



P.S. 083 LUIS MUNOZ RIVERA

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 083 LUIS MUNOZ RIVERA
ADDRESS: 219 EAST 109 STREET, MANHATTAN, NY,
10029
TELEPHONE: 212-860-5847
FAX: 212-860-6073

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 04M083 **SCHOOL NAME:** P.S. 083 Luis Munoz Rivera

SCHOOL ADDRESS: 219 EAST 109 STREET, MANHATTAN, NY, 10029

SCHOOL TELEPHONE: 212-860-5847 **FAX:** 212-860-6073

SCHOOL CONTACT PERSON: Frances Castillo **EMAIL ADDRESS:** FCastil@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**
SCHOOL LEADERSHIP TEAM CHAIRPERSON: Hazel Cruz

PRINCIPAL: Frances Castillo

UFT CHAPTER LEADER: Erik Van Gunten

PARENTS' ASSOCIATION PRESIDENT: Joyce Boykin

STUDENT REPRESENTATIVE:
(Required for high schools) Not Applicable

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 04 **SSO NAME:** Empowerment Support Organization

SSO NETWORK LEADER: Harvey, Laurence

SUPERINTENDENT: Luz Cortazzo

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Frances Castillo	Principal	Electronic Signature Approved.
Joyce Boykin	PA/PTA President or Designated Co-President	Electronic Signature Approved. Comments: member made aware of corrections approved override
Hazel Cruz	Admin/CSA	Electronic Signature Approved.
Erik Van Gunten	UFT Chapter Leader	Electronic Signature Approved.
Luis Gandia	DC 37 Representative	Electronic Signature Approved.
Martha Barrero	Title I Parent Representative	Electronic Signature Approved. Comments: member was made aware if corrections
Lydia Ayala	Parent	Electronic Signature Approved. Comments: member was made of the corrections
Deborah Mumford	Parent	Electronic Signature Approved.
Stacey VanGunten	UFT Member	Electronic Signature Approved.

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

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Public School 83, Luis Munoz Rivera School has a population of 436 students Pre-Kindergarten through grade 5 located in a mixed socio-economic area in District 4. The East Harlem area is one of New York City's most dynamic, multi-ethnic, multi-cultural communities. Hispanics, African Americans, Easterners and Asians live side by side in an area that has a strong sense of neighborhood pride and commitment. This diversified neighborhood has resulted in our school community to be unique where our parents, children and staff share the host of differences to support our everyday learning. We take pride in creating an environment that is safe, nurturing and promotes individuality within the members of our school community. In addition, our students understand that in order for our school to be great the members of our school community must always understand and accept the importance of being good and respectful citizens.

The administrative make-up of our school is composed of a Principal and Assistant Principal. We have nineteen classroom teachers, one reading/Data specialist, Staff Developer/Reading recovery teacher, ESL teacher and four cluster teachers who provide instruction in Social Studies, Computer/Gym, Art and Science. The cluster program is designed to support the academic curriculum and provide an integrated arts program. In addition, we have one math cluster position 3-6. The position of Parent Coordinator continues to fulfill the role of parent liaison as per Department of Education and supports our efforts in meeting our goal of increasing parent involvement by 60 %.

Our program focuses on improving and strengthening the skills our children need to meet New York State performance standards. In lieu of our efforts we also utilize our Social Studies and Art cluster teachers and the school Dean to provide additional academic intervention and enrichment services to both high achievers and students at risk. Furthermore, our school curriculum is enhanced through our external partnerships such as: Hunter College, Say Yes to Education, City Year, Education Through Music, Young Audiences, Cook Shop, Cambridge and Virtual Y. These partnerships enrich our curriculum by infusing the arts, health education and literacy in our daily learning and supporting instruction through after-school programs and small group instruction.

As per our 2008-2009 Learning Environment Survey Report which indicates a need for teachers to feel engaged in an active and vibrant partnership to promote learning we formed a Professional Development Team to support our teachers. This team is responsible for providing opportunities that will strengthen teachers' craft and help align strategies and methodologies in the areas of differentiated instruction. In continuing our enhancement with writing, we are also furthering our work with the 6+1 traits of writing.

Based on our 2008-2009 New York State data, it shows 97.1 % of our 3-5 grade students are meeting or exceeding state standards in English Language Arts and 96.2 % in mathematics. Furthermore, 100% of our students in the lowest third have made at least one years gain in literacy and 52.2% have made a minimum of one years gain in mathematics.

In addition to our instructional program, our students are also learning what it means to be a good citizen as evidenced in their attitudes, behavior and empathy for their fellow classmates. Our data indicates a significant decrease (25%) in school infractions from 2007-2008 to 2008-2009. We have seen a huge drop in aggressive behavior and bullying. The severity of the infractions has improved as a majority of infractions were less severe level 1 and level 2 offenses according to the NYC standards.

Our corridors and classroom environments speak volumes of our instructional day and our students' efforts. Our school exemplifies our vision and mission of providing our children with positive learning experiences so they can gain a sense of accomplishment regardless of race, ethnicity, religion and socioeconomic background. Via our sound educational program coupled with our high expectations we are providing opportunities for each individual to develop emotionally, physically, socially, and intellectually at his/her own developmental level, free from the fear of making mistakes.

Administration, teachers and staff in collaboration with the family unit and the larger community are helping in shaping the minds, hearts and spirit of our youth. We are preparing our students to access knowledge that will allow them to shape the course of history. We are equipping them with skills to question and challenge with dignity and respect and participate in actions that promote social well being. We are empowering our students to view the world through multiple lenses and find solutions towards creating a just world. We are molding our students towards becoming informed citizens able to gather all the tools they need to develop critical thinking skills and high expectations for success.

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:		P.S. 083 Luis Munoz Rivera			
District:	04	DBN #:	04M083	School BEDS Code #:	04M083

DEMOGRAPHICS									
Grades Served in 2008-09:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
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	18	18	18		93	93.1	94.1		
Kindergarten	67	71	63						
Grade 1	70	64	74	Student Stability: - % of Enrollment					
Grade 2	74	70	71	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	88	73	55		89.1	96.2	94.00		
Grade 4	52	78	79						
Grade 5	51	50	76	Poverty Rate: - % of Enrollment:					
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	0	0	0			89.1	96.2		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	0	0	0		6	7	17		
Grade 12	0	0	0						
Ungraded	0	2	0	Recent Immigrants: - Total Number					
Total	420	426	436	(As of October 31)	2006-07	2007-08	2008-09		
					1.0	7.0	5		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number					
(As October 31)	2006-07	2007-08	2008	(As of June 30)	2006-07	2007-08	2008-09		

# in Self-Contained Classes	8	8	10				
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Principal Suspensions	1	1	TBD
Number all others	19	24	26	Superintendent Suspensions	4	0	TBD
<i>These students are included in the enrollment information above.</i>							
				Special High School Programs: - Total Number:			
English Language Learners (ELL) Enrollment (BESIS Survey)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	24	37	33	Number of Staff: - Includes all full-time staff:			
# ELLs with IEPs	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	27	34	32
				Number of Administrators and Other Professionals	3	5	5
Overage Students: # entering students overage for grade							
(As of October 31)	2006-07	2007-08	2008	Number of Educational Paraprofessionals	N/A	4	3
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.5	0.5	0.5	Percent more than two years teaching in this school	70.4	58.8	75.0
Black or African American	35.0	33.6	32.3	Percent more than five years teaching anywhere	44.4	52.9	62.5
Hispanic or Latino	54.5	55.6	54.1				
Asian or Native Hawaiian/Other Pacific Isl.	7.9	8.2	7.6	Percent Masters Degree or higher	67.0	74.0	78.0
White	2.1	2.1	2.8	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	85.7	88.2	92.6
Multi-racial							
Male	52.1	50.7	51.1				
Female	47.9	49.3	48.9				

2009-10 TITLE I STATUS

<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY						
SURRE School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURRE identification:				
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):						
<input checked="" type="checkbox"/>	In Good Standing (IGS)					
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 1					
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 2					
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 1					
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 2/Planning for Restructuring (PFR)					
<input type="checkbox"/>	NCLB Restructuring - Year ____					
<input type="checkbox"/>	School Requiring Academic Progress (SRAP) - Year ____					
Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level		
	ELA:	IGS		ELA:		
	Math:	IGS		Math:		
	Science:	IGS		Grad. Rate:		
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:						
Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	√	√	√			
Ethnicity						
American Indian or Alaska Native	-	-				
Black or African American	√	√	√			
Hispanic or Latino	√	√	√			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-				
Other Groups						
Students with Disabilities	-	-	-			
Limited English Proficient	-	-	-			
Economically Disadvantaged	√	√	√			
Student groups making AYP in each subject	4	4	4	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	101.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	13.6	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)	25.0	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)	60.0	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3.0	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

Key: AYP Status		Key: Quality Review Score	
√	Made AYP	Δ	Underdeveloped
√ ^{SH}	Made AYP Using Safe Harbor Target	▶	Underdeveloped with Proficient Features
X	Did Not Make AYP	√	Proficient
-	Insufficient Number of Students to Determine AYP Status	∞	Well Developed
X*	Did Not Make AYP Due to Participation Rate Only	◇	Outstanding
<i>* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</i>			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

Data gathered from multiple resources available indicates the following needs:

- Strengthening our knowledge and use of data to drive instruction using differentiated methodologies
 - Continue to monitor student's attendance via parent letters, phone calls, house visits and administrative meetings.
 - Increase Parent Involvement at PTA meetings, workshops, school wide events
 - Allotting time for in house and external Professional Development opportunities
 - Demonstrate progress in the Mathematics as per New York State mandates so that there is a higher percentage of students in lowest third making one years progress
 - Improve average change in student proficiency in Mathematics
 - Provide Differentiated Instruction across the curriculum to meet the needs of all students
 - Move students in grades 3 through 5 across levels so there is a greater change in student proficiency in levels 3 and 4
 - Provide prevention services in grades K-2 to minimize intervention services in 3 -5
 - Improve student literal and inferential comprehension skills
 - Develop the six + one Traits in writing in grades Pre-K to 2 and enhance writing skills In grades 3 through 5
 - Align the content area curriculum across the grades in order to follow a sequential order from one year to the next
-
- Continue fostering Character Development

Greatest accomplishments over the last couple of years

Many of our accomplishments can be attributed to different factors. The primary one being a unwavering, dedicated, nurturing school community. Working with a sound curriculum, a strong team of teachers, outside organizations and our parents, our students are making progress. Our work with data has allowed for teachers and students alike to immerse themselves in compiling and analyzing data effectively which drives the development of individual and class goals. Hence, data shows 97.1 % of our 3-5 grade students are meeting or exceeding state standards in English Language Arts and 96.2 % in mathematics. In strengthening our work with data, in addition to regularly scheduled common preps, time has been embedded into the schedule for teachers to meet on a weekly basis for

analyzing data, curriculum planning and development. This time has allowed for in depth conversations revolving around data and for modifications to units of study. Furthermore, it has enabled us to launch an in-depth study on differentiated instruction.

We can also attribute our successes to a consistent Academic Intervention push in/pull out program in English Language Arts and Mathematics. Pull out enrichment services are also aligned for our high achieving students in the upper grades in order to maintain and maximize the percentage of students making progress in literacy and mathematics. Teacher created templates for collection of data, benchmark assessments, collaborative planning time and a well established character development program have also been instrumental in aiding our success. Teacher's opting to loop from one grade to the next has also been a crucial component in student progress.

Via our character education program our students are learning what it means to be a good citizen as evidenced in their attitudes, behavior and empathy for their fellow classmates. Our data indicates school infractions decreased from 520 in 2007-2008 to 391 in 2008-2009 a 25% decrease. We have seen a huge drop in aggressive behavior including fighting 65% and bullying 59% infractions. The severity of the infractions has improved as a majority of infractions were less severe level 1 and level 2 offenses according to the NYC standards.

Our school exemplifies our vision and mission. Our corridors and classroom environments speak volumes of our instructional day and our students' efforts. Our school exemplifies our vision and mission which attributes to the progress being made and the efforts put forth by our school community.

Most significant aids or barriers to the school's continuous improvement:

With our many accomplishments, we've also faced barriers along the way. We still have a long journey ahead of us. A small percentage of students still struggle with retention and application of skills and strategies in both literacy and mathematics. Although intervention has been put in place these students need additional resources therefore, forcing providers to make recommendations parents often resist.

Parent Involvement is a barrier we often struggle with. While many of our parents make the effort to participate, they themselves face many challenges. A large percentage of our school community come from impoverished households requiring them to work two and three jobs. We also have a percentage of parents who due to a lack of English proficiency are limited in their ability to assist their children at home.

Over utilization of space is a huge barrier. Many of our ideas cannot come to fruition due to a lack of space. The lack of a structured arts program limits our children's ability to expand their view of the world beyond the academics. Finally, a lack of technology has also impeded our ability to enhance and enrich our curriculum with modern forms of communication and obtaining information.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
<p>Goal:</p> <ul style="list-style-type: none"> • By June 2010, 80% of students in grades K-2 including ELL's and Special Education students will become proficient at utilizing the six traits of writing as evidenced in their own writing and rubrics. • By June 2010 80% of students in grades 3-5 including ELL's and Special Education students will continue to work towards acquiring mastery with the six traits of writing to become analytical writers as evidenced in their writing and rubrics. 	<p>Writing</p> <p>Writing is an instructional area we have been developing over a two year time span. With the complexities writing encompasses it is necessary we continue to push and strengthen the work we have thus far embarked on. Therefore the following goal has been developed:</p>
<p>Goal</p> <ul style="list-style-type: none"> • By June 2010 100% of teachers will engage in professional development addressing strategies for differentiating instruction. • By June 2010 65% of teachers will demonstrate differentiated instruction strategies in observed lessons and walkthroughs • By June 2010 100% of teachers will utilize data to implement differentiated instructional strategies • By June 2010 students in the bottom third will demonstrate progress as evidenced by the ELA and NYS math exam. • By June 2010 teachers in grades PK-5th will differentiate instruction across the curriculum so that there is a 5 % decline of students being 	<p>Differentiated Instruction</p> <p>In addressing the needs of all our students and ensuring all students are making a minimum of one years progress in both English Language Arts and Mathematics professional development in the area of differentiated instruction needs to be addressed. Therefore the following goals have been developed:</p>

targeted as At Risk and in need of academic intervention services.	
<p>Goal:</p> <p>By June 2010 parent participation in all school wide activities, parent affairs and in their children’s educational process will increase by 60%.</p>	<p>Parent Involvement</p> <p>As research shows parent involvement impacts on student performance. In our efforts to ensure academic success for all our students it was determined we need to increase parent involvement. Therefore the following goal has been developed:</p>
<p>Goal</p> <ul style="list-style-type: none"> • By June 2010 100% of teachers inclusive of clusters and support staff will develop short and long term goals for their students and self and will examine progress utilizing data. • By June 2010 all students in grades PK–5 will develop goals they will continuously revise as they examine their data. • By June 2010 all classroom teachers will utilize templates to gather and analyze data in English Language Arts and Mathematics in order to differentiate instruction and see a 3% increase in student progress • By June 2010 all classroom teachers will utilize the ARIS system to gather and interpret students’ data • By June 2010 the Inquiry Team will further their 2008-2009 work by implementing a prevention/intervention program in order to have an average change of 3% of students at the lowest 1/3 making at least one year progress and an average change of 3% in student proficiency for levels 2, 3 and 4 students and a decrease of 5% in students needing Academic Intervention services in the area of mathematics. 	<p>Data Collection/Analyzation/Implementation</p> <p>Administration, the school wide cabinet and the Inquiry Team have expressed the importance of using data to drive instruction. It is via the use of data that we will be able to embark on our journey of providing our students with differentiated instruction to minimize the percentage of students At Risk and increase the average change in student proficiency. Data collection has enabled us to provide effective preventive services by tiering instruction, re-examining our methodologies, and modifying content, process and or product to address the needs of our students. Taking into consideration the complexity of such a rigorous task it was determined we need to continue strengthening the work being done and securing comfort levels. Therefore the</p>
<p>Goal:</p> <p>By June 2010 we aim to decrease school-wide behavioral incidents by 50 % and to decrease the incidence of bullying by 50% by the end of the school year.</p>	<p>Character Education:</p> <p>Our character education program has made a significant impact on our overall school community and our students efforts. It has paved the way towards fostering a strong sense of community build upon responsibility, respect, trustworthiness, caring, fairness and citizenship. Our data demonstrates the positive impact the program has made over a two year time</p>

	<p>period. It is therefore necessary to continue the use of an extensive character education program building upon the character concepts already taught by adding more consistent lesson on conflict resolution strategies for all students.</p>
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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) :**

Writing

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> • Goal: By June 2010, 80% of students in grades K-2 including ELL’s and Special Education students will become proficient at utilizing the six traits of writing as evidenced in their own writing and rubrics. • By June 2010 80% of students in grades 3-5 including ELL’s and Special Education students will continue to work towards acquiring mastery with the six traits of writing to become analytical writers as evidenced in their writing and rubrics.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Monthly writing calendars will be developed emphasizing one of the six + 1 traits of writing. • Grade rubrics will be developed for each unit of study in writing • Double Prep grade planning with administration • Professional Development provided by Olivia Wahl to become more proficient in the Writer’s Workshop model • Inter-visitation opportunities for grade observation in the area of writing • Grouping according to the strengths of students • Differentiated instructional strategies in developing writing • Teachers will allow students different entry points and exits in their writing

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Title 1 funds will be utilized to contract consultants to address teachers individual needs • address teachers individual needs • Scheduling for common grade planning once a month with administrators and support staff • Per Diem teachers hired to allow teachers to attend PD during school hours
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Monthly Writing Calendars focusing on the 6 + 1 Traits of writing • NYSESLAT • ECLAS • Writing portfolios/notebooks • Grade made Rubrics • Monthly published pieces • Projects

Subject Area
 (where relevant) :

Professional Development:
Differentiated Instruction

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal:</p> <ul style="list-style-type: none"> • By June 2010 100% of teachers will engage in professional development addressing strategies for differentiating instruction. • By June 2010 65% of teachers will demonstrate differentiated instruction strategies in observed lessons and walkthroughs • By June 2010 100% of teachers will utilize data to implement differentiated instructional strategies • By June 2010 students in the bottom third will demonstrate progress as evidenced by the ELA and NYS math exam. • By June 2010 teachers in grades PK-5th will differentiate instruction across the curriculum so that there is a 5 % decline of students being targeted as At Risk and in need of academic intervention services.
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Teachers will differentiate learning for students in content, process and product • Teachers will differentiate instructional strategies and assessments based on effective utilization of data • Ongoing in house Differentiated Instruction Workshops will be offered by the Professional Development Team • BETC at Fordham University Workshops on Interpreting NYSESLAT to differentiate instruction for ELLs • Monthly inter-visitations to observe different instructional practices • Professional Development by Olivia Wahl in the areas of reading and writing • Grade Planning once a week utilizing data from various sources (pre/post monthly unit exams, Periodic Assessments, Rigby, etc.) to design/modify monthly calendars, units and lesson plans for students. <p>Off site Professional Development opportunities will be made available to staff</p> <p>Say Yes to Education Conference – Renzulli</p> <ul style="list-style-type: none"> • Train teachers in the use of ARIS • Teachers will provide opportunities for students to participate in project based learning • Teachers will plan and present information in a variety of ways and will assess in a variety of ways • Provide independent learning activities for students • Literacy and Math Centers
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Attendance at professional development opportunities • Monthly meetings with administrators to assess growth in the area of differentiation • Teacher observations formal and informal • Improved professional practice as indicated by student progress on NYS ELA/Math exams, running records, monthly unit test, teacher made assessments, etc. • Formal and informal observations of students • Walkthroughs • Lesson plans and monthly curriculum calendars • Rubrics

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Attendance at professional development opportunities • Monthly meetings with administrators to assess growth in the area of differentiation • Teacher observations • Rigby Benchmarks three times a year • Improved professional practice indicated by student progress on NYS ELA/Math exams, running records, monthly unit test, teacher made assessments • Formal and informal observations of students
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**Subject Area
(where relevant) :**

Parent Involvement

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal: By June 2010 parent participation in all school wide activities, parent affairs and in their children’s educational process will increase by 60%.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Town Hall Meeting on October 7, 2009 to launch the school year • Monthly Parent Meetings held in conjunction with the Parent Teacher Association • Utilize the Learning Environment survey to address parent concerns • Forming a survey to gauge parent interest • Parent Teacher Conferences • ELA and Mathematics workshops twice a year • For the month of October a series of Social Studies instructional workshops will be offered for parents of students in grades 4 and 5 • Monthly Read Alouds • Daily Union Settlement GED and ESL Classes for parents • Awards Assemblies three times a year • School wide show cases three times a year with Education Through Music • Key Board Classes for parents through Town College • Monthly calendars and newsletters highlighting all school wide events in languages to support our school community • Multi-cultural evening in November • Reading and Math evening activities hosted by City Year • Quarterly and Monthly Progress Reports for students not meeting the standards • Attendance and homework letters

	<ul style="list-style-type: none"> • Message Service to monitor individual student attendance and relay school wide activities • Parent Cook Shop Program • Learning Leader Volunteer Program
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<ul style="list-style-type: none"> • Title 1 funds for meetings and workshops • Title 1 funds for Message Service • Union Settlement Association Grant for the ESL and GED classes • Translation of surveys, as needed
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> • Publication of surveys • Increased parent participation at all school wide events as evidenced by attendance sheets • Positive school attitude as determined by increased student attendance and decrease in lateness • Increased collaboration between classroom teacher and parent

Subject Area
(where relevant) :

Data
Collection/Analyzation/Implementation

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	Goal By June 2010 100% of teachers inclusive of clusters and support staff will develop short and long term goals for their students and self and will examine progress utilizing data. By June 2010 all students in grades PK–5 will develop goals they will continuously revise as they examine their data. By June 2010 all classroom teachers will utilize templates to gather and analyze data in English Language Arts and Mathematics in order to differentiate instruction and see a 3% increase in student progress By June 2010 all classroom teachers will utilize the ARIS system to gather and interpret students' data By June 2010 the Inquiry Team will further their 2008-2009 work by
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	<p>implementing a prevention/intervention program in order to have an average change of 3% of students at the lowest 1/3 making at least one year progress and an average change of 3% in student proficiency for levels 2, 3 and 4 students and a decrease of 5% in students needing Academic Intervention services in the area of mathematics.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Teachers will write clear and measurable goals with specific action plans based on administrative school wide goals • Teachers will assist students in developing individual goals in literacy and mathematics • Common Planning time once a week to reflect on data and modify strategies to attain goals • Administrative Double Prep once a week to reflect on data • Teacher/student conferences to reflect on strategies used and develop new strategies to implement • One on One conferences with administrators highlighting goals and support mechanisms three times a year • Ongoing in house professional development will be offered to support teachers' identified goals
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Scheduling for common planning times and double preps • One professional prep a month for analyzing data • Professional Development Team will offer workshops to address teachers goals • Per Diem teachers will be hired to allow teachers to attend PD during the school day
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Monitored through assessments, conferences, attendance, homework, class participation • Teacher observations • Student observations • Pre and Post Conferences • Walkthroughs • Parent feedback • Student Progress • Submission of data on a monthly basis • One on One teacher and administration conferences in Dec./Jan and May/June

**Subject Area
(where relevant) :**

Character Education

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal:</p> <p>By June 2010 we aim to decrease school-wide behavioral incidents by 50 % and to decrease the incidence of bullying by 50% by the end of the school year.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> · School-wide Assembly <p>For each theme an assembly will be held to initiate the new theme and culminate the previous one. Classroom teachers will focus upon the theme both during the morning meetings and throughout the day. It is encouraged teachers utilize teachable moments within the day when noted behavior supports the theme. Teachers will receive grade appropriate character education packets filled with lesson ideas and activities to enhance the focused theme. Lending library / DVD grade specific will be located in room 105 to support the themes will be available to teachers upon request. The dean will execute lessons around each theme as a springboard for teachers to continue the develop of each theme</p> <ul style="list-style-type: none"> · Monthly Awards <p>The monthly character counts award is given to the student in each class whom best exhibits the current theme. For instance, if the current theme is responsibility, the child deemed as the most responsible student should receive this award. Many teachers hold a vote for this award. A vote is a great opportunity for discussion about the theme during which all students contemplate the theme and evaluate their peers. The students also enjoy having a voice. A picture and the names of the winners will be posted each month on the character counts board. At the end of the year, all character counts winners and their parents will be invited to the character counts breakfast. A monthly award for student of the month will also be given.</p> <ul style="list-style-type: none"> · Super Kids Program <p>Good character is reinforced daily with super kids tickets. If a child does something special, it is effective to point out that behavior and provide the child with a super kids ticket. All teachers should use these tickets for both their students and other students. At the end of each week, super kids tickets will be collected at the beginning of the 3rd period. Five winners from grades K-2 and five from 3-5 will be picked out of the jar. Each child will receive a super kids sticker and be invited to come to super games. Super games occur each week at 2:15 pm in the</p>

gymnasium. The names of the winners will be posted on the super kids board. A super kids movie will be made three times throughout the year. Frequent super kids will be selected by their teacher or their peers to be an actor in the movie. Scenes depict re-enactments of actual reasons the students have received super kids tickets. The movies will be shown at the spirit assemblies.

- Conflict Resolution

We stress to our students that conflict is a normal and natural part of life. It is all around us in both our personal lives and the newspapers and television. We want our children to learn peaceable ways of dealing with conflicts. The dean will focus upon conflict resolution strategies during dean lessons this year. Teachers will be provided with activities and lesson ideas for extensions.

- Peer Mediation

Research shows that students respond greatly and feel empowered when they resolve conflicts with one another. Using a peer mediator can also be an effective way of reaching a lasting resolution. Each classroom will have one peer mediator. The selected student should exhibit strong leadership skills. Peer mediators will receive extensive training. During lunch, recess, or other teacher-designated times, students may approach the conflict mediators for help. If a situation does not improve after repeated attempts, the mediator may refer the situation to the classroom teacher. The classroom teacher can refer the matter to the dean if the conflict has reached a disruptive level in the classroom. Peer mediators can be identified by the special shirt they wear. Students can ask mediators from any classroom for help during recess.

- Learning Communities

Teachers will continue to participate in the Learning Community Group to obtain and discuss best practices in the area of Character Education and Discipline.

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule

Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.

Dean will organize the character education program (Six Pillars of Character) and teach monthly lessons, provide materials and activities to teachers, and oversee the weekly and monthly reinforcement programs; the community building committee will help bring elements to life and help plan assemblies and events; the parent coordinator will reach out to parents for involvement in assemblies, read-alouds, and a parent biography board.

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none">• Surveys will be completed by students and teachers both the beginning and the end of the 2009-2010 school year. The number of school-wide behavioral infractions will be logged and compared with the totals from 2008-2009• Teachers participating the learning community group students will have the opportunity to meet, observe and discuss best practices in the area of discipline and character education.• Logs will be maintained by teachers to include what they have observed and what ideas they plan to implement
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REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, 7, & 9. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	15		N/A	N/A			3	
1	40		N/A	N/A			4	
2	15	30	N/A	N/A			1	
3	30	30	N/A	N/A			2	
4	30	30	15				1	
5	30	30		30			4	
6								
7								
8								
9								
10								
11								
12								

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

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.

- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>AIS in ELA is being implemented in several ways :</p> <ul style="list-style-type: none"> • One 45 minute period two to three times a week • Tier 2 students will be provided AIS via push in and pull out services where a specific plan will be tailored to meet their unique needs • 37.5 minute extended day embedded into the regular school day providing services to the entire student population via an additional 40 minute period. • After-school program for students in grades 3 through 5 twice a week for 2 hours • Mathematics after-school program for students in second grade Monday thru Friday for 2 hours a day • Differentiated instruction Tier 1 intervention. • City Year volunteers will provide daily instruction to students not meeting the standards. The following programs are utilized to provide intervention: Great Leaps, Wilson, and Guided Reading. <p>English as a Second Language</p> <p>AIS in ESL is being implemented in several ways</p> <ul style="list-style-type: none"> • One 45 minute period twice a week • Differentiate instruction in all classes that have ELL students Tier 1 intervention • Tier 2 ELL students will be provided AIS via push in and pull out services where a specific plan will be tailored to meet their unique needs • After school program for students in first and second Monday thru Thursday 2 hours a day <p>ESL teacher team teaches with classroom teacher once a week in class with largest number of ESL students</p>
Mathematics:	<p>AIS in Mathematics is being implemented in several ways</p> <ul style="list-style-type: none"> • One 45 minute period twice a week • Differentiate instruction in all Math classes- Tier 1 intervention. • Math block extended to 75 minutes daily

	<ul style="list-style-type: none"> • Tier 2 students will be provided AIS Math via push in and pull out services where a specific plan will be tailored to meet their unique needs • Targeted students also participate in the 37.5 minutes morning program • After-school program for students in grades 3 through 5 twice a week for two hours. <p>After-school City Year math program for students in second grade Monday thru Thursday two hours a day</p>
Science:	<ul style="list-style-type: none"> • In addition to the State mandate of Science instruction students needing intervention services are provided via a push in/pull out one period a week by the Science cluster teacher • These additional AIS periods will be tailored to meet specific needs of each student
Social Studies:	<ul style="list-style-type: none"> • In addition to the State mandate of Social Studies instruction students needing intervention services are provided via a push in/pull out once a week by the Social Studies cluster teacher • These additional AIS periods will be tailored to meet specific needs of each student <p>Students are offered the opportunity to attend a content area after school program</p>
At-risk Services Provided by the Guidance Counselor:	Part time school counselor will provide guidance and crisis counseling services during the school day as needed with a primary focus on mandated students
At-risk Services Provided by the School Psychologist:	At-Risk counseling is provided by our psychologist to those students identified by the collaborative Intervention Team or the administration.
At-risk Services Provided by the Social Worker:	Counseling services is provided to “at risk” students by the Mount Sinai hospital Social Worker when needed. Students are referred by the Collaborative Intervention Team, Teachers, Administrative Team and parents.
At-risk Health-related Services:	Health related services are offered during the school day one period per week. Students are assisted in learning how to cope with health related issues such as obesity, diabetes, asthma etc.

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

NCLB/SED requirement for all schools

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

Public School 83
Luis Munoz Rivera
219 East 109th Street
New York, NY 10029
Frances Castillo

Language Allocation Policy
2009-2010

Part I. School ELL Profile

Language Allocation Policy Team Composition

Hazel Cruz – Assistant Principal

Gina Paoli – ESL teacher

Ms. Li – Kindergarten Teacher

Ms. Santiago – First Grade Teacher

Mr. Gandia – Parent Coordinator

Teacher Qualifications

At Public School 83 we only have one teacher with a bilingual extension license. This teacher provides the ESL services to our identified ELL population.

C. School Demographics

This Pre K - through grade five school has a population of 437 students with 92% qualifying for free lunch. The ethnic enrollment of the students attending Public School 83 is 29% African Americans, .07% Asian and 59 % Hispanic, .02% multiracial, .002% American Indian and .02% white. Out of 437 students, 33 or .9%, have been identified as English Language Learners. The composition is as follows: Kindergarten 6 students, first grade 11 students, second grade 8 students, third grade 2 students, fourth grade 3 students and fifth grade 3 students. The language largely spoken by the ESL population is predominantly Spanish with a growing population of Asian dialects and a few West African dialects.

Part II. ELL Identification Process

Describe how you identify English Language Learners in your school.

1. Describe the steps followed for the initial identification of those who may possibly be ELLs.

When a student arrives to the school for registration the parent is given the Home Language Identification Survey (HLIS). This survey is completed with the assistance of the assistant principal – Hazel Cruz who conducts a brief interview before providing and explaining the HLIS form to the applicant. After the student is registered and English Language Learner eligibility is determined the language assessment LAB-R is administered within 10 days of enrollment by the ESL teacher Ms Gina Paoli. The LAB-R results determine final student eligibility. In the Spring, the NYSESLAT is administered to determine English Language Arts proficiency levels.

1. What structures are in place at your school to ensure that parents understand all three program choices.

In early October parents of students identified as ELLs are invited to attend an orientation session informing them of the different programs available to them. To ensure parents of ELL students fully understand are aware of their choices, the ESL teacher also invites parents to meet with her on a one on one basis to discuss their options. When necessary, outreach is made through phone communication. Each subsequent year, letters are also sent out to families indicating if their child continues to qualify for services. This letter in the EPIC packet indicates that they are to contact us if they wish to change their option. To date, none have done so.

2. Describe how your school ensures that entitlement letters are distributed and parent survey and Program selection forms are returned.

In ensuring that entitlement letters are distributed and parent survey and program selection forms are returned parents are asked to complete them after the orientation session. For parents who do not attend the orientation session, the ESL teacher schedules appointments with families to explain and complete all necessary forms.

3. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs.

The criteria and procedures used to place identified ELL students in ESL instructional programs is determined by parent request and program availability. As a result of our small number of ELLs and the disparity within the grades, parents are informed that program availability in this school is limited to ESL. If the parent survey and parent selection form reflect choices other than ESL our parent coordinator Mr. Gandia serves as a liaison in assisting parents in seeking out the program of choice. Additionally, if at any point 15 or more of our families in one grade or two contiguous grades indicate a preference for bilingual education, we are aware that this would signify the need to open a bilingual class.

4. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested?

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend is that 100% of the parents choose to place their students in our ESL program.

5. Are the program models offered at your school aligned with parent requests?

The only program model offered at our school is aligned with parent requests. Parents are made aware of our program and the options they have if their choice differs with what we have to offer. To current date parents of all our ELL population have opted to keep them in the ESL model.

Part III. ELL Demographics

ELL Programs

As a result of the small number of ELLs and the disparity within the grades we only offer an ESL program. Parents are informed that program selection is limited to ESL and are given the option letters.

ELL Years of Service and ELL's by Subgroup

Grade Level	Entitled	SIFE	Special Education	Newcomers	Ells in yrs 4-6	Longterm
K	6	0	0	6		0
1	11	0	0			0
2	8	0	0	1		0
3	2	0	0	1	4	0
4	3	0	0		2	0
5	3	0	0		1	0

Program and Scheduling Information

1. How is instruction delivered?

Instruction is delivered in English with some native language (Spanish) support for beginning students. Students receive ESL instruction during the school day via a pull out model by a bilingual ESL teacher. Students are grouped according to LAB-R and NYSESLAT data and grade level. Blocks of instructional ESL time are allotted according to data scheduling 360 minutes per week for beginning and intermediate students and 180 minutes per week for advanced level students.

The focus of our ESL program is to improve the skills our children need to meet the performance standards through balanced literacy and the math workshop model. Students engage in read aloud. Shared reading, independent reading and guided reading. Within the Reader's workshop students are immersed in some of the following strategies:

1. Structure and language
2. Letter sound relationships
3. Letter sound exploration
4. Re-reading to clarify meaning
5. Pre-viewing and predicting using text features as an aid for comprehension
6. Webbing
7. Noting patterns in text

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to the proficiency levels in each program model?

Our school organization only has one ESL program provided by one bilingual ESL teacher. Therefore, her schedule is created to support and meet the required mandates as determined by students' proficiency levels. Students are grouped according to grade and proficiency levels. Based on the number of students qualifying for services two grades can be grouped together maximizing on the instructional blocks available.

3. Describe how the content areas are delivered in each program model.

The classroom teachers deliver content areas in the classroom. The ESL teacher supports the content areas by conducting an ESL program that incorporates literacy and content. All classrooms are required to provide a 45 block of time of science and social studies content on a daily basis alternating between science and social studies. Math is done on a daily basis for a 75-minute block of time. Students are also offered a 45- minute block of time of music once a week

4. How do you differentiate instruction for ELL subgroups and SIFE students?

Classrooms teacher routinely give assessments to inform them of students progress and needs. Students are given pre and post test in math before and after each unit of study. The data from these assessments is used to provide students inclusive of ELLs with differentiated instruction via tiered activities, multiple intelligences, questioning, choice and inquiry based learning. Four times a year students are also given the Rigby Assessment, which also provides information about the needs of students, which are addressed during ESL, and small group push in or pull out academic intervention services.

In our efforts to support ELL students with less than three years of school and their families we try to group students in the same grade together with a classroom teacher that speaks their native language. Students in Kindergarten and First grade receive extra help through an after school Title III ESL Program. In addition, we have been fortunate to have two paraprofessionals who speak fluent Spanish assist in Kindergarten classrooms. These kindergarten classrooms tend to serve a huge number of Spanish dominant students. We also have three Asian teachers who serve the next largest growing population of ELL students.

Our plan for ELLs receiving services for 4 to 6 years is to provide continued support in a monolingual class. The students will continue to receive ESL services and additional academic intervention support via our push in pull out instructional models. In addition, these students will also be invited to participate in our instructional after school program.

Classroom teachers refer students identified as having special needs to the Collaborative Intervention Team. They are discussed during our monthly CIT meetings. Appropriate services are provided within the school as well as referrals to outside agencies. Every effort is made to provide services based on students needs before a Special Education referral is submitted. Some of the services that are provided are “at risk” services by the ESL teacher, a bilingual speech teacher, counseling by the Mt. Sinai Clinic bilingual social worker or academic intervention provided by three bilingual teachers of whom 2 speak fluent Spanish and 1 speaks fluent Chinese.

5. Describe your targeted intervention programs for ELLs.

Our targeted intervention programs for students in K-5th grade receive Academic Intervention Services by reading and math specialists through a push in/ pull out program. We also offer Reading Recovery services for identified students in first grade. In addition, ELL students in K and 1st are offered a Title III after school program 4 days a week for 2hrs a day. The second grade ELLs are offered a math after school program 4 days a week for 2 hrs a day and students in grades 3-5th are offered an instructional after school program 2 days a week for 2 hrs a day.

6. Describe activities in your school to assist newly enrolled ELL students before the beginning of the school year.

Professional Development and Support for School Staff

1. Describe the minimum 7.5 hours of ELL training for all staff and how records are maintained of meeting the requirement.

In trying to provide our ESL teacher with professional development she and selected teachers servicing ELL students are given the opportunity to visit other sites that have successful ESL programs to gather ideas. They are also extended the opportunity to attend on and offsite workshops hosted by consultants and contracted organizations:

- Assessing Students using the Rigby Ultra PM Benchmarks – August 2009
- Differentiating Instruction (In house PD) September and October 15-16
- Renzulli Training November 3, 2009
- Professional development sessions with Literacy Consultant Olivia Wahl November 17th-19th focusing on the area of reading and writing

In addition, all teachers participate in our in-house professional development sessions provided by our Professional development team in the area of differentiating instruction in Mathematics by relying on data and tiering activities. Via our professional development team and our focus on differentiated instruction the ESL teacher as well as all teachers are afforded the opportunity to partake in a book study, group discussions and planning sessions to, execute and observe lessons geared at differentiating instruction for the students being serviced. Class inter-visitations are also scheduled providing time to visit other teachers as a tool for generating new instructional strategies.

Support is given to the staff by school leadership during the middle school process. Administration appoints a bilingual middle school liaison to oversee the middle school process during the school year. The middle school liaison and the parent coordinator attend meetings at the Integrated Services to obtain information concerning the middle school process and the timeline for selection of schools. Information is shared with classroom teachers and parents in our scheduled middle school parent meetings. Classroom teachers discuss the transition process from elementary school to middle school with students. The Parent coordinator works with classroom teachers and parents in order to prepare students for tours, open houses and interviews. Middle school representatives are invited to the school to address parents, students and teachers during a middle school fair hosted at our school. ELL students and parents are assisted in a selecting middle school and in the completion of application by the liaison, parent coordinator and/or classroom teacher. The school establishes relationships with middle school principals in order to ensure that ELL students are accepted into appropriate middle schools that will provide the services the students need. Students are encouraged to attend orientation sessions before and upon acceptance.

A professional development binder is kept in the principal's office with professional development handouts and teacher participation signature sheets. This binder supports all the professional development provided to teachers in school and by outside agencies. Teachers attending individual professional development opportunities are asked to submit copies of handouts provided to them at the sessions.

Part IV. Assessment Analysis

After reviewing the data from the NYSESLAT, students' total results from spring 2009 are as follows:

In kindergarten, 3 students performed at the beginner level, 5 students performed at the intermediate level and 4 students performed at the advanced level.

In first grade, no students scored at beginner level, 3 students scored at an intermediate level and 4 students scored at the advanced level.

In second grade, 1 student scored at the beginner, 4 students scored at the intermediate level and 7 students scored at the advanced level.

In third grade, no students tested at the beginning level, 3 students scored at the intermediate and advanced level

In fourth grade, one student tested at the beginning level and 3 students scored at the intermediate and advanced levels.

In fifth grade no students scored at the beginning level, 3 students scored at the intermediate level and 2 students scored at the advanced level.

Overall, the NYSESLAT results demonstrate our students are making advancements. We had 11 students test out and the data reveals students' English Proficiency is increasing; therefore, demonstrating programs put in place are effective.

After reviewing the data for the NYS English Language Arts results for 2009, the results were the following:

95% of ELL students performed at a level 3 and 97% of ELL students performed at a level 4 totaling 100% of our English Learner testing population performing on or above state standards level.

New York State data demonstrates that our students are sustaining language acquisition enabling them to meet and exceed state standards.

After reviewing the data for the NYS Math Exam the results were the following:

95% of ELL students performed on level 3 and 95% of ELL students performed on level 4 totaling 100% of our English Learner testing population performing on or above state standards.

Classroom teachers and the LAP committee unanimously agreed to allow ELL students take the regular interim assessments vs. the ELL interim assessment. Based on their data, it is believed that ELL students are well prepared to take the general population interim assessments and it will assist in preparing them for the actual challenge of the English Language Arts Exam.

Looking at interim data, ELL students are performing along the same spectrum as monolingual students. Scores may reflect a minor disparity but not great enough to attribute it to a deficiency in language.

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

Form TIII - A (1)(a)

Grade Level(s)

k-5

Number of Students to be Served:

LEP 33

Non-LEP 0

Number of Teachers 1

Other Staff (Specify) 0

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program

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

Currently, Public School 83 has a total of 35 English language learners. Out of 33 students 6 are kindergarten students, 11 are first grade students, 8 are in second grade, 2 are in third grade 3 are in the fourth grade and the remaining 3 are in the fifth grade. Based on our 2009 NYSESLAT data we had a total of 11 students test out of the program and 9 students who advanced one to two levels. Currently, our third thru fifth grade students attend our instructional after school program which is held twice a week for two hours a day Monday thru Thursday depending on the grade. Furthermore, we also have an intervention after school program for our second grade students in the area of mathematics which provides services to the identified ELL students in the grade. Considering ELL students in grades 2-5 already receive additional support, It was decided by the LAP committee to utilize title III funds allocated for the 2009-2010 school year, to conduct an after school program for ELL students in First grade and students in second grade who really need the additional ESL support. The program will be instructed in English by the ESL teacher who has a bilingual common branch license supplemented with courses in ESL. The ESL teacher has 18 years of experience working with bilingual education students and approximately five years as an ESL teacher. The program will be supervised by administration; who oversee the current after-school programs being offered. Language acquisition will be facilitated through an interdisciplinary approach with an emphasis on the content areas. Utilizing the program Santillana Intensive English: a standards based English Language Development program designed to help students acquire social and academic language skills through content-based instruction supplemented with the programs Reader's Theater a standards-based fluency program , Wilson Foundations a phonological/phonemic awareness, phonics and spelling program and Imagine Learning students will be afforded the opportunity to experience the English language through technology, drama, conversation, phonetic skills, visual and tactile activities, vocabulary development and choral

reading. Incorporating these varied strategies will assist in meeting different learning modalities, expose students to conversational English while simultaneously incorporating the New York State Standards for Reading, Writing, Listening and Speaking. By utilizing varied approaches students will feel less inhibited in both speaking and reading the English language.

The after school program will serve approximately 15 English Language Learners in first grade and second grade. Sessions will be held 4x's a week for two hours a day. The program will commence the first week in November and culminate the second week of June. Utilizing the Santillana Intensive English Program twice a week students will be introduced to lessons that incorporate vocabulary, literature through shared reading and read aloud, book talk, writing and phonemic awareness. Once a week students will also be afforded the opportunity to integrate drama into literature using the Building Fluency through Reader's Theater. In addition, students will have the opportunity to work in small groups and engage in center activities such as listening centers, word games, partner reading and guided reading.

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.

Considering teacher request and feedback, monies will be allocated to provide teachers servicing ELL students with professional development in the area of ESL. It is our intent to incorporate professional development on how to address, support and meet the needs of ELL students within a monolingual classroom setting. The Language Allocation Policy committee will come together as a professional learning community to conduct an in depth study on the acquisition of language through differentiated instruction. The team will utilize the following professional readings: *Differentiated Literature Instruction for English Language Learners* by Alice L. Quioco; Sharon H Wanoff and *Differentiating Early Literature for English Language Learners: Practical Strategies* by Paul Bagel Batstome. It is expected that through their learning they will be able to turn key to the larger school pedagogue population new strategies and better services for ELL students.

Form TIII – A (1)(b)

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School: Luis Munoz Rivera - Public School 83
BEDS Code: 310400010083

Title III LEP Program
School Building Budget Summary

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	15,000	1 ESL teacher will work four times a week Monday thru Thursday for 2hrs a day to provide ESL instruction to a group of 15 students in grades 1st and 2 nd . The Program will commence on November 2 nd and culminate in June for a total of 30 weeks. Title III funds will be utilized to cover part of the expense; the first 7 weeks of the program. $30 \text{ weeks} @ 108 \text{ days} @ 2\text{hrs a day} = 216 \text{ hours}$ $6 \quad 216 \text{ hours} \times 49.89 \text{ (per session training rate with Fringe benefits)} = 10776.24$
Purchased services - High quality staff and curriculum development contracts	4223.76	Service provider and classroom teachers will attend ESL workshops provided during professional development days and those offered by the ISC. In addition, our LAP team will provide in house professional development during designated times.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	0	Due to limited funding we will use materials housed in the school building to support our after school instructional program as well as our professional development program.
Educational Software (Object Code 199)	0	We currently have an educational software program we will continue to utilize.
Travel	0	We will not incur a travel expense.
Other	0	With the instructional program currently in place and the materials to support it we will not incur an additional expenses.
TOTAL	\$19,223.76	

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.

Parents of students entering the New York City Public School System for the first time are given a HILS form at registration. The HILS informs us when identifying families and students' primary language. In addition, teachers identify the schools' written translation and oral interpretation needs, in September after meeting with parents. This data is submitted to our Parent Coordinator, who in turn, makes provisions for ensuring all parents are provided with timely and appropriate information in a language they can understand.

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.

Based on our ATS registry, HILS forms and our LAB-R and NYSESLAT data, there has been an increase of Asian and African families joining our school community while our Hispanic communities continues to grow as a result of the influx of Latin American families moving into our neighboring communities. While the need for Spanish translation and interpretation remains, we are now faced with having to provide translations in Mandarin, Cantonese and in different African dialects. We are fortunate to have three members of our pedagogical staff who can speak the languages of Mandarin and Cantonese who provide us with translations and interpretations. During our Open House in early September the school community is made aware that there are translators available at the school. These translators are introduced to the school community at our Open House and Pre-Kindergarten and Kindergarten Orientations. In addition, notifications are also sent to the entire school community notifying them of this service.

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.

The school will provide written translations of parent letters, monthly calendar, newsletters, flyers, etc in languages that represent our school community. Asian teachers on staff will provide the Mandarin and Cantonese translations, while our School Secretary/ Parent Coordinator will provide the Spanish translations. African dialect translations become very difficult since the languages vary and our families all represent different dialects.

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

Oral interpretation services will be provided at morning and evening Parent Meetings, Workshops, Orientations and individual Parent Conferences. Translation services will be provided by in-house staff who are fluent in Spanish, Cantonese and Mandarin

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

All written and oral interpretation services will be provided at school PTA meetings, Workshops, Open School Night, Curriculum Night, Parent Conferences and orientation meetings

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:	\$311,865	122,591	\$434,456
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3118		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$1225	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$15,590		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$6125	
6. Enter the anticipated 10% set-aside for Professional Development:	\$31,186		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$12,259	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year:
96%

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.

At the core of the “No Child Left Behind” Act signed by President Bush on January 8, 2002, recruitment and retention of highly qualified staff are just two of a number of measures designed to drive broad gains in student achievement. In an attempt to seek highly qualified teachers the administration used the following means to recruit teachers: job fairs, college recruitment, central personnel office and ads. During the 2009-2010 school year, our pedagogical community is comprised of thirty one teachers of which 29 are permanently certified and 2 are provisionally certified. 30 of our teachers have a Master’s Degree or higher and one teacher is currently working towards meeting the State and City requirements and has registered in courses offered at higher learning institutions or by the Department of Education.

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

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

1. Public School 83 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions.)
 - Starting in August, schedule dates for all PTA Executive Board Meetings
 - Starting in August, schedule dates for all School Leadership Team Meetings
 - The school will help the PTA and SLT to collect data that will assist in the development of the plan.
 - The school will work with the Parent Executive Board and the School Leadership Team in the planning and reviewing of the Parent Involvement Plan

2. Public School 83 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)
 - The school will help the PTA and SLT to collect data that will assist in the development of the plan

- Parents will be invited to monthly morning and evening parent meetings
- Parents will be invited to workshops that are aligned with school curriculum
- Parents will be invited to health related workshops
- Parents will be encouraged to participate in SLT meetings
- Surveys and questionnaires will be generated to collect data on parent opinion
- All correspondence will be generated in the languages to accommodate the entire school community
- Classroom teachers will invite parents to assist with different classroom activities

3. Public School 83 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)

- Literacy Workshop four times a year
- Math Workshop four a year
- Science Workshops four times a year
- Health Related Workshops four times a year
- A series of weekly Social Studies workshops in the month of October

1. Public School 83 will coordinate and integrate Title I parental involvement strategies under the following programs:, Reading Recovery, Foundations, Wilson Language System, and the Balanced Literacy (List activities.)

Workshops will be provided by the following:

- AIS Reading Teacher
- Math AIS Teacher
- IEP/Reading Recovery Teacher
- Title 1 Teacher
- Say Yes Teacher for Fifth graders
- Classroom Teachers
- Cluster teachers
- Parent coordinator

2. Public School 83 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality will be conducted in May. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, or disabled, have limited English proficiency, limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)

- Describe how the evaluation will be conducted :

A survey will be generated and disseminated to all parents of the school community including economically disadvantaged, disabled, limited English proficiency, limited literacy, or are of any racial or ethnic minority background. The surveys will address areas of concerns as identified by classrooms teachers, support

- The parents will be responsible for assisting in analyzing the data and providing feedback as to how Public School 83 can assist in meeting parent's needs. In addition, parents will also be responsible for sharing their concerns and highlighting our areas of need in order for the school to make modifications as needed.

3. Public School 83 will build the school's and parents' capacity for strong parental involvement, through the following activities specifically described below:

a. The school will provide appropriate assistance to the parents of children served by the school, in understanding topics such as the following:

- the State's academic content standards
- the State's student academic achievement standards
- the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
- how to monitor their child's progress
- how to work with educators
- Monthly newsletter and Monthly calendar is sent home highlighting all school wide events
- Messenger service relaying important events, workshops and attendance
- Parents will be invited to conduct a Monthly Read Aloud in their child's class
- Take trips to cultural institutions
- Parents will be offered literacy and Math workshops
- Health topics that affect the community
- Creating Science, Social Studies and Art Fair Projects
- Parents will be invited to assist and attend student performances, school assemblies, Annual Carnival and Multi-Cultural Festival.
- Say Yes to Education Foundation will coordinate activities for recipient families in the fifthgrade
- All correspondence will be generated in the languages that meet the needs of our families

b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by: (List activities.)

- Providing workshops on all the components of balanced literacy
- Establishing a Parent Book Club to discuss and review children's literature

- Conducting visits to the New York City Library
- Continuing the ESL program for limited English proficient parents
- Inviting parents to become Class Parents

c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: (List activities.)

- Parent Coordinator will attend regional mandated trainings and provide turn-key training to the entire school community
- Establishing teacher/parent communication workshops with Network representatives

d. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: (List actions.)

- All correspondence will be generated in the languages that represent the needs of our school community
- Phone calls will be made by the parent coordinator, office staff and classroom teachers
- Distribution of the Monthly calendar and Newsletter will be translated as necessary
- Administration
- Parent Handbook will be distributed at Open House
- Flyers will be distributed and posted for upcoming events
- Daily contact with the classroom teachers and Parent Coordinator will be translated as necessary
- To continue the ESL program for limited English proficient parents
- Invite parents to become class parents
- Messenger service will contact parents regarding student attendance and school wide events/workshops

III. Discretionary School Parental Involvement Policy Components

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

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;

- Training parents to enhance the involvement of other parents;
- In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- Adopting and implementing model approaches to improving parental involvement;
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by PTA and SLT. This policy was adopted by the Public School 83 on June 12, 2008 and will be in effect for the period of 2008-2009. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 2008.

Public School 83 , and the parents of students participating in activities, services and programs funded by SW P Title I, agree that this compact outlines how the parents, the entire school staff, and the students share the responsibility for improved student academic achievement. Via a sound educational program coupled with high expectations it is our mission to provide opportunities for each individual to develop emotionally, physically, socially, and intellectually at his/her own developmental level, free from fear of making mistakes. Our goal is to work collaboratively with parents to support them in meeting the needs of their children in meeting the NYS benchmarks. This school-parent compact is in effect during school year 2009-10

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

School Responsibilities

Public School 83 will provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the state's student academic achievement standards as follows:

- o Public School 83 will continue to teach using high performance standards. Consultants and our professional development team will assist teachers and students and provide a model for teaching and learning that is consistent with state expectations. Teachers will continue to implement the Reader's and Writer's Workshop which promote student motivation, participation and performance. Academic intervention program classes will be structured for students who have failed and/or did not meet benchmarks.
1. Public School 83 will conduct Parent-Teacher Conferences during which this compact will be discussed, as it relates to the individual child's achievement. Specifically those conferences will be held:
 - Parent – Teacher Conferences will be scheduled semi-annually, as determined by the Department of Education.
 - Curriculum Open School Night is scheduled the second week of September to share curriculum, expectations, school wide policies and procedures with parents.
 - Individual parent conferences will be scheduled as per students' needs, as determined by the classroom teacher or instructional support staff.
 2. Public School 83 will provide parents with frequent reports on their child's progress. Specifically the school will provide reports as follows:
 - School wide Parent Teacher Conferences in November and March
 - Progress Reports: October, December, February and May and for those students not meeting the standards progress reports will be sent home on a monthly basis
 - Parents will receive their child's OSIS number in order to access their child's itemized Interim Assessments online and log into the ARIS system.
 3. Public School 83 will provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents

- Via phone, written and personal contact
- Early in the morning or before school hours
- During teacher preparation periods
- During scheduled appointments

1. Public School 83 will provide parents the opportunities to volunteer and participate in their child's class, and to observe classroom activities:

- Parents will be invited to conduct a monthly Read Aloud in their child's classroom
- Parent trips will be offered to cultural institutions
- Parents will be offered literacy and math workshops
- Parents will be invited to Health related Workshops
- Parents will be invited to assist and attend student performances, school assemblies, annual Carnival and Multi-Cultural Festival
- Parents will be invited to chaperone during trips
- Parents will be invited to become "class parents"

Parent Responsibilities

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

- Monitoring attendance
- Making sure that homework is completed.
- Monitoring amount and type of television shows our children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Participating in as many school wide events as possible.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the district by my child, or by mail, and responding, as appropriate.
- Reading together with my child every day
- Providing my child with a library card.
- Communicating positive values and character traits, such as respect, hard work and responsibility.
- Respecting the cultural differences in others
- Helping my child accept consequences for negative behavior
- Being aware of and following the rules and regulations of the school and Region

- Supporting the school's policy
- Express high expectations and offer praise and encouragement for achievement

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Come to school ready to do our best and be the best
- Come to school dressed appropriately, in uniform attire
- Come to school with all the necessary tools of learning
- Be courteous and respectful to all school personnel and property
- Listen and follow directions
- Be honest and respectful to others
- Follow the school's/class rules of conduct
- Do my homework every day and ask for help when I need to.
- Read at least 30 – 35 minutes every day outside of school time.
- Give all notices and information received by me from my school every day to my parents or the adult who is responsible for my welfare.

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.

Our most recent data indicates that student performance on the standardized English Language Arts Reading test in grades 3-5 reflects that 97.1 of our students are on grade level, an increase of 14% as compared to last year. Scores show that 96.3% of our third graders are on levels three and four, 96.3% of our fourth graders are on levels three and four and 98.6% of our fifth graders are on levels three and four. Data shows an increase of 9.8% in grade three, a 16.8% increase in grade four and a 19% increase in fifth grade. Our data also reveals that 100% of students with disabilities scored on or above level 3. In addition, 100% of our Limited English Proficiency students also scored on or above a level 3.

Although our school has made gains, careful and insightful review of our qualitative data, as well as our quantitative data, shows that there is still a need to develop an early grade (K-2) intervention program. Data shows that students who struggle in the upper grades lack the foundation that is built in the lower grades. With consistent intervention utilizing sound programs, these students will receive small group instruction targeting their areas of need and addressing the problem before they reach testing grades. Presently, we provide Reading Recovery to identified first grade students, but we need to provide a similar model to grades K and 2. If proper intervention is provided early on, it will limit the amount of students who will require the services in the upper grades.

During the current school year, the staff worked closely to strengthen their craft in providing differentiated instruction to our students. Teachers have become more knowledgeable with the varied methodologies for implementing differentiated instruction and the process involved in developing lessons and activities to support the differentiated learner/classroom. However, we still need to develop a secure comfort level with utilizing student data to drive grouping, planning, and instruction. Furthermore, we also need to continue providing and attending differentiated instruction Professional development to continue building upon the strategies thus far learned. Our goal is to strengthen the teachers' toolbox with strategies for conducting effective and efficient differentiated instructional classrooms.

Data collection, maintenance and analysis of data are other areas we also need to strengthen. While data is being collected on an ongoing basis, we need to strengthen how data is being used to drive instruction, plan curriculum units, differentiate instruction for students with IEP's and English Language Learners and general education students. There is the need to provide common time for content area cluster teachers, academic intervention support staff, and classrooms teachers to meet on a regular basis to examine data that will facilitate a collaborative and systematic approach to planning in order to maintain cohesion and build on the content and services being taught and provided. In addition, there needs to be more support from the school based support team in assisting with the alignment of programs and/or strategies that will enhance instruction for students with special needs.

Our most recent data indicates that student performance on the standardized Mathematics test in grades 3-5 reflects 96.2% of the students are performing on or above grade level, an increase of 4.8% as compared to last year. These scores show 97.3% of our third graders are on levels three and four, 97.5% of our fourth graders are on levels three and four and 92.2% of our fifth graders are on levels three and four. Data shows an increase of 2.7% in grade three, a 9.7% increase in grade four and a .7%% increase in fifth grade. Our data also reveals that 74% of students with disabilities scored on or above level 3. In addition, 89% of our Limited English Proficiency students also scored on or above a level 3. As we reflect on this data, we realize that there is still a need to continue moving our students from levels 2 to 3 and from levels 3 to 4.

During this current school year, there is still a need to develop lab sites in the lower grades in order to address students at-risk in the early grades. Furthermore, during this school year we were able to afford students in grades 3-5 a push-in/pull-out academic intervention program in mathematics, which we need to extend into the lower grades. Therefore, there is a need to hire a lower grade AIS Mathematics teacher to provide the service to targeted students.

Writing is an area we have also been working on for the past two years and need to continue in order to attain proficiency. Utilizing the 6 + 1 Traits of Writing supported by prior professional development opportunities offered by Janet Angelillo; a recognized author/educator in the field of reading and writing we have seen great strides in our children's writing. In order to continue making these strides we need to continue providing professional development opportunities in the area of writing utilizing the 6 + 1 traits. Teachers also need to continue revisiting their

units of study and imbedding the traits within their units, creating rubrics to support units and the six traits and modifying lessons to support traits.

As we work towards developing social emotional awareness within our students, our data reveals the need to consistently integrate a character development component within the instructional day. At the beginning of the 2006-2007 school year we began by implementing one component of The Responsive Classroom, The Morning Meeting. The Morning Meeting proved to be effective in classrooms that were consistent with execution of all the elements it was comprised of. While we noticed a decrease in disciplinary issues, however, there was still a concern with students who have recurring disciplinary issues. As we moved ahead, there was a need to further develop the staff with Responsive Classroom methodologies in order to train teachers to effectively address these recurring issues. In addition, we felt the need to house someone on staff equipped with conflict resolution strategies to implement a character development curriculum within the instructional day. Since then, we have been fortunate to have a dean on staff, who has successfully implemented a character development program. Although our data shows a 25% decline in aggressive behavior and bullying, we still need to continue furthering our work in this area. Character development is an ongoing process that needs nurturing and consistency. With ongoing character development lessons and activities our students will be able to exemplify good character and be model citizens.

While we currently have a strong sense of community at Public School 83, we still need to increase parental involvement and accountability. We need to strengthen the home-school connection in order to ensure the success of *all* of our students. We need to establish an understanding of the important role they play in our school community, as well as in the academic and social-emotional success of their child. By bridging this gap, and heightening parents' accountability, we will be able to intensify the collaboration between the home and the school.

2. Schoolwide reform strategies that:

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

PS 83 has a highly qualified and experienced staff. Intensive and on-going analysis of student data allows for students who are not meeting the State's proficient and advanced levels in reading, mathematics, science and social studies to receive academic intervention that is tailored for the individual student. Administration conducts regular meetings with all members of the teaching staff in order to discuss, review and monitor student progress. The administration and academic intervention team leader review intervention programs as recommended by the district/ network to select the best programs to meet students' needs.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

a. The teaching staff supported by the parents and entire school community have opted to imbed the 37.5-minute academic intervention program into the regular instructional day. Therefore, our school day begins at 8:25 and ends at 3:15. With the additional time embedded into

the instructional day teachers are able to provide more time for grouping and individualized instructional time meeting the needs of all students. This method also ensures that students identified as at risk are receiving the additional instructional time.

- a. The school offers an after-school program for targeted students in the areas of ELA and Math.
- b. The Say Yes to Education program will wrap their after-school program around our extended day program this year servicing fifth graders.
- c. The after-school program will commence in November for target students in grades three through five.
- d. A trained ESL teacher provides high quality instruction. Academic intervention services are also provided to targeted ELL students.
- e. Utilizing title III funds an after school program is provided for ELL students in first and second grade 4x a week for 2 hours a day.
- f. City Year volunteers also host an after school program for identified 2nd grade students in need of math intervention.
- g. A counselor, school psychologist, social worker and health-related service providers provide student support services. The Mt. Sinai Pediatric Clinic provides health care to all students.

o Help provide an enriched and accelerated curriculum.

o Meet the educational needs of historically underserved populations.

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

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

3. Instruction by highly qualified staff.

At the core of the “No Child Left Behind” Act signed by President Bush on January 8, 2002, recruitment and retention of highly qualified staff are just two of a number of measures designed to drive broad gains in student achievement. In an attempt to seek highly qualified teachers the administration used the following means to recruit teachers: job fairs, college recruitment, central personnel office and ads. During the 2009-2010 school year, our pedagogical community is comprised of thirty one teachers of which 30 are permanently certified and 1 is provisionally certified. 30 of our teachers have a Master’s Degree or higher and one teacher is currently working towards meeting the State and City requirements and has registered in courses offered at higher learning institutions or by the Department of Education.

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 Public School 83 community will continue to practice a shared decision-making process in the area of professional development as we examine the goals for our current school year, and directly link them to the students' needs as identified through data analysis, which is detailed on the school's Comprehensive Educational Plan. We conduct professional development through a variety of research-based strategies drawn from the New York City Professional Standards. In addition, we receive support from consultants, outside professional development opportunities, Inquiry Team, LAP Committee, class demonstration lessons, inter-visitations. In addition, our professional development team provides high quality professional development on strategies such as: differentiated instruction, multiple intelligence, writing rubrics, portfolio development, components of balanced literacy and data driven instruction.

The administration conducts one-on-one conferences with all teachers three times within the school year to discuss teaching practices, goals and student progress. In addition, teachers complete school wide surveys which offer insight to the particular professional needs of each teacher. From the data gathered, administration plans and provides professional development in the areas of need.

Monthly grade level meetings and weekly double prep time are embedded in our school wide schedule to allow opportunities grade planning, professional readings and data analysis. practices as teachers plan for instruction

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

Our school is a participant in the School Based Option Transfer and Staffing Plan. A committee comprised of administration, teaching staff and a representative of our parent body interviews candidates for prospective openings. Only candidates that possess the necessary skills and experience will be warranted an interview. In addition, the candidate must spend time at the school as well as conduct a demonstration lesson. A candidate is offered a position at Public School 83 only after meeting the necessary criteria established by the committee. New teachers participate in ongoing training offered by the Department of Education and the UFT Teacher Centers. New teachers are provided with teacher mentors, which are provided through the collaboration between the Department of Education and the United Federation of Teachers, or Hunter College. Furthermore, new teachers are also paired with lead teachers within the school to see best practices and to work collaboratively at planning lessons. The literacy and math coaches are also given additional time to support novice teachers.

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

Open school Night is scheduled the third week of school in order for the entire school community (parents, students and teachers) to meet and review the school curriculum and discuss the importance of developing a partnership during the school year. The school also schedules grade level meetings with parents to discuss and review the curriculum that pertains to their child's grade. A monthly calendar has been established to highlight school wide activities and workshops on literacy, mathematics and health related issues. A parent lending library is being developed with books in both English and Spanish. Catalogs are being examined in order to purchase books in Asian dialect. Monthly parent read alouds

are scheduled for parents to come in to our classrooms and read to our students. With the Cookshop program teachers are also inviting parents to come and assist them with the process.

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.

Collaborations have been established with neighborhood pre-school programs where their teachers visit our school to observe our daily teaching practices. The administration and the teaching staff visit these programs to provide information to the parents about the school. Parents are given tours of the school and are provided with a profile of the school curriculum and programs.

During the Spring term of each school year, a Kindergarten registration is held at Public School 83. The registration is announced in the school calendar, and notices are sent home with all current students. On registration day students are assessed using the basic entrance exam, they are given a tour of the school, and are allowed to sit in a kindergarten classroom. Kindergarten teachers are available to answer any questions or concerns. Parents are also given a Kindergarten handbook and a list of suggested extra curricular activities.

Kindergarten students and parents are also invited to an Open House before the beginning of classes in September. During this time, they are introduced to their child's classroom teachers and teachers review expectations and needed supplies with the parents. Kindergarten teachers also send home weekly notices to parents detailing units of study and how they can help their child at home.

The school offers support to assist parents in making the transition from a pre-school setting into an elementary school setting. The parent coordinator is available to assist parents in this endeavor. Parents are given a tour of the school, given a profile of the school to inform them of the school curriculum and programs. Students entering kindergarten are screened to determine which class would be appropriate for them. After the assessment the evaluator and/or administrator meets with the parent to review the results of the assessment. Suggestions in terms of needed support and/or recommendations are provided during this meeting. Parents are provided an informational packet listing needed supplies for the new school year.

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.

On a weekly basis, teachers are given the opportunity to meet within grade levels for a two-period block of time. At this time, teachers engage in discussion regarding intervention practices, data analysis, Literacy and Math Assessments and other practices being utilized in the school community. On a monthly basis, teachers are required to administer teacher-made monthly assessments in all subject areas. These monthly assessments are planned collaboratively within each grade. Ongoing dialogue is maintained among teachers and the administration which steers the decision-making process regarding assessments.

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.

The Collaborative Intervention Committee meets on a monthly basis to address students experiencing difficulty mastering the proficient or advanced levels of the academic standards and to discuss progress. Teachers submit names to the committee identifying areas of concern and the committee along with the teacher, meet to devise a plan of action. The reading and math progress Indicators as well as monthly pre and post exams in mathematics and reading and writing conferences and skills/strategy assessments are analyzed and discussed. At this time decisions are made and programs are put in place to provide the support and intervention. In addition, utilizing teacher data collection tools and pre and post test students are also identified for academic intervention pull out/push in support provided by our AIS providers. Students are provided with one-on-one services utilizing Great Leaps to develop fluency, Foundations is used in a small group pull-out or push-in setting to develop phonemic awareness in grades K-3, and Wilson is used in the upper grades. Text Talk is also implemented in small group settings to develop vocabulary and comprehension in grades K-3. As per teacher request identified classrooms implement Text Talk using a whole class approach. Comprehension Strategies Kit fiction and non fiction were also purchased for each class to utilize for small group guided or strategy lessons. Furthermore, students are also recommended to attend our After School program or morning program for further assistance in the areas of need.

Professional Development in Differentiated Instruction is another avenue that ensures students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. At these sessions, teachers have the opportunity to engage in a variety of hands on opportunities which builds on their knowledge base for addressing the needs of students. Curriculum planning during the double prep days also provides opportunities for teachers to highlight goals for the unit and strategies for developing goals. As a school we outline these goals and strategies and cross check along the grades to find trends and areas that overlap. At this time teachers are able to modify strategies and work collaboratively with other grades towards ensuring material being taught does not overlap but continues to build off of the prior grades. In addition, teachers improve the craft of planning strategy and guided reading lessons to better differentiate instruction. Teachers have become better at planning since they have acquired a better understanding of the expectations across the grades.

Common Grade meetings are also held twice a month with administration. At this time teachers are able to discuss and share what has worked and what areas are still in need of further development in order to meet the needs of all students. Hence, student work is examined and teacher data such as running records and conferring notes are reviewed to come up with additional strategies and support for the classroom teacher and the students as well.

Teachers also use the conferring session, guided reading sessions, strategy group lessons to support students. These sessions enable the teacher to provide students with one on one instructional opportunity to address their specific needs as well as to move others to the next instructional level.

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.

Public School 83 houses the Mt. Sinai Program, which is jointly funded by the State Health Education Department and Mt. Sinai Hospital. The program provides enrolled students with health related services such as physicals, annual check-ups, immunization, dental and social work services. We also house the virtual Y after school program that provides enrolled students with recreational and enrichment activities.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.

not applicable

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

not applicable

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

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

not applicable

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

not applicable

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

not applicable

4. Coordinate with and support the regular educational program;

not applicable

5. Provide instruction by highly qualified teachers;

not applicable

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

not applicable

7. Provide strategies to increase parental involvement; and

not applicable

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

not applicable

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

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

-English Language Learners.

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

²To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the Surveys of Enacted Curriculum (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards

(intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

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

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

The school cabinet consisting of grade level lead teachers, cluster representative, support staff representative, Math and literacy AIS representatives, staff developer, Special Education representative, parent coordinator and an office representative all of whom are members of school wide committees and lead teachers who participate in monthly common grade meetings, met on three occasions to discuss the proposed findings and its relevance to our curriculum as determined by the larger school constituents. During our monthly school cabinet meetings members were divided into smaller groups at which time each member shared the outcomes derived at from the discussions and data analyzes conducted during school wide committee meetings and common planning time. At this time relying on the data and findings, it was unanimously agreed that most of the outlined findings were relevant to our school's educational 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?

Teacher's monthly Calendars developed from Teacher's College Units of Study, the disparity between students Acuity Predictive and ITA scores, classroom performance, independent reading scores, teacher one-on-one conferences and lesson observations demonstrate the units being taught lack the depth of understanding required to meet state standards. We found that the reviewed curricula had gaps as students moved along the grades. Units targeting lower and upper grades cover the same content but fail to provide scaffolding for skills and strategies covered at each grade level, therefore failing to address the depth of what is being taught. Furthermore, the written curriculum fails to differentiate between test taking strategies and teaching points for English Language Arts for developing comprehension. While the units cover reading skills, they are constructed based on the assumption that all students can transfer the skill, considering they have the foundation. Currently, the units fail to meet the needs of students who lack the foundation since it lacks appropriate spiraling of comprehension skills and strategies needed throughout the grades.

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.

Public School 83 began addressing the relevant issues at the end of the school year 2007-2008. End of year reflections, Inquiry study and our school report card shone light to our concerns. As a result, monies for per session planning are allotted alongside common planning time and

double preps to align, modify and revise curriculum. Teachers are given the opportunity to meet and cross plan making adjustments to the ELA curriculum, so as to ensure it is inclusive of specific skills students frequently underperform on to meet secure New York State goals as determined by a testing timeline. Furthermore, curriculum was amended not only to cover content but an array of possible strategies to support skills addressed. As we continue to improve our curriculum, we are currently looking at incorporating the components of differentiated instruction. In addition, we also utilize the Sundance Comprehension Strategies kit to support both our units of study and a differentiated instruction tiered approach to develop comprehension skills. While differentiated instruction can be very broad, we have commenced the process by incorporating a tiered approach.

Central can support our efforts by providing opportunities to attend Differentiated Instruction workshops and conferences that follow the same beliefs and approaches and follow same or similar methodologies. It would also be beneficial to visit schools that are incorporating Differentiated Instruction to further develop Differentiated Instruction skills to teach the curriculum targeting all modalities of learning.

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 cabinet consisting of grade level lead teachers, cluster representative, support staff representative, Math and literacy AIS representative, staff developer, Special Education representative, parent coordinator and an office representative all of whom are members of school wide committees and lead teachers who participate in monthly common grade meetings, met on three occasions to discuss the proposed findings and its relevance to our curriculum as determined by the larger school constituents. During our monthly school cabinet meetings members were divided into smaller groups at which time each member shared the outcomes derived at from the discussions and data analyzes conducted during school wide committee meetings and common planning time. At this time it was unanimously agreed that most of the outlined findings were relevant to our school's educational 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?

The disparity between students' Acuity Predictive and ITA scores, classroom performance, monthly test scores, teacher feedback during one-on-one conferences, lesson observations, walkthroughs and our school report card demonstrate the Every Day Math Program supports the content and skills needed to meet state standards, but fails to follow a sequential order for developing pre and post secure and insecure goals. It is our belief that as a school who adopted the Everyday Math Program across all grade levels vs. gradually incorporating it by lowest grade, we are faced with the challenge of students lacking the necessary basic skills to learn mathematics as determined by the New York State Learning Standard for Mathematics. At the initial city-wide inception of the program, there was a need for intense, adequate professional development targeting every component of the math program. The program had to be dissected in order for teachers to fully grasp the instructional implications for each of its components. Unfortunately, as a school lacking a full and clear understanding of the implementation of the program, we address only components that are reflective to our daily instruction. There was a need for the city to provide adequate and timely professional development allowing for teachers to see the progression of the program and demonstrate how to address the needs of students' deficiencies within the content strands therefore, struggling with the process strands.

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.

Public School 83 began addressing the relevant issues at the end of the school year 2007-2008. End of year reflections, school data and our school report card shone light to our concerns. As a result, the school established a team to investigate potential programs to supplement the Everyday Math Program. Upon finding a program of interest, the team shared its findings with the larger school community, ultimately leading to the purchase of the Harcourt New York HSP math program. While the programs initial purpose was to supplement the Everyday Math Program, it was later decided after careful review and dissection of the program, that HSP better served our needs. The Everyday Math program will serve to supplement and enhance the HSP program via its math games. The new HSP program is aligned in a sequential order addressing pre and post march goals while simultaneously supporting our differentiated instruction tiered approach. The program is designed to meet the needs of all learners inclusive of English Language Learners and Special Needs Students.

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 cabinet consisting of grade level lead teachers, cluster representative, support staff representative, Math and literacy AIS representative, staff developer, Special Education representative, parent coordinator and an office representative all of whom are members of

school wide committees and lead teachers who participate in monthly common grade meetings, meet on a monthly basis. During several meetings the proposed findings were discussed and its relevance to our curriculum as determined by the larger school constituents. During our monthly school cabinet meetings members were divided into smaller groups at which time each member shared the outcomes derived at from the discussions and data analyzes conducted during school wide committee meetings and common planning time. At this time it was unanimously agreed that most of the outlined findings were not relevant to our school's educational program

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?

Teacher surveys, teacher feedback during one-on-one conferences, focused walkthroughs and faculty conferences, student data, classroom observations all reveal that the findings are not relevant to our school community.

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.

not applicable

2B – Mathematics Instruction

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

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

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

The school cabinet consisting of grade level lead teachers, cluster representative, support staff representative, Math and literacy AIS representative, staff developer, Special Education representative, parent coordinator and an office representative all of whom are members of

school wide committees and lead teachers who participate in monthly common grade meetings, met on three occasions to discuss the proposed findings and its relevance to our curriculum as determined by the larger school constituents. During our monthly school cabinet meetings members were divided into smaller groups at which time each member shared the outcomes derived at from the discussions and

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?

Teacher surveys, teacher feedback during one-on one conferences, focused walkthroughs, instructional observations, data on investigative questions requiring tools, all reveal a need to improve student engagement in mathematics through hands-on approaches. In addition a lack of computers prevented us from incorporating technology into the curriculum.

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.

With the purchase of the HSP program and our differentiated approach to teaching mathematics students will have the opportunity to engage in investigative activities meeting their individual needs. Using everyday math games to supplement the program will also allow for differentiated opportunities using a hands-on approach. Our lower and upper math support teachers will provide professional development focusing on inquiry based approaches that require a hands-on approach.

This current year most of our teachers received Renzulli training which will allow us to incorporate differentiated activities via technology into the instructional program. In addition with support from our collaborating volunteer partners City Year we have been able to implement an after school program for our second grade students four days a week for two hours a day.

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

During our monthly cabinet meetings, which is representative of the entire school community it was determined that this key finding was not relevant to our school since we do not have high teacher turnover. For the most part the majority of our teachers have been here three or more years. New teachers being hired are a result of new positions created or one or two teachers who have relocated or have chosen to take leaves of absence.

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?

The number of teachers hired on a yearly basis is very minimal usually one or two.

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.

Finding was not applicable

KEY FINDING 4: PROFESSIONAL DEVELOPMENT - ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

The school cabinet consisting of grade level lead teachers, cluster representative, support staff representative, Math and literacy AIS representative, staff developer, Special Education representative, parent coordinator and an office representative all of whom are members of school wide committees and lead teachers who participate in monthly common grade meetings, meet on a monthly basis. During several meetings the proposed findings were discussed and its relevance to our curriculum as determined by the larger school constituents. During our monthly school cabinet meetings members were divided into smaller groups at which time each member shared the outcomes derived at from the discussions and data analyzes conducted during school wide committee meetings and common planning time. At this time it was unanimously agreed that most of the outlined findings were relevant to our school's 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?

Teacher surveys, teacher feedback during one-on one conferences, focused walkthroughs and faculty conferences all reveal a need to better understand how to address the needs of English Language Learners.

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.

As a concern addressed at the end of the school year 2008-2009, the LAP committee meets on a monthly basis to discuss identified areas as determined by classroom teachers and the larger community. In continuing to address this issue, we have sent our ESL teacher to workshops, which she will turn-key to the larger school community during scheduled common planning time. Furthermore, the Language Allocation Policy will be copied and disseminated to the larger school community to read at their leisure. Questions and concerns will be addressed within the LAP committee. The LAP committee will also study correlations between language deficiencies and the lack of English Language comprehension/writing skills in order to develop instructional strategies to address the needs of the English Language Learners.

In addition, with Title III funds we have been able to provide our lower grade English Language Learners with an after school program Monday-Thursday for 2 hours a day to reinforce and develop language acquisition skills.

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 school cabinet consisting of grade level lead teachers, cluster representative, support staff representative, Math and literacy AIS representative, staff developer, Special Education representative, parent coordinator and an office representative all of whom are members of school wide committees and lead teachers who participate in monthly common grade meetings, meet on a monthly basis. During several meetings the proposed findings were discussed and its relevance to our curriculum as determined by the larger school constituents. During our monthly school cabinet meetings members were divided into smaller groups at which time each member shared the outcomes derived at from the discussions and data analyzes conducted during school wide committee meetings and common planning time. At this time it was unanimously agreed that most of the outlined findings were relevant to our school's 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?

Teacher surveys, teacher feedback during one-on one conferences, focused walkthroughs and faculty conferences all reveal a need to better understand how to address the needs of English Language Learners

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.

We plan to address the issue by providing all teachers who provide services to English language Learners with disaggregated NYSESLAT scores. In addition, the ESL teacher will provide weekly updates to classroom teachers on student performance during ESL instruction. Furthermore, weekly updates will also include recommended strategies to incorporate into regular classroom instruction.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT - SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches

that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

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

The school cabinet consisting of grade level lead teachers, cluster representative, support staff representative, Math and literacy AIS representative, staff developer, Special Education representative, parent coordinator and an office representative all of whom are members of school wide committees and lead teachers who participate in monthly common grade meetings, meet on a monthly basis. During several meetings the proposed findings were discussed and its relevance to our curriculum as determined by the larger school constituents. During our monthly school cabinet meetings members were divided into smaller groups at which time each member shared the outcomes derived at from the discussions and data analyzes conducted during school wide committee meetings and common planning time. At this time it was unanimously agreed that most of the outlined findings were relevant to our school's educational 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?

Teacher surveys, teacher feedback during one-on one conferences, focused walkthroughs and faculty conferences all reveal a need to better understand how to address the needs of Special Education Students.

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.

Considering the needs of our Special Education Students, the issue will be addressed through differentiated instruction. Currently, we are working in this area. Teachers have been attending professional development in the area of differentiated instruction and have received Renzulli training, which will also facilitate the process of implementing differentiated instructional activities using technology. This is another area where we can benefit from central support. We would like the opportunity to visit schools with solid Special Education Programs which employ differentiated instruction.

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

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

Please respond to the following questions for Key Finding 7:

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

The school cabinet consisting of grade level lead teachers, cluster representative, support staff representative, Math and literacy AIS representative, staff developer, Special Education representative, parent coordinator and an office representative all of whom are members of school wide committees and lead teachers who participate in monthly common grade meetings, meet on a monthly basis. During several meetings the proposed findings were discussed and its relevance to our curriculum as determined by the larger school constituents. During our monthly school cabinet meetings members were divided into smaller groups at which time each member shared the outcomes derived at from the discussions and data analyzes conducted during school wide committee meetings and common planning time. At this time it was unanimously agreed that most of the outlined findings were relevant to our school's educational 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?

Teacher surveys, teacher feedback during one-on-one conferences, focused walkthroughs and faculty conferences all reveal a need to better understand how to address the needs of Special Education Students.

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.

As an issue we are well aware of, we have already begun addressing it. Our IEP teacher provided a professional development session on the overview of the IEP as well as how to set goals for IEP students. The PD included cluster and support staff. To further this work the IEP teacher will meet with teachers who service IEP students to dissect IEP's and provide strategies for aligning IEP goals with classroom instruction. In addition, IEP teacher will work collaboratively with classroom teachers in developing instructional goals for students.

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: For Title I Schools

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

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

Services we are planning to provide to the STH population are providing families who use mass transit with metro cards to facilitate getting to and from school. We have also arranged to provide at risk academic intervention services to student demonstrating challenges with instruction. The Mt. Sinai Social worker will make herself available to meet with parents who are in need of additional support services. Our parent coordinator will also be available to assist families with translations, accompany them to appointments, agencies and support them in any area of need.

Part B:
For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

N/A

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

N/A

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.

N/A