); Administering and Analyzing the DRA/EDL to Plan for Instruction; Administering and Analyzing DRA-2 Word Analysis/ELSOL/NYSESLAT to Plan for Instruction; Accountable Talk Using “Standards” Language; Technology Integration Into Daily Classroom Instruction; Professional Development for Paraprofessionals; How to Incorporate the Classroom Paraprofessional and IEP Paraprofessional in the Instructional Program; Creative Classroom Management: Strategies to Meet the Needs of All Students.

**Description of Parent and Community Participation**

Our Title III Program will establish a Parent Support Group using Title III funds. The PSG will meet every Friday from 2:40-4:50 p.m. for a total of 36 hours. The main purpose of the PSG will be to help parents of new arrival students have a smooth transition into the New York City Public School System. Assisting them to understand the dos and don’t in terms of discipline, childcare, responsibilities, discipline, as well as focus on academic, emotional and social needs of the students and parents/caregivers. In addition, she will work closely with families to inform them of outreach programs within the community that can further assist them in addressing their needs.

The Parent Support Group Leader, Ms. Z. Cruz (Guidance Counselor) will be to offer specific suggestions to parents on how to support their children. The PSGL will give information/counseling that will be oriented towards learning life skills to enable parents and students to develop pro-social behavior and a healthy and consistent self-esteem. Parents will receive the help they need with everyday parenting problems. Practical information and advice will be provided to improve the quality of life for each member of the group and their families.

Some of the topics that will be addressed are:

1. Needs of Parents and Students
2. Guidance on Parenting Skills
3. Communication between parents and teachers
4. Tools to improve children’s achievement
5. Learning is your child’s responsibility
6. Attendance
7. Ways busy parents can help their children succeed in school
8. Positive discipline, etc.

- A guidance counselor will be hired for a total of 36 hours to work in our Parent Involvement Component
- Title III funds will be used to purchase Lending Libraries, materials to support the program and refreshments and snack for parent meetings.

**Form TIII – A (1)(b)**

**06M008**

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

<b>Allocation: : \$ 47,620.00</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff, per session, per diem (Note: schools must account for fringe benefits) Title III Program	<b>\$31,356.64</b>	<p><b><u>Title III After School Program</u></b>  <b>15 teachers x 2 hrs x 18 sessions x \$49.89 = \$26,940.60</b></p> <p><b>Supervisor</b>  <b>1 x \$52.21 x 36 hrs = \$1,879.56</b></p> <p><b>Secretary</b>  <b>1 x \$30.74 x 20 hrs = \$614.80</b></p> <p><b><u>Parent Support Group</u></b>  <b>Guidance Counselor</b>  <b>1 x \$53.63 x 36 hrs = \$1,930.68</b></p>
Purchased services such as curriculum and staff development contracts	N/A	
Supplies and materials	<b>\$ 14,286.00</b>	<p><b>Curriculum Materials:</b>  Empire State NYSESLAT ESL/ELL (Continental Press)  Workbooks (K-2) 300 @ \$ 18.65 = \$ 5,595.00  Audio CDs 8 @ \$ 10.45 = \$ 83.60  Rourke's Language Proficiency and Vocabulary Intervention kits (Rourke Publishing Company)  18 kits @ 399.00 = \$ 7,182.00  Consumable Materials: \$ 1,425.4</p>
Travel		
Other <b>Parental Involvement:</b>	<b>\$1,968.36</b>	<p><b>Parental and Community Involvement</b>  Parent materials to be distributed  Refreshments and snacks  Lending Libraries Lectorum Customized Parent Library</p>

<b>TOTAL</b>	<b>\$ 47,620.00</b>	
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**Appendix 3: Language Translation and Interpretation**

*Requirement under Chancellor’s Regulations – for all schools*

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

***Part A: Needs Assessment Findings***

- 1. Describe the data and methodologies used to assess your school’s written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.**

In order to determine the school’s written translation and interpretation needs, the School Leadership Team first determined the languages the students speak at home. According to the Home Language Surveys, 94.2% of the students at the school are native Spanish speakers. Four percent of the students are African-American and 0.4% of the students are white non-Hispanic. These families home language is English and therefore do not require translation services. The remaining 0.8% of the students is Asian, specifically from Yemen.

- 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 parents are predominantly a non-English speaking community therefore, the need for translated school materials is an essential component in establishing a successful educational partnerships. PS8 provides all communications via parent letters which are sent home in English and Spanish. The school works collaboratively with the Parent’s Association and Parent Coordinator to organize parent workshops and meetings addressing the academic and informational needs of the school community in both Languages. School calendars, monthly newsletters, and updates for available programs are all provided to our school community in a translated format. This information was disseminated to our staff via faculty conferences at the beginning of the year and to our PTA and the Children’s Aid Society during our bi-weekly PTA meetings.

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

- 1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.**

Our school is committed to providing our parent community with all the necessary information to ensure a successful partnership focused on the accomplishments of higher academic standards. To this end we provide all school related communications in both English and Spanish. We encourage participation in all school related activities with the assistance of the parent coordinator and in collaboration with the Parents' Association. The success of our efforts is evident among the increase of attendance on Parent Teacher Conferences, parent workshops, parent volunteers, and analysis of the Parents Survey Reviews.

Our school utilizes in-house personnel to provide written translations for parents and community members. Written translation services within our school are scheduled from the commencement of the school year with the inception of parent orientations and informational academic calendars. To ensure that all appropriate areas are addressed we offer parent workshops. In collaboration with the School Leadership Team, Parent Association, Parent Coordinator and Academic Intervention Liaison, translated announcements and home letters are distributed to the entire school population.

All documents distributed to the parents in Spanish are translated by staff members. Manuals, such as the Promotional Policy and the Parent Handbook, are translated by the Translation-Interpretation Unit. Since no staff member at the school is fluent in Arabic, *all* documents distributed must be translated into Arabic by the Translation-Interpretation Unit.

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

The oral interpretation services are provided by our in-house personnel. Our school staff is fluent in Spanish and serves as excellent resources at our parent workshops and meetings. School funds are used to create per-session stipends for paraprofessionals, school aides and family workers to provide translation services in fall and spring Parent Teacher Conferences. Our parents are also encouraged to rely on relatives or school personnel for translation services if they choose.

**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 Chancellor's Regulations will be fulfilled to increase parent participation and involvement by incorporating the translation requirements in every component of the school communication process. All school communications sent home will be translated into Spanish using the expertise of our school personnel and the services of the Translation Unit will be utilized to translate documents into Haitian and Arabic. All essential school documentation in need of explanation not provided in Spanish will be facilitated via parent meetings with oral Spanish translators. Parents who wish clarification on school issues are able to call the school office and are addressed by Spanish speaking staff members. Our administrative and teaching staff is bilingual and able to assist parents with questions and concerns.

Signs informing parents of Chancellor's Regulations A-663 are posted in the main entrance, in the main office, and throughout the school building. Additionally, signs are posted throughout the school in different languages (Spanish, English, Arabic and Haitian) indicating the availability of interpretation services.

**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:	\$603, 098	\$83,584	\$686,682
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$6,030		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$835	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$30,154		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$4,179	
6. Enter the anticipated 10% set-aside for Professional Development:	\$60,309		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$8,358	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: **98.7%**
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.

5% of the Title I allocation will be utilized to provide opportunities for our Highly Qualified Teachers to attend courses to complete certification requirements. In addition, these funds and other Title I (10%) funds will be utilized to purchase on-site and off-site professional development from America’s Choice School Design as well as AUSSIE. Additionally, we will work closely with our Human Resource Liaison to ensure that all of our teachers are highly qualified.

## 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.

### Parent Involvement Policy 2009-2010

At PS 8, The Luis Belliard School, we strongly believe that parental engagement is essential for the academic success of our children. We, the Administrators, Teachers, Staff, Parents, and The Children’s Aid Society staff (CBO) must share responsibility in ensuring that our children reach their fullest social and academic potential. PS 8 is a community school that fosters family and school connections, through cooperation and communication between families and school staff. Our Community School consist of multiple resources to create a caring learning environment, where children and families are welcomed for Family Literacy opportunities, Adult Education, Preventive Services, Early Childhood Programming, Parenting Skills Training, and school wide activities. Our school wide activities are designed with attention to cultural and social needs. In order to enhance parental involvement in our school PS 8 agrees to implement the below statutory requirements:

- Public School 8 will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with Section 118- Parental Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children. P.S. 8 share a partnership with the Children’s Aid Society. That partnership will yield increased parental involvement. Good family involvement programs do not always require new or additional money. The relationship with Children’s Aid Society will allow for increased staff membership in projects that will promote parental involvement at P.S. 8.
- In carrying out the Title I, Part A parental involvement requirements, P.S. 8 will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 111-State Plans of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent possible, in a language parents understand. As an example of the activities that P.S. 8 will implement under the supervision and guidance of the Principal and through the services of the Parent Coordinator, the following scheduled and approved workshops provide an overview of the parental activities (in English and Spanish) and training for the school year 2009-2010.

<b>Date</b>	<b>Workshop</b>
September 24, 2009	Parental Involvement Policy
September 30, 2009	SES Providers Fair
October 8, 2009	Special Education Orientation
October 22, 2009	Title I Orientation
October 29, 2009	NCLB Orientation
October 29, 2009	Middle School Choice Applications
October 29, 2009	SES Fair
November 4, 2009	NCLB –School Designation by NYSED
November 10, 2009	NCLB – School Designation by NYSED
November 15, 2009	Legal Clinics –Tenants Rights
December 17, 2009	Holiday Celebration
January 21, 2010	Grading Policy
January 26, 2010	AIS Programs – PTC for Target Population
February 11, 2010	Middle Schools Orientation
February 26, 2010	ARIS Training for Parents
March 12, 2010	HIV Curriculum
March 16, 2010	Parent Teacher Conferences
April 2, 2010	Structure of the NYSESLAT
April 15, 2010	Child Abuse Prevention
May 14, 2010	Grading Policy & Promotional Criteria
June 10, 2010	Summer Programs

At PS 8 Parental Involvement/Engagement for the academic year 2009-2010 encompasses the following activities, training and events:

- P.S. 8 involves the parents of children served in Title I, Part A program(s) in decisions about how Title I, Part A funds reserved for parental involvement is spent.
- Our Special Education Department at P.S. 8 also provides information to parents of children with IEP's and who have special needs.
- Parent Teacher Conferences & Open School Week
- PTA Monthly Meetings (Breakfast and Raffles for participants).
- PTA training on budget allocation, supplies and expenses (from cups, napkins, etc. to paper, pencils and other office supplies).
- Educational/Parent Orientations by grade to delineate curriculum goals and standards to be attained (Breakfast provided).
- Parent participation in schools academic initiatives such as Parents as Reading Partners, Assemblies, monthly celebrations of published work and Science Fair activities
- Parent volunteer program to support classroom teacher and school-wide events.

- The Children's Aid Society (Family Literacy Program) - Includes ESL instruction, parent resource time, and parent/child time. Instructors for these classes paid by PS 8 CBO.
- E.P.I.C Parent Workshops- workshops designed to help parents develop their communication and improve parenting skills. (The Children's Aid Society).
- Annual Parent Recognition award ceremony held in recognition of the completion of workshops provided using Title 1 funds i.e. Upholstery classes, candle making, cake baking and Sewing.
- Continue to establish communications through the use of monthly newsletters, phone calls, flyers and surveys.
- Provide information and training about the importance of parental involvement.
- Ongoing parent workshops and support for new arrivals to improve the home-school connection.
- Providing opportunities for parent input into the decision-making process via the School Leadership Team, School Programs and Services, Parent Association activities, weekly workshops, support groups for parents of children with special needs, adult education classes, Graduation Committees, Dual Language Committees and Parent Leadership Council (The Children's Aid Society)
- Training parents as SLT members.

## **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.

## Public School 8 School-Parent Compact 2009-2010

According to the 1994 Title I Amendments, a school-parent compact is an agreement developed between parents and schools “that outlines how parents, the entire school staff, and students will share the responsibility for improved student 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.”

The Community of Public School 8 believes that it is only through the cooperation of the parents and the school that children reach their full potential. In light of this the school and parents will work co-operatively to provide for the successful education of the children as follows:

<b>THE SCHOOL AGREES:</b>	<b>THE PARENT/GUARDIAN AGREES:</b>
To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.	To become involved in developing, implementing, evaluating, evaluating and revising the school parent-involvement policy.
To offer a flexible number of meetings at various times, and if necessary, and if funds are available, to provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.	To use or ask for assistance that the local school may offer on child development and teaching and learning strategies as needed.
To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.	To work with our child/children on their schoolwork.
To provide parents with timely information about all programs	To ask them what they learned about that day
To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information	To encourage them to share their successes and areas of frustration
To provide high quality curriculum and instruction	Provide assistance if necessary
To deal with communication issues	Encourage them to read, write, and

between teachers and parents through parent-teacher conferences at least annually	practice their math skills daily
To deal with communication issues between teachers and parents through frequent reports to parents on their children's progress	To monitor our child/children's attendance at school
To deal with communication issues between teachers and parents through reasonable access to staff	To monitor our child/children's homework
To deal with communication issues between teachers and parents through opportunities to volunteer and participate in their child's class and to conduct observation of classroom activities	To monitor our child/children's television watching
To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e. literacy classes, workshops on reading strategies.	To monitor our child/children's computer and video game usage
	To encourage the development of effort and persistence in our children
	To share the responsibility for improved student achievement.
	To communicate with our child/children's teachers about their educational needs.
	To ask parents and to parent groups to provide information to the school on what type of training or assistance they would like and/or need to help them be more effective in assisting your child/children in the educational process.

## **Signature Section**

We agree to work together, to the best of our abilities, as educators and parents to fulfill our common goal of providing for the successful education of our children. ***Please sign and return to your child's teacher.***

Signature of Teacher      Signature of Parent/Guardian

\_\_\_\_\_  
Type/Print Name

\_\_\_\_\_  
Telephone Number

Best time to contact: \_\_\_\_\_

### **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.

The school's needs assessments data have been detailed on pages 9-16 Part IV of the Needs Assessment Section of our current CEP. The data presented includes an analysis of our most current quantitative and qualitative data regarding student performance trends and other indicators of progress.

2. School-wide 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 school is currently implementing Phase 5 of The America's Choice School Design Model which is a research based program, Board of Education approved and aligned to the requirements of the NCLB Act and State Standards. The ACSD provides professional development training and is a data driven instructional program. The analysis of student progress data is utilized to modify and improve instruction.
- To meet the needs of the low academically achieving students, PS 8 provides an extended day program for all of our students in grades 3-5 Monday through Wednesday from 2:35-3:25. In addition, approximately 100 of our students are given the opportunity to attend a Summer School program through our partnership with the Children's Aid Society.
- Our instructional program and planning is based on the standards. Great emphasis is placed on academic rigor for all of our students in order to provide a rich and accelerated curriculum.
- In order to meet the needs of our historically underserved population (ELL and Special Education students) we are providing a co-teaching model in grades 3-4 in order to support differentiated instruction as well as to reduce the student to teacher ratio.
- To meet the needs of the low academically achieving students PS 8 provides AIS services for level 1 and holdover students. Additionally, identified at-risk first graders are provided with a tutoring program, Reading Rescue, by trained AIS specialists and paraprofessionals during school hours and during the extended day.
- To ensure that the needs of all students are addressed, classroom teachers focus on providing differentiated and small group instruction.

### 3. Instruction by highly qualified staff.

The PS 8 staff is comprised of 100% fully licensed teachers and 88% of the teachers possess a Masters Degree. 98.7% of our teachers are currently highly qualified. In addition, teachers are provided with opportunities to acquire course credits to further certification requirements and expand instructional abilities under Title I funding.

- ### 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.
- The ongoing professional development which will be provided at PS 8 has been incorporated throughout all content areas as an essential component of the needs assessments Implications when planning for instructional programs.
  - Teachers will receive onsite and off-site professional development on the America's Choice School Design, AUSSIE: Guided Math, Guided Reading and Professional Learning Teams, according to our Needs Assessment findings (refer to pps. 9-16).
  - Collaboration and planning will continue across the grade levels during common planning time
  - Paraprofessionals will be provided with professional development opportunities in guided reading instruction, Reading Rescue, DRA and Word Analysis administration and understanding and effectively implementing the IEP.
  - Principal and Assistant Principals will receive on-site and off-site professional development on the use of summative and formative data to improve teaching and learning.
  - Parents will receive training in the effective implementation of Title I programs and the Parent Policy and Parent Compact.
  - Mentoring by coaches and lead teachers will assist new teachers to ensure seamless instruction of curriculum

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

- Hiring of teachers will be processed via the School Human Resources Committee.
  - We will enlist the support of our Human Resources Liaison to fulfill all vacancies in late spring and during the summer months.
  - Create a corps of support staff such as lead teachers, coaches and administrators to support our new teachers and teachers identified as in need of professional development.
  - We will effectively implement the New Teacher Induction Mentoring Program.
6. Strategies to increase parental involvement through means such as family literacy services.
- We will aggressively enlist the participation of parents in our SLT.
  - Conduct weekly parent meetings on topics of their choice using results of parent surveys
  - Provide family literacy and parenting skills workshops through our partnership with the Children’s Aid Society
  - Our annual Reading Rally to launch the One Million Word Campaign
  - Parent as Partner Reading Assemblies (Three times a year: December, April and June)
  - Celebration of Student Published Work (every 6-8 weeks)
  - Student of the Month Award Ceremonies
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.

In partnership with our on-site community based organization (CBO) The Children’s Aid Society, our school houses an Early Head Start, Head Start, and Child Care Program. To assist with the transition to the Kindergarten program, the Early Childhood programs conduct:

- Parent Orientations prior to enrollment in Kindergarten classes
- Visitations between the Early Childhood teachers and Kindergarten teachers
- Student visitations to the new Kindergarten classrooms
- Summer programs that provide lunch and transition the students to the new Kindergarten routines

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.

To ensure that our staff is involved in the school’s decision making process teachers are encouraged to join and participate in the following:

- The School Leadership Team
- Design Team
- Inquiry Team
- Cabinet Meetings
- Child Study Team

We also provide annual teacher surveys to assure that the staff has the opportunity to express and reflect upon instructional programs effectiveness and suggestions for improvements. The teachers are an essential element when targeting the at risk student population. Teacher observations and recommendations are crucial to meeting the needs of all the students.

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.

Our school provides Level 1, 2, and promotion in doubt students with assistance through the Academic Intervention Services. AIS provide instruction assistance at both the Tier I and Tier II levels. Please refer to Appendix 1, pps 31-34.

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.

In collaboration with the Children's Aid Society, the PS 8 parent community and student population are provided with:

- After School Extended Day Programs which provide our students with academic enrichment and supplemental instructional tutoring, Homework Help, Peer Mathematics Tutoring, and English as a Second Language classes. The After School Programs also provide arts, recreation, socialization, and leadership activities.
- Saturday Basketball Club for at risk targeted students provides physical fitness opportunities and sportsmanship experiences.
- Preventive Services Program – Provides supportive services in parenting skills, reducing the risk of child abuse, neglect and domestic violence prevention assistance.
- Family Resource Center – provides parents with assistance in job counseling, housing, legal aid, computer workshops, and family budgeting.
- Adult Learning Program which provides workshops on ESL, Family Life & Holistic Sexuality, Growing Together Mothers and daughters, and Arts & crafts

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS (NOT APPLICABLE)**

**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:** Restructured: Advanced      **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.*

For the 2008-2009 school years, we were identified by the New York State Education Department as a **Title 1 School in Year 2 Restructuring – Advanced**. Currently, PS8 made AYP in Math and Science; however we did not make AYP in ELA, subgroup-Students with Disabilities. Although we are in year 2 Restructuring Advanced, our results indicate a general upward trend for ELL, Economically Disadvantaged, Hispanic and the All Students subgroups. We will continue to enhance our instructional practices with special attention to students with disabilities by incorporating strategies to support SWD. Additionally, we find that we need to provide opportunities for general education and special education teachers to share best practices and instructional approaches that will help to increase access to the general education curriculum and improve student performance.

- 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.*

Our school has many improvement and intervention plans to continue to support all students, Hispanic or Latino, LEP/ELL population and Economically Disadvantaged populations with emphasis on students with disabilities during the upcoming year. These plans are delineated throughout the CEP goals and action plans. These plans include:

- Improving instructional support by providing a Literacy Coach and two Lead Teachers to provide school-wide Professional Development

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

- Utilizing an ELL Coordinator to support students and teachers in the Bilingual and Dual Language Programs, as well as the wider staff, in integrating ESL methodology into classroom instruction with special attention to students with disabilities
- To provide small group instruction in the area of Literacy and Mathematics to further support the Literacy and Mathematical development of students with special attention to students with disabilities by the classroom teacher
- Grouping students throughout the curriculum according to specific needs, interests and goals to be attained
- Establishing professional learning teams in order to:
  - To review and analyze data in order to determine individual and group goals.
  - To align curriculum maps and Unit plans to meet specific student needs
  - Provide after school planning time for the sharing of best practices and designing lessons that are specific to the needs of students with disabilities.
  - To determine effective strategies that address academic deficiencies
- Adherence to Language Allocation Policy in order to plan for academic language instruction, scaffold language acquisition strategies, align LAP to curriculum initiatives and structure literacy, math and other content areas to include LAP requirements
- Provide extensive Professional Development in differentiating instruction for all curriculum areas and include the integration of ESL Methodology and strategies that work with students with disabilities.
- Enhance parent input and involvement in school activities and leadership decision-making.
- Provide ongoing parent workshops that support the students with disabilities achievement gains
- To hire an Academic Intervention Specialist licensed in Special Education to provide academic intervention and support to students with disabilities subgroup
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**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.

Title 1 Funds will be utilized to partially fund a Literacy Coach to provide professional development to teachers during Common Planning Time and to model best practices in our lab-site classrooms. Additionally, funds will be used to provide on-site and off-site professional development to staff given by Americas Choice, AUSSIE and the DOE Internal Services.

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

In 2009-2010, we will continue with our Lead Teacher program at P.S. 8 to include two Lead Teachers in grades 4. This year we do not have any teachers new to the system, however, teachers in their 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> year of teaching will continue to receive onsite professional development by our lead teachers and coaches. These teachers will be provided with the opportunity to participate in inter-visitation and they will

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.

P.S. 8 will continue to inform parents of the school's improvement status via parent letters, which will be sent home in English and Spanish. In addition, the school will work collaboratively with the PTA and the Parent Coordinator to organize workshops and meetings in regards to our school's restructuring and curricular changes affecting their children. The Principal will continue to send home monthly newsletters with updates and available programs and participation opportunities to encourage parent involvement. In October and June the school will organize and present a parent orientation to inform parents about the restructuring plan, organizational and instructional changes for the following year, as well as discuss new school initiatives aligned to test data results. At the beginning of the school year and in February, parents will be invited to additional orientation meetings to continue the discussions about the school improvement plans and changes. All efforts will be made to keep parents involved in the academic process and educational reforms with attention to their input into the decisions that impact teaching and learning. PS 8 will continue to partner with Children's Aid Society in order to provide parents with current information with the restructuring plans being instituted.

**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.

The school engaged in the following process to assess whether this finding is relevant to our school's educational program: 1) The Design Team (Team responsible for analyzing school data and instructional programs) conducted a self assessment of our current literacy curricula, pacing calendar, resource binders available to teachers, and expectations of both the teacher and student; 2) The Design Team will review the seven key findings of the 'audit of the written, tested and taught curriculum' and evaluate our ELA curriculum and its' alignment to state standards; 3) Reflections were presented to the School Leadership Team (SLT) in order to ascertain that the ELA curriculum in use aligns to state standards and addresses what the students should know and be able to do as a result of having mastered the ELA curriculum; 4) Our findings was shared with the entire staff community during common planning time and faculty conferences. As a result, a planning committee was formed to address any identified gaps in the ELA curriculum and our instructional program.

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?

Currently, we use the America's Choice Literacy Program which is comprehensive, research-based and aligned to NY state standards. This program addresses the necessary balance between skills, reading, writing, listening and speaking. The program is developed into three parts: a 30 minute skills block, a one-hour Readers Workshop and a one-hour Writers Workshop. The workshop model is based on focused teaching and provides the necessary scaffolding critical to the instruction of our Special Education students and our English language learners. Our teachers are provided with a resource binder and various tools (at each grade level) in order to support them with a framework for teaching their respective grade content. In addition, teachers are given a pacing calendar with timeframes which delineate

the expected outcomes for the students at each genre study or unit. Common grade planning time is scheduled on a bi-weekly basis for teachers to reflect on each unit's standards, goals and further develop teaching points based on their class data and the performance indicators.

Although we found that our curriculum presents the content being taught as defined by the state standards, we need to further develop a description of expectations for both the teacher's role and a defined set of student outcomes. In addition we need to further define what the students should know and be able to do as a result of having mastered the ELA curriculum at the different grade levels.

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.

In order to address the above indicated gaps we will continue to provide per-session curriculum planning opportunities for selected teachers and administrators to continue to develop a standard-based description of expectations for both the teacher's role and a defined set of student outcomes; and define what the students should know and be able to do as a result of having mastered a standard-based ELA curriculum at the different grade levels.

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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.

The school engaged in the following process to assess whether this finding is relevant to our school's educational program: 1) The Design Team conducted a self assessment of our current Math curricula, pacing calendar, resource binders available to teachers, and expectations of both the teacher and student; 2) The Design reviewed the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands* and evaluate our Mathematics curriculum and confirm its' alignment to state standards; 3) Reflections were presented to the School Leadership Team (SLT) in order to ascertain that the Mathematics curriculum in use aligns to state standards and addresses what the students should know and be able to do as a result of having mastered the Mathematics curriculum; 4) Our findings was shared with the entire staff community during common planning time and faculty conferences. As a result, a planning committee was formed to address any identified gaps in the Mathematics curriculum and our instructional program

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?

PS 8 utilizes the *Everyday Mathematics* curriculum in kindergarten through grade five. Mathematics instruction takes place daily for 60 minutes in grades K-2 and 75 minutes in grades 3-5. New York State Performance Standards serve as the framework for meeting grade benchmarks. The *Everyday Mathematics* curriculum is aligned with the New York state *content strands* and *process strands* and help to define what students should know and be able to do as a result of their engagement in the study of mathematics. *America's Choice* standards-based instructional model serves as a foundation for mathematics instruction. Through this model, students have demonstrated 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. Although we found evidence that our instructional materials and the *Everyday Mathematics* used in K-5 are aligned with the NYS Content Strands, there is misalignment to the NYS Process Standards for Mathematics. We also found that what is being taught in the upper grades (3-5) lacks rigor in comparison to what is required by the State standards.

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

**NOT APPLICABLE.**

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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.

The school engaged in the following process to assess whether this finding is relevant to our school's educational program: 1) The Design Team (Team responsible for analyzing school data and instructional programs) conducted scripted observations of our teachers at each grade level to evaluate our current literacy instructional practices and whether the teachers, although given the resources, professional development and best practices, are using direct-instruction in the classrooms; These scripted observations will serve as a way to identify the lesson designs in use and to see whether there are patterns in the mode of instruction across the grade; 2) Reflections will be presented to the School Leadership Team (SLT) in order to determine if the issue of direct instruction is across the board or only pertinent to a few of the teachers; 4) Our findings will be shared with the grade observed during a grade planning meeting as well as the entire staff community during common planning time and faculty conferences.

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?

Preliminary data (such as feedback forms from Daily Instructional Walkthroughs conducted by supervisors) reveals that approximately 40% of our instructional practices are teacher directed. Additionally, an analysis of our formal and informal observations reveals the need for staff to receive opportunities in professional development in the area of differentiated instruction and the teacher's role during instructional time.

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.

Lead teachers, coaches and supervisors will provide on-site professional development in the areas of differentiated instruction. Additionally, teachers will be provided with the opportunity of inter-visitations in order to replicate and share best practices. Lab sites will be established where teachers can visit and observe model lessons in differentiated instruction.

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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:

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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.

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.

The school engaged in the following process to assess whether this finding is relevant to our school's educational program: 1) The Design Team (Team responsible for analyzing school data and instructional programs) conducted scripted observations of our teachers at each grade level to evaluate our current Mathematics instructional practices and whether the teachers, although given the resources, professional development and best practices, are using direct-instruction in the classrooms; These scripted observations will serve as a way to identify the lesson designs in use and to see whether there are patterns in the mode of instruction across the grade; 2) A Math Inquiry Team was established in school year 2008-2009 to engage in the assessment of these findings.

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?

Teachers are provided sequential and systematic curriculum map and pacing calendar that delineates content, process and the skills that students need by grade level. In addition, our Math Coach and Lead Teachers review the New York State Learning Standards for Mathematics with classroom teachers during common planning time and develop a pacing calendar with a suggested timeframe for covering the curriculum material. They develop standard-based tasks for each content and process strand. A supplemental program entitled "Math Steps" provides additional skill building activities. We have identified skills incorporation and writing in mathematics as two main areas in which to focus our work. Many teachers work to incorporate the lessons in *Everyday Mathematics*, but do not take the time to teach and incorporate the skills activities. The coaches and assistant principals will work with classroom and math intervention teachers on the refinement of writing in mathematics. 50% of our classrooms contain Smart boards which teachers use to incorporate additional Mathematics resources and to engage students in the learning of Mathematics.

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 will continue to provide opportunities for teachers to engage in professional development surrounding the use of manipulatives and increased student engagement during Mathematics instruction. Additionally, the Design Team will develop an observational tool utilizing the Professional Teaching Standards and other resources to develop the essential characteristic of differentiated teaching approaches that address the student needs in the context of engaging and meaningful instruction.

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**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.

**The Design Team and SLT evaluated Key Finding 3 to assess whether this finding is relevant to our school Educational program.**

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

Applicable    Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

We do not have a high turnover rate and approximately 3% of our teachers are new to our school each year.

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.

This finding is not applicable. The school has a number of support systems in order to mentor new teachers to the school, grade and teachers who are new to the practice. Our school has two lead teachers and two coaches who work with new teachers in the following capacity: modeling lessons, planning, co-teaching and mentoring. In addition, all teachers are assigned a “Buddy” teacher at the beginning of the year to provide collegiality and a strong sense of community.

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**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.

The Design Team and SLT evaluated Key Finding 4 to assess whether this finding is relevant to our school Educational program.

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

Applicable  Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Even though our Professional Development activities are based on pre and post surveys that are administered at the beginning and at the end of every school year we find that additional time is needed to provide classroom teachers with the opportunity to examine best teaching practice for ELLs. The school also has a Language Allocation Policy Committee who meets on a monthly basis to plan for the instruction of ELLs. This information is distributed to the school community during grade meetings and faculty conferences. However we find that during these structured meetings there is not enough time for teachers to internalize the information presented and thus involves them more in the process.

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.

In order to support all teachers with professional development in scaffolding instruction for second language learners, as well as investigate strategies that best serve our ELLs, we will ensure that opportunities are offered for teachers to participate in professional development focusing on ELLs through onsite opportunities offered by the LSO (Leadership School Organization) and the DOE, Office of ELLs. We will also enlist the support of our LSO KM Instructional Support ELL Specialist to provide onsite professional development on academic language, Differentiated Instruction and ESL methodologies.

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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.

The Design Team and SLT evaluated Key Finding 5 to assess whether this finding is relevant to our school Educational program.

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?

At the beginning of the school year classes are organized according to the results of the NYSESLAT and the amount of time that students have been in an English School System. Parents are given the choice to enroll their children in the various bilingual programs offered at our school (Dual Language, TBE, and ESL Self-Contained). Instruction is planned according to the proficiency levels of the students and teachers use the results of the NYSESLAT in order to inform their planning and teaching. Although we have a school-wide monitoring system to track student progress in their independent reading levels we find that the school needs to develop a systematic monitoring system for all of our ELLs in order to close the achievement gap between the proficient students and our ELLs and former ELLs.

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.

Currently, the school utilizes the Achieve 3000 program which is a web-based program that uses technology to help ELLs progress towards reading and writing proficiency. The Design Team will develop a self-monitoring system where students will document their weekly results and the progress they have made. In addition, students will indicate their goals and the skills that they are working on. This year our Inquiry Team will select a group of ELLs from our bottom one-third who have not made progress. The team will observe the instruction of these students and formulate an action plan to ascertain what is not working for these students. Additionally, our Title III program which is offered to all second language learners will utilize the Achieve 3000 program using a monitoring system on a weekly basis to ensure that students are making academic progress.

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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.

An analysis of this finding was discussed with the Committee for Special Education and during our monthly meetings with Special Education teachers to assess whether this finding is relevant to our school instructional program.

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?

As a school we provide monthly opportunities to special education teachers as well as Related Service Providers to review best practices in writing IEPs and developing behavior support plans for students with disabilities. Our teachers are also provided with opportunities to attend professional development activities through our LSO, America's Choice and AUSSI. Additionally special education and general education teachers meet during common planning time to discuss and to share best practices for scaffolding instruction for students with disabilities. Although professional development for writing IEPs is provided to both special education and general education teachers we find that there is a misalignment amongst the goals, objectives, promotional criteria and the content taught by both general ed and special education teachers. We find that students who are exhibiting behavior problems do have a functional behavioral plan in place; however paraprofessionals and cluster teachers often times are not using the strategies written in the plan to modify the student's behavior. In addition, we see the need to provide addition opportunities for General Ed and spec Ed to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance.

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

We will continue to provide opportunities for special education and general education teachers to participate in PD by our LSO and our ISC on IEP writing, improving planning and enhancing student engagement in the classroom based on student's needs, interests and abilities and behavior modification. Efforts will be made to inform all teachers who service students with IEPs about their modified promotional criteria, the goals, the objectives and the testing modifications of these students. Our Social Worker will provide onsite professional development to teachers on how to complete a functional behavioral plan for students who are exhibiting behavioral problems.

## **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.

An analysis of this finding was discussed with the Committee for Special Education and during our monthly meetings with Special Education teachers to assess whether this finding is relevant to our school instructional program.

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?

In our review we found that IEPs clearly specify testing accommodations and modifications for students however, we found that there are no accommodations or modifications specified for use during instructional time. Additionally, we found that there is a misalignment amongst the goals, objectives, promotional criteria and the content taught by both general Ed and special education teachers. We find that students who are exhibiting behavior problems do have a functional behavioral plan in place, however paraprofessionals and cluster teachers who service these students often times are not using the strategies written in the plan to modify the student's behavior.

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.

We will continue to provide opportunities for special education and general education teachers to participate in PD by our LSO and our ISC on IEP writing, improving planning and enhancing student engagement within the classroom based on students needs, interests, abilities and behavior modification. Efforts will be made to inform all teachers who service students with IEPs about their modified promotional criteria, the goals, the objectives and their alignment with the testing modifications for these students. Our Social Worker will provide onsite professional development to teachers on how to complete a functional behavioral plan including behavioral goals and objectives for students who are exhibiting behavioral problems.

**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.)

Currently, we have 5 students in Temporary Housing. Two of these families have already been placed but they have not reported their new address.

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

Students in temporary housing receive the same quality of instruction that all of our students receive at PS 8. Students in Temporary Housing are automatically referred to our onsite CBO, the Children's Aid Society for support and guidance in medical, housing and preventive services. STH are also given priority in our daily after school program which runs for 3 hours per day 5 days a week. These students are also invited and are given priority in our holiday program and summer programs through the Children's Aid Society. Our parent coordinator keeps close communication with the families to facilitate services and support for students. STH are also provided with Supplemental Educational Services.

### **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.