



**SHORACKAPPOCK ELEMENTARY SCHOOL  
PUBLIC SCHOOL 98, MANHATTAN**

**2008-09  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 06M098**  
**ADDRESS: 512 WEST 212<sup>TH</sup> STREET**  
**NEW YORK, NEW YORK 10034**  
**TELEPHONE: 212-927-7870**  
**FAX: 212-569-1827**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 06M098      **SCHOOL NAME:** Shorackappock Elementary School PS 98

**DISTRICT:** 6      **SSO NAME/NETWORK #:** Integrated Curriculum and Instruction

**SCHOOL ADDRESS:** 512 West 212<sup>th</sup> Street, New York, NY 10034

**SCHOOL TELEPHONE:** 212-927-7870      **FAX:** 212-569-1827

**SCHOOL CONTACT PERSON:** Maritza A. Rodríguez      **EMAIL ADDRESS:** MRodriguez23@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON**      Wazi Ullah

**PRINCIPAL**      Maritza A. Rodríguez

**UFT CHAPTER LEADER**      Victor Pérez

**PARENTS' ASSOCIATION  
PRESIDENT**      Jayndee Aldebot

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

**COMMUNITY SCHOOL DISTRICT  
SUPERINTENDENT**      Martha Madera

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position/Constituency Represented	Signature
Ms. Maritza A. Rodríguez	*Principal or Designee	
Victor Pérez	*UFT Chapter Chairperson or Designee	
Jayndee Aldebot	*PA/PTA President or Designated Co-President	
Rocio Rojas	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Ms. Crucy García	DC 37 Representative, if applicable	
N/A	Student Representative, if applicable	
Belkys Veras	Parent	
Wendy Reyes	Parent	
Rissi Marín	Parent	
Alexandra Martínez	Parent	
Rubén Tonar	Teacher	
Wazi Ullah	Teacher	
Alina Peña	Teacher	
Joselyn Santos	Teacher	

\* Core (mandatory) SLT members.

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

## SECTION III: SCHOOL PROFILE

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

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

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Shorackappock Elementary School (P98M) is located in the Inwood section of Manhattan, New York. The surrounding community is home to a large Dominican population with smaller established Irish American, African American and Jewish American populations. There are also new immigrants from various countries including: Mexico, Puerto Rico, countries in South America, countries in Europe and East Asia.

As of September 2005, P.S. 98 has used a horizontal model, across grades K-4. This horizontal model divides the school into two (2) sub-schools: an Early Childhood Academy (Grades PreK-1) and an Elementary Academy (Grades 2-4). Each Academy is under the supervision of either the Principal or the Assistant Principal. We believe that this model fosters an interactive community which provides better communication between supervisors and teachers. Additionally it allows for consistency and coherence in scheduling and programming. This model also enhances the relationship between the supervisors and their teachers, as the supervisors are available to counsel in all subject areas within their respective academy. This continuity and connection is reflected in the instructional program.

The Early Childhood Academy is comprised of grades Pre-K through 1 which includes:

- Three (3) Pre-K classes (2 Monolingual, 1 Dual-Language)
- Five (5) kindergarten classes, (2 Monolingual, 2 Dual-Language, 1 monolingual ICTS)
- Five(5) first grade classes (1 transitional bilingual, 1 dual-language, 1 monolingual ICTS, 2 monolingual)
- One (1) K/1 G&T Dual Language bridge class

The Elementary Academy comprised of grades 2-4:

- Five (5) second grade classes (1 dual-language gifted and talented, 1 transitional bilingual, 1 dual language, two monolingual)
- Five (5) third grade classes (1 dual-language/gifted and talented, 1 dual language, 1 transitional bilingual, two monolingual)
- One (1) Monolingual Special Education 2/3 class
- One (1) Monolingual Special Education 3/4 class
- One (1) Bilingual Special Education 3/4 class
- Five (5) fourth grade classes (1 dual-language gifted and talented, 3 monolingual, 1 transitional bilingual)

Our school offers many support services to students and parents. We have a Parent Coordinator, three (3) Family Workers, three (3) full-time Guidance Counselors, one (1) full time Social Worker, one part-time Social Worker, one Psychologist, and one (1) part-time Special Education Guidance Counselor. To address the academic needs of our students, we have three AIS teachers (two Licensed reading teachers and one math teacher) as well as three ESL teachers. To support our teaching staff we have a Literacy Coach and Math Coach. We also offer our teachers on-going professional development opportunities both in-house and from outside sources.

As of 2005, PS 98 implemented the *America's Choice Schools* model, a scientifically researched and proven standards-based program for literacy and mathematics. Teachers and support staff receive ongoing professional development from supervisors, literacy coaches and our Learning Support Organization (Integrated Curriculum Instruction) throughout the school year. Literacy professional development for teachers includes training in the workshop model of a balanced literacy block, in maximizing instruction for English Language Learners, in unit planning using the Standards as the foundation of the curriculum, and in organizing the classroom to create an effective teaching and learning environment.

For the 2008-2009 school year, we will continue to implement the balanced literacy/workshop model. The school will receive support from Integrated Curriculum and Instruction, the Learning Support Organization selected by our school community.

All classroom teachers received the America's Choice support materials and the Standards books for their grade level. The teachers have been provided with follow-up support to help them plan and implement standards-based units of study including common planning time during the week. This will further the comprehensive, continual and intensive implementation of exemplary instructional practices in the area of English Language Arts and Mathematics over the next several years.

PS 98 also offers a Gifted and Talented dual-language program. The Gifted and Talented program at P.S. 98 will provide appropriately challenging, standards-based learning experiences. Teachers in our Gifted and Talented program will be expected to implement and receive on-going professional development in U.B.D. (Understanding by Design), Differentiated Instruction, Interdisciplinary Unit Planning, I.I.M. (Independent Investigation Method), S.E.M. (Schoolwide Enrichment Model), Enrichment Triad, etc. Professional development will include visits to exemplary sites in and out of our district.

The findings of a comprehensive Needs Assessment, which included both formal and informal sources, resulted in the identification of several priorities for improving student performance:

- Improve communication between administrative staff, teachers, students, and parents.
- Continue to implement of effective strategies to address the large number of students lacking basic skills in both reading and mathematics.
- Continue improving instruction for special education students by increasing opportunities for inclusion into the general education program
- Continue providing professional development for our teachers in interdisciplinary/integrated unit planning, U.B.D. and D.I.
- Continue providing intensive professional development for teachers in specialized strategies to meet the needs of special populations
- Continue to implement effective strategies for meeting the needs of the ELL population
- Provide continuous training for teachers in the Gifted and Talented program
- Provide more enrichment opportunities for to the general school population
- Implement of an effective remedial reading program for the early grades
- Continue to provide targeted intensive reading and math instruction in afterschool programs for identified students.

P.S. 98's Comprehensive Education Plan for 2008-2009 will include specific plans to address the academic achievement of all students, with an emphasis on focused interventions for the improvement of students with IEPs, students at risk of academic failure, and English Language Learners (ELLs), as well as enrichment opportunities for all students. Classroom libraries, small class sizes, academic support personnel in the classroom, and the assignment of a full-time reading coach will further support literacy instruction.

*Everyday Mathematics* will be used in all classes. It will be implemented during a 70-90-minute math block for grades K-4. A full-time math coach is available to support the effective implementation of the program through on-site math staff development.

The purpose and focus of science education at P.S. 98 is to offer all students opportunities to understand, make predictions about, and adapt to, an increasingly scientific and technological world. To support our students in this subject, two cluster teachers provide science instruction which scaffolds the instruction that occurs in the classroom. We utilize the core curriculum *FOSS* as our Science curriculum and supplement it with *Scott Foresman Science* which is aligned to the New York Elementary Science Core Curriculum and the Learning Standards for Mathematics, Science, and Technology. The program includes leveled libraries to facilitate integration into the Literacy Block, test practice materials, and assessments. Additional books have also been purchased to assist the integration into Literacy Block. The school will organize a science fair coordinated by the science teachers.

Classrooms are equipped with computers and wired for Internet access. There is a Library Media Center. Staff development will continue to be offered in integrating technology in the classroom as well as on-going training in the use of SmartBoards.

The school has developed the following Academic Intervention Service team comprised: a Literacy Specialist and Mathematics Specialist, and three (3) English as a Second Language (ESL) teacher. Certified reading teachers will support identified students at risk in E.L.A. During the Balanced Literacy Block a Tier I Model will be followed. A Tier II model would target students identified by the Reading Specialists and teachers and they will receive services including the Wilson program. E.S.L teachers will provide services to all students who have yet to meet proficiency in the NYSESLAT.

Academic Intervention Services are provided to meet the needs of all students who require additional assistance to meet the State standards in ELA, mathematics, science, and social studies. An Intervention Coordinator will work to ensure effective use of resources to meet the needs of our at-risk students. Guidance and support services are provided to assist students in need of these services. All Grade 3 and 4 students performing at Levels 1 and 2, and Early Childhood students deemed to be at risk, including students in special education and English Language Learners, will receive targeted services. Using the *Everyday Math* curriculum a push-in as well as a pull-out model will be used to provide small group instruction using Tiers I, II, and III. Students will also be identified using the *Scott Foresman Science Assessments* and the *Horizons Social Studies Assessments*, and will receive appropriate intervention services.

Dual language classes are self-contained and follow a 50/50 language allocation on alternative day model. Teachers will receive ongoing staff development. The dual language classes will receive monies for libraries and instructional materials.

Professional development is coordinated by a Professional Development Team, which includes the Principal, Assistant Principal, UFT, Teachers and Coaches. Coaches model lessons and confer individually with teachers. Cluster teachers will meet during the 2008/2009 school year to plan for an integrated arts/technology/movement curriculum.

The school's Enhanced Pupil Personnel Team, represented by administration, guidance counselors, family workers and support personnel tailor pupil personnel services and policies to meet the needs of our educational community. The Family Support Team focuses on promoting parent involvement, creating individual intervention plans, implementing attendance plans, and integrating school and community resources.

At P.S. 98 we recognize that families and other community members are a vital part of all students' academic and social success and consider family involvement an essential ingredient for a successful educational program. Parents volunteer for school activities such as morning duty and coordinate many activities including school picture day. However, we would like to increase parent involvement in the 2008-2009 school year. The Parents Association, the Parent Coordinator along with the SLT planned a volunteer drive in September, with all of the necessary paperwork, as well as a menu of choices for volunteering. These parents have received professional development by Learning Leaders both on and off site. P.S.98 has a Parent Coordinator as required by the new initiative of the New York City Department of Education. As part of an overall plan to improve communication between parents and school personnel, we will also form a committee of parents and teachers who will meet on a regular basis to assess the implementation of our C.E.P.

P.S. 98 collaborates with several outside agencies, including Junior Achievement/Deloitte, Ballet Hispanico, Authors Read Aloud (sponsored by Learning Leaders), Chess in the Schools, Urban Voices, Park Ranger, Cornell Cooperative Extension, UCANN, Carmel Hill, and New Leaders for New Schools.

## **SECTION III – Cont'd PS 98**

### **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) will be available for download by each school on the NYCDOE website. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided. (The URL for download will be posted in the May 20<sup>th</sup> edition of "Principals' Weekly.")

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CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>		P.S. 098 Shorac Kappock							
<b>District:</b>		6	<b>DBN:</b>	06M098	<b>School BEDS Code:</b>		310600010098		
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7		11		
	K	√	4	√	8		12		
	1	√	5		9		Ungraded		
	2	√	6		10				
Enrollment					Attendance - % of days students attended:				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	54	53	54		93.5	93.2	93.7		
Kindergarten	105	109	118						
Grade 1	122	101	98	Student Stability - % of Enrollment:					
Grade 2	135	112	99	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	114	107	132		90.8	92.7	90.5		
Grade 4	102	107	132	Poverty Rate - % of Enrollment:					
Grade 5	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 6	0	0	0		97.9	100.0	97.2		
Grade 7	0	0	0	Students in Temporary Housing - Total Number:					
Grade 8	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 9	0	0	0		3	8	110		
Grade 10	0	0	0	Recent Immigrants - Total Number:					
Grade 11	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 12	0	0	0		25	25	32		
Ungraded	0	3	0	Special Education Enrollment:					
Total	632	618	613	(As of October 31)	2006-07	2007-08	2008-09		
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
# in Self-Contained Classes	32	32	33	Principal Suspensions	22	24	15		
# in Collaborative Team Teaching (CTT) Classes	0	6	12	Superintendent Suspensions	7	15	12		
Number all others	30	26	26	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants	0	0	0		
(As of October 31)	2006-07	2007-08	2008-09	Early College HS Program Participants	0	0	0		
# in Transitional Bilingual Classes	114	138	174	Number of Staff - Includes all full-time staff:					
# in Dual Lang. Programs	56	45	82	(As of October 31)	2006-07	2007-08	2008-09		
# receiving ESL services only	154	133	143	Number of Teachers	49	51	54		

**CEP Section III: School Profile**

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	14	8	12	Number of Administrators and Other Professionals	6	17	17
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	0	0
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	85.7	84.3	77.8
				% more than 5 years teaching anywhere	83.7	80.4	77.8
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	94.0	90.0	89.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	92.0	77.5	82.2
American Indian or Alaska Native	0.0	0.0	0.0				
Black or African American	1.9	1.6	1.6				
Hispanic or Latino	96.7	97.6	96.2				
Asian or Native Hawaiian/Other Pacific Isl.	0.6	0.3	1.0				
White	0.8	0.5	1.0				
<b>Male</b>	51.4	52.3	49.9				
<b>Female</b>	48.6	47.7	50.1				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>Individual Subject/Area Ratings:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	IGS			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			

<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
		<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
<b>Student Groups</b>		ELA	Math	Science	ELA	Math	Grad Rate
<b>All Students</b>		√	√	√			
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American		-	-	-			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander		-	-	-			
White		-	-	-			
<b>Other Groups</b>							
Students with Disabilities		√SH	√	-			
Limited English Proficient		X	√	√			
Economically Disadvantaged		√	√	√			
<b>Student groups making AYP in each subject</b>		4	5	4	0	0	0

<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
<b>Overall Letter Grade:</b>	A			<b>Overall Evaluation:</b>	NR		
<b>Overall Score:</b>	77.2			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment:	8.5			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	16.4			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	50						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	2.3						

<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◇ = Outstanding			
				NR = No Review Required			

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

## SECTION IV: NEEDS ASSESSMENT

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

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

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

Our school made significant improvements since last year. We are currently a school in Good Standing for the second consecutive year. Our progress report score has improved as well as the results of our quality review.

PS 98 has had several accomplishments this academic year. Our schedules reflect the importance of common time for planning. Teachers meet on a weekly basis during grade meetings. These meetings are facilitated by the coaches and the topics discussed are chosen on the basis of teachers' needs and school initiatives. We have a professional resource center with computers and professional library books.

We are very proud of our school library. Last year, it was identified as a Best Practices Library. The librarian has several open access periods and selects library monitors to support library procedures. The librarian is also a certified trainer of the Independent Investigative Method (IIM) and conducts research with the 4<sup>th</sup> grade. Next semester, she will work with students in 3rd grade.

This is the second year that we are the recipients of The Carmel Hill Fund. As a result of this fund, students are engaged in the Accelerated Reader program (AR). AR is a software program that motivates, monitors, and manages student reading practice. The Carmel Hill Fund also equipped each classroom with a computer. To further support technology in our school, PS 98 received a grant which provided the school with a laptop cart. We also have several SmartBoards which are utilized in classrooms.

In order to get the parents more involved in the school, there will be a series of workshops to promote positive discipline in school and at home. These workshops will occur during the school day and provide parents with strategies in handling difficult situations with their children. There will also be a series of nutritional workshop facilitated by Cornell Cooperative Extension. We also offer support to the community by providing classes in ESL, GED, and citizenship.

To support our at risk students, a Basketball Club has been created, coached by our Physical Education teacher. In addition, we have continued our participation in the Chess in the School program. Learning to play chess encourages students to plan, anticipate, recognize patterns, and develop strategies.

To support the arts, PS 98 has continued its partnership with Ballet Hispánico and Urban Voices (which will provide students second grade students) with an opportunity to participate in a Choral program. The end result will be performances for the entire school community.

This year there was a 1.5% increase in our third grade state Math exams and 11.5 % in fourth grade. There was an overall increase in student performance in Math.

Our Inquiry Team continues to meet to analyze both formal and informal data in order to identify areas of growth and assess the efficacy of the plans we have implemented in previous years. The target group selected for our Inquiry Team has been English Language Learners performing at the lowest third in our school. This year, we will address the needs of English Language Learners who have remained at the same performance level in NYSESLAT for two consecutive years as well as students whose proficiency level has decreased.

Based on our analysis of the NYSESLAT and ECLAS data, we have decided to form small classes in order to provide a more intensive instructional program. ESL and Bilingual teachers will use ESL methodologies to facilitate student learning and progress. We will also have an Academic Intervention Services coordinator who will identify each ELL student's specific needs and ensure there is articulation of these needs with the classroom teacher, administration, and all service providers. Since we have identified phonics as an area of concern we will continue to implement *Words Their Way*. There will be a continuation of the Backpack Adventures Program in Grades 1 and 2 to support reading and writing. Students and their families engage in literacy activities at home using books and materials provided by the school library.

Analysis of LAB-R and NYSESLAT results indicate that upper grades will continue to need support in reading and writing in order to move up from Intermediate to Advanced level, and that the systems we have in place are working. Lower grades need support in reading and writing across all levels.

We also have two Reading Specialists and a math AIS teacher working with students in all grades. The first cycle will provide services to students in grades 2-4 and the second cycle will provide support to students in K-4 depending on the needs assessment. In addition, we will continue to provide training in E.S.L. methodologies to monolingual and bilingual teachers.

We will continue to focus on moving Level 2 ELL students to Levels 3 and 4. Level 1 and 2 students will receive intensive literacy development through a coordinated effort from support personnel (ESL, AIS, S.E.T.S.S., Reading Specialists) and classroom teachers, during regular school hours. Targeted students will receive additional support through After-School programs.

Based on our analysis of the data, and all relevant findings, the following are implications for our ELA instructional program for Grades K-4 students:

- Continue to provide instructional strategies that have contributed to overall improved student achievement, including the implementation of a 135-minute literacy block and daily writing activities.
- Continue to provide intensive Academic Intervention Services to all students who are not meeting State standards.
- Continue to intensive professional development in the understanding and use of specialized instructional strategies in Balanced Literacy to meet the needs of special populations.
- Classroom libraries will continue to be enhanced. Additional class sets of books as well as additional leveled books will be supplied. Specific staff development will emphasize the use of classroom libraries in the balanced literacy program.
- The literacy coach will provide professional development which will include the framework of teacher knowledge, teacher skills and professional development experiences in all the components of the six dimensions of reading.
- Benchmarks for literacy instruction will be given to each teacher and are included in our professional development action plan, Opportunities will be provided for the teachers to plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on student needs to meet the standards.
- Teachers will use data from assessments to provide instructional emphasis on students' strengths and weaknesses and to assist in the grouping of students. Since the new balanced literacy program calls for individual conferences with students, teachers will be able to use the data to meet specific students' needs.
- Teachers will reinforce literacy strategies during content area instruction, as well as infuse content area instruction during the literacy block.
- Investigation of best practices for sustaining and accelerating the achievement of English Language Learners (ELLs) by ensuring that they participate in all school wide instructional and enrichment activities.
- Reading Teachers, S.E.T.S.S., and ESL teachers will "push in" to classrooms to support balanced literacy instruction.

- Continuation of the Authors Read Aloud Program, which will enable classes to further develop their literacy skills by listening to real authors, read to them.

Intensive professional development will continue to be provided in the following areas:

- The components of 135 minute literacy block (particularly Guided Reading, Read-Alouds, Rubrics).
- Dual Language professional development.
- The use of specialized strategies to meet the needs of special education students, i.e., Wilson.
- ESL strategies and the ELL standards.
- Effective strategies for the implementation of the Readers and Writers Workshops.
- The Academic Intervention Services Team will meet weekly to discuss individual students who are at risk of not meeting standards in English Language Arts and Mathematics. They will assess and plan for instructional support for these students.
- Using data to drive instruction.
- Identify primary issues pertaining to the needs of ELL students in order to create instructional plans.
- Interactive Read-Alouds to help students develop oral language, develop listening skills and expand vocabulary.
- Using shared reading in order to teach students language structure and make accurate predictions.
- Developmental stages in early writing. Making the connection between reading and writing

## **SECTION V: ANNUAL SCHOOL GOALS**

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

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

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### **Goal #1**

Students in grades K-4 will increase their reading comprehension skills through strategies implemented during the Balanced Literacy Block. By June 2009 80% of students in grades K-3 will move up at least two independent reading levels (Fountas and Pinnell) as measured by ECLAS and/or DRA, Monitoring for Results, and Base Line Assessment Accelerated Reader. In grade 4, 10% of students at level 1 will move up to a level 2; 10% of students at level 2 will move up to a level 3 as measured by the NYS ELA exam.

### **Goal #2**

In order to improve the performance of ELL students, literacy plans that target the individualization of instruction for ELL's especially beginners and intermediate students, will be created and implemented.

By June 2009 there will be a 10% increase in the number of students in bilingual classes who have progressed from beginner to intermediate levels as measured by the NYSESLAT.

By June 2009 there will be a 5% increase in the number of students in bilingual classes who have progressed from intermediate to advanced levels as measured by the NYSESLAT.

### **Goal #3**

Through Everyday Math, students in grades 1-4 will increase their mathematical skills. By June 2009, students in Grades 1 and 4 will demonstrate a 5% increase. Student progress in grades 1-2 will be measured using the End of Year Assessments. Student progress in grade 3 will be measured by End of the Year Assessments and NYC Predictive Test. Grade 4 will demonstrate an increase in proficiency level as measured by the NYS Math Exam.

### **Goal # 4**

By June 2009, 70% of students in Grades 1-4 will meet science state standards through the implementation of FOSS Core Curriculum and Scott Foresman Supplemental Science program in both classrooms and science labs. Progress will be measured by Foss Assessment (Grades 1-3) and NYS Science Exam (Grade 4)

### **Goal #5**

Students in grades 3 and 4 who will be required to take the NYS ELA and Math, and students in grades 1 and 2 who are at risk for not meeting end of the year goals will be identified and provided with appropriate services such as AIS or SETSS. These identified students will demonstrate a 5% growth in achievement as measured by NYSESLAT, NYS ELA Exam, NYS Math exam or Alternate Assessment, by June 2009.

**SECTION VI: ACTION PLAN**

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

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Through the Balanced Literacy Model including a skills block, students in grades 1-4 will increase their reading comprehension skills. By June, 2009, 80% of students in grades 1-4 will move up at least two independent reading levels by June 2009. Progress in grades 1-3 will be measured by the Base Line Accelerated Reader assessment, correlated to Fountas and Pinnell. Progress in grade 3 will be measured by Predictive Assessments, Instructionally Targeted Assessments, correlated to the Fountas and Pinnell reading levels. Progress in grade 4 will be measured by the ELA State Examination.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>○ Schedule Staff Development in the fall that includes training on the components of the Balanced Literacy Block, with a focus on differentiated instruction, guided reading, Second Language Acquisition methodologies, and standards based planning.</li> <li>○ Implement Words Their Way for grades K through 4.</li> <li>○ Running Records, reading logs and rubrics as additional tools for tracking students' progress.</li> <li>○ Provide opportunities for interclass and interschool visitations.</li> <li>○ Pair AIS and ESL teachers with classroom teachers for the Balanced Literacy Block.</li> <li>○ Improve parental understanding of the Readers' and Writers' Workshop model through Parents' Association meetings and Meet the Teacher Night.</li> <li>○ Every classroom will provide Balanced Literacy Instruction for three periods per day.</li> <li>○ Periodic assessments, including the use of Acuity, will be administered to determine students' progress.</li> <li>○ Support Staff gather, analyze and share interim assessment data with teachers.</li> <li>○ The results from periodic assessments will be used to inform planning and instruction both by administrators and teachers.</li> <li>○ Periodic assessments such as DRA, running records and/or ECLAS-2 will be administered three times a year to determine progress in student's independent reading level.</li> <li>○ A schedule will be planned and funds will be allocated to facilitate time for professional development for administrators and teachers to ensure that the standards for planning and instruction are met.</li> <li>○ Professional Development will be provided to teachers on the implementation of <i>Accelerated Reading</i>. This program is geared towards improving students' reading comprehension via computer technology.</li> </ul>

	<ul style="list-style-type: none"> <li>○ Teachers will participate in grade level meetings to discuss best instructional practices in literacy.</li> <li>○ Teachers and literacy coach will attend workshops provided by the Integrated Curriculum and Instruction (ICI) team.</li> <li>○ Lab sites will provide teachers with a consistent model of planning and instruction.</li> <li>○ Professional development will be provided by the coach and the Network Support Specialist to support the implementation of an effective read aloud.</li> <li>○ Staff members will meet after school to plan literacy units of study in a variety of genres.</li> <li>○ <i>When English Language Learners Write</i> by Katharine Davis Samway will be used for the study group.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Staffing: Principal, Assistant Principal, Literacy Coach, and classroom teachers, AIS reading teachers.  Resources: guided reading materials, new literacy curriculum materials  Funding Sources: Tax Levy, Title I  * possible book donations through Donorschoose.com</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Meeting or exceeding AYP goals.  Evidence of growth in reading, in fluency, use of reading strategies, stamina, vocabulary, range of genre, quality of reader response, as measured by ongoing teacher assessment, DRA and ECLAS-2.  Evidence of growth in writing, in length of piece, skilled use of language conventions, variety in genre, increasing independence as a writer, achievement of personal goals as per writing survey, as measured by a quarterly review of student portfolios.  Results of the predictive examinations and ITA's.</p>

**SECTION VI: ACTION PLAN**

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> <li>○ To improve the performance of ELL students by creating and implementing literacy plans that target the individualization of instruction for ELL's especially beginners and intermediate students.</li> <li>○ By June 2009 there will be a 10% increase in the number of students in bilingual classes who have progressed from beginner to intermediate levels as measured by the NYSESLAT.</li> <li>○ By June 2009 there will be a 5% increase in the number of students in bilingual classes who have progressed from intermediate to advanced levels as measured by the NYSESLAT.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>○ ESL teachers will attend all PD sessions for the grades that they service.</li> <li>○ ESL teachers will attend monthly professional development sessions with The ICI network.</li> <li>○ Out of classroom personnel such as the literacy coach, AIS teachers and cluster teachers will push into third and fourth grade classrooms to provide differentiated instruction to the ELL.</li> <li>○ There will be differentiated instruction in literacy according to the students' literacy levels; beginners, intermediate advance</li> <li>○ Reading for Success after school program will support ELL. The classes will be comprised of students in similar levels according to NYSESLAT data.</li> <li>○ <i>Getting Ready for the NYSESLAT and Beyond</i> and <i>Mondo Developing Oral Language and Mondo Shared Reading</i> will be the supplemental materials utilized and funded by Title III funds.</li> <li>○ Teachers and support staff will conduct an analysis of what skills children need and teach into them.</li> <li>○ ESL teachers will debrief with school administrators to share information learned at monthly Professional Development with the ICI network.</li> <li>○ Professional Development will be provided by the coach and the Network Support Specialist to support the implementation of an effective literacy strategies and ESL strategies.</li> <li>○ Teachers will participate in a book study to support ELL instruction.</li> <li>○ Weekly professional development sessions will occur to analyze data, measure student growth, discuss best practices, and plan next steps for the Title III after school program.</li> <li>○ A parent conference will be held to provide to parents of ELL with a variety of workshops as</li> </ul>

	<p>to how they can support their children at home. This conference will be funded by Title III funds.</p> <ul style="list-style-type: none"> <li>○ The data for ESL students will be shared with classroom teachers; Inquiry Team members, AIS Team members, and Special Education team so that everyone can utilize the data to inform instruction.</li> <li>○ The inquiry team will focus on supporting ELLs who have not demonstrated progress in the NYSESLAT by providing support to students during the 37.5 minutes as well as sharing data/findings with the school community.</li> <li>○ Teachers who are providing support to ELLs will receive professional development on instructional strategies for ESL students based on English Language Proficiency levels.</li> <li>○ The information acquired from the professional development session will be utilized to create an instructional action plan for ELLs.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Staffing: Principal, Assistant Principal, Literacy Coach, ESL teachers, Reading Specialists, Academic Intervention team, Inquiry team and classroom teachers.  Resources: Open Court, Literacy units  Funding Sources: Tax Levy, Title I, Title III funds, Inquiry Team Allocations</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>○ An increase of students who have met proficiency in NYSESLAT Test Results</li> <li>○ Benchmark assessments from the after school program will demonstrate student growth.</li> <li>○ Classroom running records will demonstrate student growth in literacy.</li> <li>○ Predictive examinations will demonstrate growth in the areas of instructional focus.</li> <li>○ The writing products of students will demonstrate an understanding of particular skills.</li> </ul>

**SECTION VI: ACTION PLAN**

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

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Through Everyday Math, students in grades K-4 will increase their mathematical skills. Students in Grades 1-4 will demonstrate a 5% increase in proficiency level by June 2009. Student progress in grades 1-2 will be measured using the End of Year Assessments. Student progress in grade 3 will be measured by End of the Year Assessments and NYC Predictive Test. Grade 4 will demonstrate an increase in proficiency level as measured by the NYS Math Exam and Predictive tests.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>○ Staff training on math curriculum for all grades in September.</li> <li>○ Staff training on integrating math into other content areas.</li> <li>○ Administration will meet with Math Coach and Inquiry Team to discuss data from the GROW Report and State and City assessments to plan for specific areas of growth.</li> <li>○ Math Coach will ensure alignment of Everyday Mathematics Assessments and State Standards.</li> <li>○ Implementation of a two-period math block for grades 3 and 4.</li> <li>○ Teachers engage in group planning utilizing the Standards and students' performance results from the NYS Standardized Assessment and the Predictive Assessments results.</li> <li>○ Teachers engage in professional development in utilizing Everyday Math games in order to differentiate instruction.</li> <li>○ Teachers will be provided with Professional Development sessions given by the ICI Support Specialist and the Math Coach.</li> <li>○ Fridays will be dedicated to Math Games and portfolio activities.</li> <li>○ Students will be explicit in explaining their thinking in solving math problems.</li> <li>○ Students will be provided with opportunities to utilize their critical thinking skills by responding to open ended questions.</li> <li>○ Students will be able to analyze their own thinking when responding to math questions.</li> <li>○ Students will use manipulatives to explain word problems.</li> <li>○ Game Night will be planned so that parents have an opportunity to understand the purpose of math games.</li> <li>○ Parents who participate in the workshop will receive math manipulatives to utilize at home with their children.</li> <li>○ The AIS Math teacher will provide daily support to students who have scored below grade proficiency levels in the NYS Mathematics Test and in the ITAs.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Staffing: Principal, Assistant Principal, Math Coach, Math AIS teacher and classroom teachers.</p> <p>Resources: Everyday Math curriculum, Options, and Buckle Down Math</p> <p>Funding Sources: Tax Levy, Title I</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Evidence of growth in problem-solving skills as measured by math portfolios and teacher assessments.  Results of the predictive examinations and ITA's.</p>

**SECTION VI: ACTION PLAN**

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

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009, 70% of students in Grades K-4 will meet science state standards through the implementation of the Foss Core Curriculum and the Scott Foresman Supplemental Science program in their classrooms and science labs. Progress will be measured by the Foss Core Curriculum End of unit Assessments in grades 1-3. Progress in grade 4 will also be measured by the NYS Science Exam.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>o All classes will implement the Foss Science Core curriculum and the Scott Foresman supplemental Science program.</li> <li>o Science content will be integrated, where possible, into the Balanced Literacy Block.</li> <li>o Maintain Science Labs and Science Cluster teachers ( one for Lower Grades Academy and one for Upper Grades Academy)</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Staffing: Principal, Assistant Principal, Literacy Coach, Math Coach, Science Clusters and classroom teachers. Resources: FOSS Core Curriculum and Scott Foresman Science Program Funding Source: Tax Levy, Title 1, NYSTL funds</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Evidence of growth in science content and process as measured by formal and informal assessments and science fair projects.</p>

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** Academic Intervention Services Team

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Each student in our target population will demonstrate a 5% growth in achievement as measured by standardized tests (NYSESLAT, NYS ELA, NYS Math or Alternate Assessment), as well as the Indicators of Interim Progress listed below, by June 2009. Our target population includes students in grades 3 and 4 who have failed to meet the promotional criteria (Level 1) as specified in the NYC DOE promotional policy as well as students who meet the established criteria (Level 2) but require additional support to achieve State Standards.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>○ The AIS Team will create individual education plans for at risk students and ensure alignment of needs, curriculum, instructional techniques, assessments and services.</li> <li>○ Academic Intervention Services Team will meet weekly to discuss the needs of students. The members of the AIS will consistently use data to understand each student's next learning steps. Team members use collaborative planning to set high goals to accelerate each student's learning. Based on student's progress, goals are reviewed and revised on a 6 week cycle.</li> <li>○ Pupil Personnel Team will meet weekly to discuss the academic, social and emotional needs of students</li> <li>○ 3 7.5 minutes provides instruction to at-risk students in Literacy, Math, Social Studies, and Science.</li> <li>○ Funded Reading, including 'push-in' model during Balanced Literacy Block, as well as pull-out model of small groups, implemented by certified Reading specialists</li> <li>○ Funded Math utilizing a combination of push-in, pull-out models with small groups (10-15) emphasizing differentiated instruction.</li> <li>○ Tutoring during professional development periods.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Staffing: Principal, Assistant Principal, Math Coach, Literacy Coach, Academic Intervention Services Team including IEP Teacher, SETSS Teacher, Reading and Math Specialists, and ESL teachers.  Guidance Counselors, Social Workers  Resources: Options Math, Open Court, Literacy Units of study, Wilson, Voyager Passport, Everyday Math.  Funding Sources: Tax Levy, Title I, SLT</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Evidence of growth in problem-solving skills as measured by teacher assessments.  Results of the Literacy and Math predictive examinations and ITA's.  E-PAL Results  Results of the DRA, ECLAS, or El Sol Assessments administered three times a year. In addition data will be gathered from Accelerated Reading (Renaissance Learning), Math and Literacy portfolios.</p>

## **REQUIRED APPENDICES TO THE CEP FOR 2008-2009**

***Directions:*** All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS**

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

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

**APPENDIX 8: CONTRACT FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	39	N/A	N/A	N/A	0	0	0	0
1	53	N/A	N/A	N/A	10	0	0	0
2	17	28	N/A	N/A	15	0	0	0
3	76	19	N/A	N/A	19	0	5	0
4	66	19	N/A	N/A	12	0	2	1
5								
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.

Appendix 1 – Part B: AIS PROGRAM DESCRIPTIONS

<p><i>Name of Academic Intervention Services (AIS)</i></p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, peer tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p>Certified reading teachers provide support to students functioning well below grade level. They use a push-in model during the Balanced Literacy Block and a pull-out model of small groups of students during other parts of the day.</p>
<p><b>Mathematics:</b></p>	<p>During the school day (4 times a week) at-risk students in grades K-4 receive small group instruction using supplemental materials found in Everyday Mathematics and the Options program.</p>
<p><b>Science:</b></p>	<p>Throughout the school year at risk students in grades K-4 will be provided supplemental science instruction, both hands-on and textbook based by the science cluster teacher.</p>
<p><b>Social Studies:</b></p>	<p>Using the NY State Core Curriculum, NY City's Units of Study, <i>Horizons</i>, and the Understanding by Design Model, students at risk will be identified and receive Tier I or II services</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>One special education guidance counselor and three general education counselors service approximately 60 children on an ongoing basis. They also are involved in crisis and emergency counseling situations as they arise.</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p>The School Psychologist does not provide at risk services at the present time.</p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p>Social work services will include counseling for students at risk of academic failure. Social Workers will provide consultation services to parents, including referral to outside agencies.</p>
<p><b>At-risk Health-related Services:</b></p>	



**OFFICE OF ENGLISH LANGUAGE LEARNERS**  
**GRADES K-8 LANGUAGE ALLOCATION POLICY WORKSHEET, SCHOOL YEAR 2008-2009**

Enter the number of ELLs by duration and program model in each box. If there are Students with Interrupted Formal Education (SIFE) or special education (Sp.Ed.) students within that cohort, enter that number in the appropriate subgroup box (see example).

Long-Term ELLs (more than 6 years) N/A	SIFE:	SP. ED.	SIFE:	SP. ED.	SIFE:	SP. ED.	SIFE:	SP. ED.
	TBE		Dual Language		ESL*		Total	
ELLs (3 years or less)	SIFE:	SP. ED.	SIFE:	SP. ED.	SIFE:	SP. ED.	SIFE:	SP. ED.
	9	14	2	0	0	14	11	28
	70		76		89		235	
ELLs (4-6 years)	SIFE:	SP. ED.	SIFE:	SP. ED.	SIFE:	SP. ED.	SIFE:	SP. ED.
	0	9	0	0	0	4	0	13
	27		8		58		93	
Long-Term ELLs (more than 6)	SIFE:	SP. ED.	SIFE:	SP. ED.	SIFE:	SP. ED.	SIFE:	SP. ED.
Total	SIFE:	SP. ED.	SIFE:	SP. ED.	SIFE:	SP. ED.	SIFE:	SP. ED.
	9	97	2	0	0	18	11	41
	97		84		147		328	

\* FOR SPECIAL ED ONLY: please indicate here the total number of ELLs in Alternate Placement \_\_\_\_

**NUMBER OF ELLS BY GRADE IN EACH LANGUAGE GROUP**  
**TRANSITIONAL BILINGUAL EDUCATION**

	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	0	21	23	25	28					97
Chinese										
Russian										
Bengali										
Urdu										
Arabic										
Haitian Creole										
French										
Korean										
Punjabi										
Polish										
Albanian										
Other										
<b>TOTAL</b>	0	21	23	25	28					97

**NUMBER OF ELLS BY GRADE IN EACH LANGUAGE GROUP**  
**DUAL LANGUAGE (ELLS/EPS) \*NOT APPLICABLE AT P.S.98M.**

Spanish	38	15	17	14	0					84
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**OFFICE OF ENGLISH LANGUAGE LEARNERS**  
**GRADES K-8 LANGUAGE ALLOCATION POLICY WORKSHEET, SCHOOL YEAR 2008-2009**

Chinese										
Russian										
Bengali										
Haitian Creole										
Other										
<b>TOTAL</b>	36	13	15	28						92

**NUMBER OF ELLS BY GRADE IN EACH LANGUAGE GROUP**  
**FREESTANDING ENGLISH AS A SECOND LANGUAGE**

Spanish	32	28	17	27	36					140
Chinese										
Russian										
Bengali	3	1								4
Urdu										
Arabic	1			1	1					3
Haitian Creole										
French										
Korean										
Punjabi										
Polish										
Albanian										
Other										
<b>TOTAL</b>	36	29	17	28	37					147
<b>GRAND TOTAL</b>	74	65	57	67	65					328

**IV. Parent Program Choice: review the Parent Survey and Program Selection forms and answer the following questions in LAP narrative or on a separate page (for General Education students only)**

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

Parent Orientations are scheduled in the beginning of the school year and at the end. All orientations are facilitated by an ESL teacher and the Parent Coordinator. When new students arrive throughout the year, the same staff members meet with the new parents to provide them with the appropriate orientation. Parents view the Department of Education video that describes the



**OFFICE OF ENGLISH LANGUAGE LEARNERS**  
**GRADES K-8 LANGUAGE ALLOCATION POLICY WORKSHEET, SCHOOL YEAR 2008-2009**

A										
<b>READING</b>										
B		10	5	10	11					
I		5	6	9	5					
A		0	3	1	6					
<b>WRITING</b>										
B										
I										
A										

**DUAL LANGUAGE (ELLs ONLY)**  
**\*NOT APPLICABLE AT P.S. 128 MAN.**

Level	K	1	2	3	4	5	6	7	8	TOTAL
Beginner (B)	31	2	3	5	0					41
Intermediate (I)	7	8	6	6	0					27
Advanced (A)	0	5	8	3	0					16
Total Tested	38	15	17	14	0					84

<b>LISTENING</b>										
B		1	0	0	0					
I		1	5	0	0					
A		8	9	5	0					
<b>SPEAKING</b>										
B										
I										
A										
<b>READING</b>		1	1	1	0					
B		7	5	5	0					
I		3	4	3	0					
A										
<b>WRITING</b>										
B										
I										
A										

**FREESTANDING ENGLISH AS A SECOND LANGUAGE**

Level	K	1	2	3	4	5	6	7	8	TOTAL
Beginner (B)	18	13	3	6	1					41
Intermediate	18	14	11	13	14					70







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**GRADES K-8 LANGUAGE ALLOCATION POLICY WORKSHEET, SCHOOL YEAR 2008-2009**

8

**VI. Planning for ELLs (Include in LAP narrative): Answer the questions below keeping in mind the following CR Part 154 instructional unit requirements for ELLs, grades K-8**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
<b>FOR ALL PROGRAMS</b>			
ESL instruction for <i>a//</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>a//</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS</b>			
Native Language Arts		90 minutes daily	45 minutes daily

**Answer all, regardless of whether you have these subgroups in your school currently.**

1. Describe your plan for SIFE students

The plan for the SIFE students in our school is to combine them with our new arrivals in a self-contained intensive ESL class with a licensed bilingual classroom teacher. These students will also be offered extra academic support from AIS personnel in Reading and Math.

2. Describe your plan for ELLs in US schools less than three years (newcomers).

For our ELL students who have been here three years or less, we will continue to focus on moving Level 2 ELL students to Levels 3 and 4, as well as moving our Beginner and Intermediate ELL students to Advanced and Proficient Levels. Our ELL students who have scored a Level 1 or 2 will receive intensive literacy development through a coordinated effort from support personnel (ESL, AIS in Reading and Math, SETSS) and classroom teachers during regular school hours. Targeted students will receive additional support through after-school programs. There have been and will continue to be three after school Title III programs: *Reading for Success*, *Mathematics for Success*, and *Writing for Success*. These programs focus on both literacy and math. Our goal has been to increase students' academic achievement, particularly in Reading/Language Arts and Mathematics. This program will be offered to ELL students who have been in the country for at least 1 year and 1 day.

3. Describe your plan for long-term ELLs (in NYC school six years or more).

**Since our school is an elementary school with grades from K-4, we have only a handful of students who have been here for 6 or more years.**

4. Describe your plan for ELLs identified as having special needs.

**One of our ESL teachers specializes in special needs students. She is trained in ESL strategies and academic intervention strategies that are geared toward children with special needs. She collaborates closely with the classroom teacher; pushing in during Balanced Literacy periods for I and A students and pulling out the B**

OFFICE OF ENGLISH LANGUAGE LEARNERS

GRADES K-8 LANGUAGE ALLOCATION POLICY WORKSHEET, SCHOOL YEAR 2008-2009

students in the afternoon for extra support. Some ELL students also receive SETSS where the Wilson program is implemented. The focus is on differentiated instruction.

5. Describe your plan for continuing transitional support for students reaching proficiency on the NYSESLAT. **Classroom teachers continue to support transitional students by continuing to scaffold for them. Students are also paired up with students whose reading and writing skills in English are strong. If funding allows, we plan to hire another ESL teacher to help support students who have reached proficiency on the NYSESLAT.**

6. How does your school assure that the mandated number of instructional minutes is provided according to proficiency levels in each program (as shown above)? **In the beginning of the school year, after the completion of the Lab-R tests, the ESL teachers sit down with administrators to design schedules. Great care is taken to ensure that student groups are set up to allow for the number of required instructional minutes. Since our school incorporates mostly a push-in model we have been able to satisfy this requirement. The Bilingual classes' schedules are set up to guarantee that the required minutes are fulfilled.**

7. How is explicit ESL delivered in each program? **Certified ESL teachers work with ELLs in monolingual classes. ESL teachers collaborate closely with classroom teachers. Teachers work in a variety of ways including: team teaching, parallel teaching and alternative teaching. ESL teachers demonstrate mini -lessons, model, and scaffold for the students. Teachers draw on student's personal experiences and their prior knowledge. Teachers utilize a variety of methodologies which include but are not limited to: charts, graphic organizers, visual aids such as photos and drawings, realia, books with tapes, music, overhead projectors, shared reading, guided reading , partnering , cooperative groups, TPR, use of voice to emphasize key vocabulary or new phrases, body language and gestures, hands on activities.**

8. To what extent are students served by ESL teachers pushing in or pushing out? **There is a push-in and pull-out model followed by the ESL teachers to support ELLs in monolingual classrooms. They utilize different types of scaffolds to give access to the core curriculum. There is a focus on the four strands of ESL through read alouds, accountable talk, alternative text and scaffold writing.**

**VII. Resources and support (Include in LAP narrative)**

1. What instructional materials are used to support the learning of ELLs (include content area as well as language materials)?
  - **Instructional strategies depend on the required units according to the NYSESLAT scores. Teachers will facilitate direct teaching of vocabulary through listening, seeing, reading, and writing in short time segments; assess informally based on curriculum; do fluency building (high frequency words) as well as teach via tactile vocabulary development. Teachers will combine kinesthetic with phonemic awareness; provide for partner reading;**
  - **All classes follow the Everyday Math series. Math will be taught using problem solving and task analysis strategies. Teachers will facilitate reciprocal peer tutoring to improve math achievement. They will implement the to, with, and by teaching strategy. They will use explicit vocabulary building and recurrent informal assessments. Teachers will monitor progress through group and individual achievement awareness charts. They will reinforce concepts through games; math journals; and a variety of tactile strategies.**
  - **The Foss Core Science curriculum and Scott Foresman Supplemental Science program are used in grades K-4.**
  - **The Harcourt Social Studies program is used for grades K-3. The Social Studies core curriculum is used in grade 4. Teachers will facilitate peer tutoring; teach how to pick out the main idea of the text and justify it; use KWL and use visual cues.**

2. Describe the professional development plan for all personnel of ELLs at the school. (Please include all teachers.)

**OFFICE OF ENGLISH LANGUAGE LEARNERS**  
**GRADES K-8 LANGUAGE ALLOCATION POLICY WORKSHEET, SCHOOL YEAR 2008-2009**

- Classroom teachers will be part of on-going study groups with the literacy coach on a biweekly basis.
- Professional development will be provided on the following topics: ESL teaching methodologies, analyzing and interpreting data and assessments in during professional development days.
- Teachers in the gifted and talented dual language program will receive professional development in the Independent Investigative Method (IIM) in November.
- Bilingual Teachers will engage in a book study to review ideas/teaching methodologies that will support the Readers Workshop as well as provide information about some of the challenges that ELL's may encounter during the literacy workshop. This will occur throughout the year depending on the grade.
- The last Friday of every month, the ESL teachers attend a professional development session facilitated by the ELL Network Support specialist Integrated Curriculum and Instruction LSO. Differentiated instruction is emphasized throughout the workshops.
- Following the professional development sessions, the teachers will turnkey the information during professional development days and grade meetings. They also share the information with the school administrators.
- A certified bilingual teacher/Literacy Coach will plan and provide professional development to the instructors of the Title III after school programs. Teachers will plan and lead some of the professional development sessions in collaboration with the administration empowering them to accomplish their jobs more effectively and to grow as professionals. The topics will be: How to use data to drive instruction, Identify the primary issues pertaining to the needs of ELL students in order to create instructional plans, Interactive Read-Alouds to help students develop oral language develop listening skills and expand vocabulary, Shared Reading to teach students language structure and how to make reasonable predictions, and The developmental stages in early writing. All of the workshops will integrate innovative strategies and practical guidelines for language and literacy development in multilingual and multicultural settings. There will be six sessions mid-year.

School Principal: Maritza A. Rodríguez

Date: 4-06-09

Community Superintendent: Martha Madera

*SHORACKAPPOCK ELEMENTARY SCHOOL*

**PUBLIC SCHOOL 98, MANHATTAN**

512 West 212<sup>th</sup> Street

New York, New York 10034

Telephone: (212) 927-7870

Fax: (212) 569-1827

Website: [www.ps98.org](http://www.ps98.org)

Maritza Rodríguez, *Principal*

Dafne Sánchez-Aldama, *Assistant Principal*

*Language Allocation Policy*

<b>Subject</b>	<b>Dual Language</b>	<b>Transitional Bilingual</b>
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Literacy	50/50 Alternate days	ELA (using ESL methodology) NLA
Math	50/50 Alternate days	Spanish
Science	50/50 Alternate days	Spanish K-1 English 2-4
Social Studies	50/50 Alternate days	Spanish K-1 English 2-4
Music	English	English
Art	English	English
Technology	English	English

**CR Part 154 (A6) 2008-2009 Program Description**

School District: 6 Type of Program:  Bilingual  ESL  Both

**School Building: Shorackappock Elementary School/P.S. 98**

**No. LEP Students Served 2008-09: 303**

**Name of Principal: Maritza A. Rodriguez**      **Principal's Signature: \_\_\_\_\_**

**2008-09 SCHOOL BUILDING BILINGUAL/ESL PROGRAM DESCRIPTION  
(Not to exceed two pages)**

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

Shorackappock Elementary School/P.S. 98 is a Pre-K- 4 public school that serves the families zoned for our school from District 6, Region 10. PS 98 has a large population of English Language Learners and will offer the following bilingual programs in the fall of 2006:

- **Nine (9) dual language classes** in grades K, 1, 2, 3 & 4. All self contained.
  - 5 in general education: 2 in Grade K; 1 in Grade 1, 1 in Grade 2 and 1 in Grade 3

- 4 in G&T: 1 each in grades 1, 2, 3 & 4
- **Five (5) transitional bilingual classes**, one in Grade 1, one in grade 2, to in grade 3, &one in grade 4.
  - One of these are in Special Education 12:1:1
    - 1 in Grades 3/4
- **Fifteen (15) Monolingual classes** where free standing ESL is received by ELLs.
  - In **General Education** there are:
    - 3 classes in Kindergarten
    - 3 classes in Grade 1
    - 3 classes in Grade 2
    - 3 classes in grade 3
    - 3 in Grade 4
- **TWO (2) of the fifteen monolingual classes are in Special Ed 12:1:1**
  - 1 in grades 2/3
  - 1 in grades 3/4
- **TWO (2) of the fifteen monolingual classes are CTT**
  - 1 in grade K
  - 1 in grade 1

#### **Instructional program:**

- Both transitional and dual language classes will be taught by fully certified bilingual teachers who are responsible for conducting the instruction in both English and Spanish. All transitional bilingual classes are organized heterogeneously to encourage peer interaction and support.
  - Dual language classes will adhere to a 50/50 language allocation policy. Grades
    - K-4 will alternate languages everyday (one day in Spanish, next day English, Spanish etc.)
  - Transitional Bilingual classes will adhere to the appropriate language allocation of units according to each student's NYSESLAT scores.
- Balanced literacy, the Readers and Writers Workshop approach, is implemented in grades K-4 where students will be instructed in large and small groups as well as individually. All staff members have received copies of the current units of study in literacy.
  - In grades K-4 bilingual classes, literacy is taught in both English and Spanish as per the class language allocation policy.
  - ELLs in Monolingual classes are served by an ESL licensed teacher that pushes in according to the number of units the individual ELLs require. The literacy program includes a period for skill building in English which will introduce ELLs to the conventions of grammar, literacy texts, oral language and vocabulary development in an authentic context.
- Instructional strategies depend on the required units according to the NYSESLAT scores. Teachers will facilitate direct teaching of vocabulary through listening, speaking, reading, and writing in short time segments; assess informally based on curriculum; do fluency building (high frequency words) as well as teach via tactile vocabulary development. Teachers will combine kinesthetic with phonemic awareness; provide for partner reading.
- All classes follow the Everyday Math series. Math will be taught using problem solving and task analysis strategies. Teachers will facilitate reciprocal peer tutoring to improve math achievement. They will implement the to, with, and by teaching strategy. They will use explicit vocabulary building and recurrent informal assessments. Teachers will monitor progress through group and individual achievement awareness charts. They will reinforce concepts through games, math journals, and a variety of tactile strategies.
- The Foss Core Science curriculum and Scott Foresman Supplemental Science program are used in grades K-4. The Harcourt Social Studies program is used for grades K-3. The Social Studies core curriculum is used in grade 4. Teachers will facilitate peer tutoring, teach how to pick out the main idea of the text and justify it, use KWL and use visual cues.
- The following strategies will be used for all subject areas:
  - Graphic organizers such as semantic mapping, story maps, concept maps,
  - Cooperative learning, practicing paraphrasing and retelling, relating reading to student experiences, prediction, and visualization of a story (draw a scene, plot, etc.).
  - Individual conferencing with the teacher, think-alouds used with reading, explicit teaching of text structure, chunking and questioning aloud, daily re-looping of previously learned material, and use of native language support.

## **II. Parent/community involvement**

- Parents will attend Open House in September which will provide them with an overview of the academic year and the expectations for their child's grade. Parents will be informed about the expectations of their child's grade for the academic year. Parents will also attend parent teacher conferences in the fall and spring. These conferences will provide them with the opportunity to meet with teachers to discuss their child's individual needs.
- Parents will serve on the School Leadership Team and the Comprehensive Educational Plan Committee.

## **III: Project Jump Start: N/A**

## **IV. Staff Development (2008-2009 activities)**

- Staff will be part of on-going study groups with the Literacy Coach.
- Professional development will be provided on the following topics: ESL teaching methodologies, analyzing and interpreting data and assessments.
- The Literacy Coach and our Network Support Specialist from our LSO (ICI) will provide individual professional development to staff on a needs basis throughout the year.
- Teachers in the Gifted and Talented Dual Language program will receive professional development in the Independent Investigative Method (IIM).
- Staff members will engage in a book study to review ideas/teaching methodologies that will support the Readers Workshop as well as provide information about some of the challenges that ELLs may encounter during the literacy workshop.

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

English Language Learners in bilingual programs will receive support from their classroom teachers. Those students in monolingual classrooms will be provided services from licensed ESL teachers. ELLs will be offered an invitation to attend an after school program.

## **VI: Name/type of native language assessments administered (bilingual programs only):**

Using the Fountas and Pinnell Correlation chart, ELLs are expected to make gains in their literacy levels. The assessments that will be used are Accelerated Reader, DRA (Spanish version), EL SOL, Lab-R and NYSESLAT.

**Part C: CR Part 154 – Number of Teachers and Support Personnel for 2007-08**

**School Building:** Shorackappock Elementary School      **District** 6

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

Number of Teachers 2008-2009				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**		Bilingual Program	ESL Program	
Bilingual Program	ESL Program	Bilingual Program	ESL Program			
15	3			1		19

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

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

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

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

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

# SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

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

School District: 06 School Building: 098

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: 8:00am To: 8:45am	Subject (Specify) Literacy Block	Subject (Specify) Word Study	Subject (Specify) Word Study	Subject (Specify) Literacy Block	Subject (Specify) Literacy Block
<b>2</b>	From: 8:47am To: 9:32am	Subject (Specify) Literacy Block	Subject (Specify) Science I	Subject (Specify) Science I	Subject (Specify) Literacy Block	Subject (Specify) Literacy Block
<b>3</b>	From: 9:34am To: 10:17am	Subject (Specify) Word Study	Subject (Specify) Literacy Block	Subject (Specify) Literacy Block	Subject (Specify) Music CP	Subject (Specify) Word Study
<b>4</b>	From: 10:19am To: 11:03am	Subject (Specify) Math	Subject (Specify) Literacy Block	Subject (Specify) Literacy Block	Subject (Specify) Word Study	Subject (Specify) Math
<b>5</b>	From: 11:07am To: 11:52am	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
<b>6</b>	From: 11:58am To: 12:43pm	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Conf. Res.
<b>7</b>	From: 12:50pm To: 1:35pm	Subject (Specify) Phys. Ed	Subject (Specify) Math	Subject (Specify) Art	Subject (Specify) Math	Subject (Specify) Math
<b>8</b>	From: 1:35pm To: 2:20pm	Subject (Specify) Science/Social S.	Subject (Specify) Science/Social S.	Subject (Specify) Conf. Res.	Subject (Specify) Math	Subject (Specify) Science/Social S.
<b>9</b>	From: 2:20pm To: 2:57pm	Subject (Specify) Extended Day	Subject (Specify) Extended Day	Subject (Specify) Extended Day	Subject (Specify) Extended Day	Subject (Specify)
<b>10</b>	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

# SAMPLE STUDENT SCHEDULE 2008-09 (Bilingual)

Bilingual Program Type:  TBE  Dual Language

Indicate Proficiency Level:  Beginning  Intermediate  Advanced

School District: 06

School Building: 098

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: 8:00am To: 8:45am	Subject (Specify) (ENG) Phys. Ed	Subject (Specify) (ENG) Literacy Block	Subject (Specify) (ENG) Word Study	Subject (Specify) (ENG) Literacy Block	Subject (Specify) (ENG) Literacy Block
<b>2</b>	From: 8:47am To: 9:32am	Subject (Specify) (ENG) Literacy Block	Subject (Specify) (ENG) Literacy Block	Subject (Specify) (ENG) Art	Subject (Specify) (ENG) Literacy Block	Subject (Specify) (ENG) Literacy Block
<b>3</b>	From: 9:34am To: 10:17am	Subject (Specify) (ENG) Literacy Block	Subject (Specify) (ENG) Word Study	Subject (Specify) (ENG) Literacy Block	Subject (Specify) (ENG) Tech CP	Subject (Specify) (ENG) Word Study
<b>4</b>	From: 10:19am To: 11:03am	Subject (Specify) (ENG) Word Study	Subject (Specify) (SPN) Math	Subject (Specify) (ENG) Literacy Block	Subject (Specify) (ENG) Word Study	Subject (Specify) (ENG) Art
<b>5</b>	From: 11:07am To: 11:52am	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
<b>6</b>	From: 11:58am To: 12:43pm	Subject (Specify) (SPN) Math	Subject (Specify) (SPN) Math	Subject (Specify) (SPN) Math	Subject (Specify) (SPN) Math	Subject (Specify) (SPN) Math
<b>7</b>	From: 12:50pm To: 1:35pm	Subject (Specify) (SPN) Math	Subject (Specify) (SPN) Science/Social S	Subject (Specify) (SPN) Science I	Subject (Specify) (SPN) Math	Subject (Specify) (SPN) Math
<b>8</b>	From: 1:35pm To: 2:20pm	Subject (Specify) (SPN) Science/Social S.	Subject (Specify) (ENG) Conf. Res.	Subject (Specify) (SPN) Math	Subject (Specify) (SPN) Science/Social S.	Subject (Specify) (SPN) Science/Social S.
<b>9</b>	From: 2:20pm To: 2:57pm	Subject (Specify) Extended Day	Subject (Specify) Extended Day	Subject (Specify) Extended Day	Subject (Specify) Extended Day	Subject (Specify)
<b>10</b>	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)



**Part C: For schools that will receive Title III ELL Supplemental Services for 2008-2009:**

**Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students**

**Form TIII – A (1) (a)**

**Grade Level(s)** 1-4

**Number of Students to be Served:** 180 LEP 180

**Number of Teachers** 10

**Other Staff (Specify)** 1 Administrator, 1 Literacy Coach, & 1 Secretary

**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.) Priority Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. These supplemental services should complement basic bilingual and ESL services required under CR Part 154. Direct supplemental services should be provided for: before/after-school and Saturday programs, reduced class-size, and/or push-in services. Supplemental instructional support for dual language programs is also permitted. Teachers providing these services must be certified bilingual education/ESL teachers. In the space provided below, describe

- ✓ **school's language instruction program for limited English proficient (LEP) students**
- ✓ **type of program/activities to improve mathematics, native and/or English language learning**
- ✓ **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**
- ✓ **service provider and qualifications**

There will be three after school Title III programs: *Reading for Success, Mathematics for Success and Writing for Success* focusing on both literacy and math. These after school programs will be held at PS 98. Our goal is to increase students' academic achievement, particularly in reading/language arts and mathematics. The school will provide assistance such as tutoring, remediation, and/or academic intervention. Major foci will

be: curriculum and instruction, assessments, qualified staff, staff training and professional development, partnering with parents, leadership and research. There will be an administrator supervising the program. There will be 1 secretary for 4 hours per month for 8 months.

The program will be divided into three phases. The first phase of the program will run from Thursday, November 6 through Thursday, January 8 and will serve 120 fourth and third grade ELL students. The second phase will run from January 20 until February 26, 2009. The third phase of the program will serve 50 first and second grade students. This program will be from April 21, to May 21<sup>st</sup> on Tuesdays, Wednesdays and Thursdays, from 3:00 p.m. to 4:30 p.m.

The first phase of The *Reading for Success* program will be offered to 120 ELL students in 3<sup>rd</sup> and 4<sup>th</sup> grades who have been in the country for at least 1 year and 1 day in math and literacy. The program will employ 10 teachers who will work 1.5 hours a day for 8 weeks for 20 sessions. The program will take place on Tuesdays, Wednesdays and Thursdays, from 3:00 pm to 4:30 pm. It will start on Thursday, November 6, 2008 until Thursday, January 8, 2009. The teachers will be certified in ESL and Bilingual Education.

The *Mathematics for Success Program* will be offered to 80 ELL students during the second phase of the unit. These students will be 3<sup>rd</sup> and 4<sup>th</sup> graders who have been in the country more than 1 year and 1 day. Students will also be selected based on their needs according to NYSESLAT data (Beginner and Intermediate students). The program will be focused on increasing math achievement (with the exception of the second grade students). The program will run from Tuesday, January 20 until March 3rd, 2009. The book **Buckle Down New York Mathematics** by Buckle Down Publishing will be used to supplement instruction.

In addition, 20 second grade students will be part of the second phase. These second grade students will receive instruction to prepare them for the *NYSESLAT*. The instruction will address writing, reading, listening and speaking skills which will be aligned to the NYSESLAT test. There will be 10 teachers working 1.5 hours on Tuesdays, Wednesdays and Thursdays from 3:00 pm to 4:30 pm during this phase.

The third phase of the program will serve 50 first and second grade students. All teachers will be certified in ESL and/or Bilingual Education. The supplemental materials will be *Getting Ready for the NYSESLAT* published by Attanasio & Associates, Inc. During this program, students will be exposed to different types of graphic organizers in order to expand their writing skills. Teacher modeling and class discussions about graphic organizers will be used to ensure student success in this program. Students will have plenty of opportunities to complete and use graphic organizers for a variety of purposes. Once students are comfortable using them, they will be encouraged to create their own. In addition, students will use graphic organizers to respond to literature by:

- ✓ Identifying important facts
- ✓ Organizing information
- ✓ Identifying problems and solutions
- ✓ Recognizing character traits and finding illustrative examples
- ✓ Organizing ideas for pre-writing activities to organize their thoughts

The supplemental books to be used are *Getting Ready for the NYSESLAT* published by Attanasio & Associates, Inc., *Let's Talk About!* and *Now I Get It!* Both published by Mondo Publishing.

A certified bilingual teacher/Literacy Coach will plan and provide professional development to all instructors of the program; she will also develop the lessons to be used to support instruction. She will work 1.5 hours on the same days the program will take place.

**Professional Development Program** – This program describes the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students. Additionally, it explains how the school will use Title III funds to provide professional development to support ELLs and it also describes the target audience.

Teachers and administrators will conduct a needs analysis.

Teachers will plan and lead most of the professional development sessions in collaboration with the administration empowering them to accomplish their jobs more effectively and to grow as professionals. PD will be supported with a book study and pertinent handouts.

Some Professional Development topics may require more than one session depending on the needs of the teachers.

PS 98 will focus on topics such as:

- How to use data to drive instruction.
- Identify the primary issues pertaining to the needs of ELL students in order to create instructional plans.
- Interactive Read-Alouds to help students develop oral language develop listening skills and expand vocabulary.
- Shared Reading to teach students language structure and how to make reasonable predictions.
- Developmental stages in early writing.

All of the workshops will integrate innovative strategies and practical guidelines for language and literacy development in multilingual and multicultural settings.

There will be 6 professional development sessions provided by an administrator and the Literacy Coach. The PD will be offered to the ten teachers currently working in the Title III program.

**Description of Parent and Community Participation** – Explain how the school will use Title III funds to increase parent and community participation.

Two teachers will facilitate 5 parent workshops for the duration of 1.5 hours in order to enhance. The following topics will be discussed:

- The Importance of Family Engagement
- Common Education Issues Concerning English Language Learners and Immigrant Children
- The Correlation Between Nutrition and Learning

- The Purpose of Reading Revels
- How Parents Can Help their Children with their School Work in English

In addition four teachers will facilitate a Parent Conference Night. A target group of 80 parents will participate in this event. Teachers will plan for two hours and will use two more hours to deliver the workshops. During this time parents will have the choice to participate on different workshops on how to help their children become better readers. A dinner will be offered for parents and the topics for the workshop will be the following:

- Activating Background Knowledge and Making Connections
- Reading Aloud to Your Kids
- Asking Comprehension Questions
- How to Use Technology to Access your Child Data

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

<b>Allocation:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	10 teachers X 20 days X 1.5 hrs per day = 300 hrs X \$49.73= <b><u>\$14,919.00</u></b>	<i>Reading for Success</i> 3 <sup>rd</sup> and 4 <sup>th</sup> grade students There will be 10 teachers working 1.5 hours per day for 20 sessions
	5 teachers X 21 days X 1.5 hrs per day = 157.50 hrs X \$49.73= <b><u>\$7,832.47</u></b>	<i>Mathematics for Success</i> 3 <sup>rd</sup> and 4 <sup>th</sup> grade students <b>second phase</b> . There will be 5 teachers working 1.5 hours per day for 21 sessions
	4 teachers X 15 days X 1.5 hrs per day = 90 hrs X \$49.73 <b><u>\$4475.70</u></b>	<i>Writing for Success</i> 1 <sup>st</sup> and 2 <sup>nd</sup> grade students <b>third phase</b> . There will be 4 teachers working 1.5 hours per day for 15 sessions
	1 Literacy coach X 20 days X 1.5 hrs X \$49.73 = <b><u>\$1,491.90</u></b>	There is one Literacy Coach working 1.5 hours per day for 20 sessions during the first phase
	1 Literacy coach X 21 days X 1.5 hrs X \$49.73 = <b><u>\$1566.49</u></b>	There is one Literacy Coach working 1.5 hours per day for 10 sessions during the second phase
	1 administrator X 21 days X 1.5 hrs X \$51.34/hr = <b><u>\$ 1,617.21</u></b>	There is one administrator for 1.5 hours per day for 21 sessions for <b>Reading for Success</b> 3 <sup>rd</sup> and 4 <sup>th</sup> grade students during the second phase.
	1 administrator X 15 days X 1.5 hrs X	There is one administrator for 1.5 hours per day for 15

	\$51.34/hr = <b>\$ <u>1,155.15</u></b>	sessions <i>Writing for Success</i> 1 <sup>st</sup> and 2 <sup>nd</sup> grade students during the third phase.
<b>Professional Development</b>	1 Literacy coach X 7sessions X \$ 49.73/hrs= <b>\$438.11</b>	Professional Development will be offered for an hour each week for 7 sessions to 10 teachers by the Literacy Coach.
<b>Study Group</b>	10 teachers X 7 sessions X 1 hr per day = 70 hrs X \$49.73= <b>\$3481.10</b>	<i>When English Language Learners Write</i> by Katharine Davis Samway and <i>Boosting English Acquisition</i> by Alison Porcelli and Cheryl Tyler will be used for the study group.
Supplies and materials	<i>Attanasio and Associates Inc.</i> Getting Ready for the NYSESLAT <b>\$ 4, 069.80</b>  <b>Mondo Publisher</b> <b>1, 170.00</b>  <i>Buckle Down</i> <b>\$1, 688.61</b>  <b>Professional Development Books</b> <b>\$428.00</b>	<b>Consumable Books:</b> Getting Ready for the NYSESLAT  <i>Let's Talk About It!</i> and <i>Now I Get It!</i>  <b>Consumable Books: <i>Buckle Down.</i></b>  <i>When English Language Learners Write</i> by Katharine Davis Samway and <i>Boosting English Acquisition</i> by Alison Porcelli and Cheryl Tyler will be used for the study group.

Code 461 Theatre	85 students X \$23.47 per attendee = <b>\$1994.95</b>	There will be class trips through HAI for 85 students.
Other <b>Secretary</b>	1 Secretary X 4 hours a month X 8 months X \$30.65/hr. = <b>\$980.80</b>	<b>Payroll Secretary</b> There will be 1 secretary for 4 hours a month for 8 months.
<b>Parental Involvement</b>	1 administrator X 4hrs X \$ 51.34= <b>\$ 205.36</b>	1 administrator and two teachers will facilitate two evening parent workshop 1 hour each. One hour will be used for preparation.
	2 teachers X 4hrsX 49.73 35/ hrs= <b>\$ 397.84</b>	
	4 teachers X 4 hrs X \$ 49.73= <b>\$795.68</b>	Teachers will plan for two hours and will use two more hours to deliver the workshop. During this time parents will have the choice to participate on different workshops on how to help their children become better readers. A dinner will be offered to the parents and the topics for the workshop will be the following:
	80 parents X \$8.00 a plate= <b>\$640.00</b>	<b>Dinner during the Parent Conference Night for the ELLs' Parents</b>
	2 teachers X 7.5 hrs X \$49.73 = <b>\$745.95</b>	Two teachers will facilitate 5 parent workshops for the duration of 1.5 hrs.
<b>TOTAL</b>	<b>\$ 50,094.12</b>	Title III program expenses in total

**This entire section must be completed for each budget submitted.**

**SECTION XVII**  
**BUDGET NARRATIVE**

School District Six

For Title III

BEDS Code 3106000100098

**\* MUST BE SUBMITTED WITH EACH BUDGET IN THIS DCEP ADDENDUM UPDATE**

**If Transferability is used for 2008-2009, the Transferability Form must be submitted online and a hard copy must be submitted with the budget narrative to expedite the review of the FS-10.**

**Additionally, on the Budget Narrative and FS-10, please indicate the amount of funds to be included under transferability in the budget categories and the Title where funds will be used. Example: In the Title IIA budget under Code 15 – Transferability - Title I Reading Teacher – FTE. 35 - \$15,000.**

<b>CODE/ BUDGET CATEGORY</b>	<b>EXPLANATION OF EXPENDITURES IN THIS CATEGORY <i>(as it relates to the program narrative for this Title)</i></b>
<b>Code 15 Professional Salaries</b>	<p><b><i>Reading for Success 3<sup>rd</sup> and 4<sup>th</sup> grade students is the first phase</i></b> There will be 10 teachers working 1.5 hours per day for 20 sessions</p> <p><b><i>Mathematics for Success 3<sup>rd</sup> and 4<sup>th</sup> grade students is the second phase</i></b> There will be 5 teachers working 1.5 hrs per day for 21 sessions</p> <p><b><i>Writing for Success 1<sup>st</sup> and 2<sup>nd</sup> grade students is the third phase</i></b> There will be 4 teachers working 1.5 hours per day for 15 sessions</p> <p>There is one <b>Literacy Coach</b> working 1.5 hrs per day for 20 sessions during the first phase</p> <p>There is one <b>Literacy Coach</b> working 1.5 hrs per day for 21 sessions during the second phase</p> <p>There is one administrator for 1.5 hours per day for 21 sessions for <b><i>Mathematics for Success 3<sup>rd</sup> and 4<sup>th</sup> grade students</i></b> during the second phase.</p> <p>There is one administrator for 1.5 hours per day for 15 sessions for <b><i>Writing for Success.</i></b></p>

<b>CODE/ BUDGET CATEGORY</b>	<b>EXPLANATION OF EXPENDITURES IN THIS CATEGORY</b> <i>(as it relates to the program narrative for this Title)</i>
	<p>Professional Development will be offered for an hour each week for 7 sessions to 10 teachers by the literacy coach.</p> <p>Professional Development will be offered for an hour each week for 7 sessions to 10 teachers by the literacy coach. <i>When English Language Learners Write</i> by Katharine Davis <i>Samway and Boosting English Acquisition</i> by Alison Porcelli and Cheryl Tyler will be used for the study group.</p> <p><b>Payroll Secretary</b> There will be 1 secretary for 8 months/4 hours per month.</p> <p><b>Total: \$37,957.93</b></p> <p><b><u>Parent Involvement</u></b> 1 administrator and two teachers will facilitate two evening parent workshop</p> <p>Parents will have the choice to participate in different workshops on how to help their children become better readers. A dinner will be provided to the parents.</p> <p>Two teachers will facilitate 5 parent workshops for the duration of 1.5 hrs.</p> <p><b>Total: \$ 2,784.83</b></p>
<b>Code 40</b> <b>Purchased Services</b>	<p style="text-align: center;"><b>The school will take 85 students on a trip through HAI.</b></p> <p><b>Total: \$1994.95</b></p>
<b>Code 45</b> <b>Supplies and Materials</b>	<p><b>Consumable Books:</b> <b><i>Getting Ready for the NYSESLAT</i></b> published by <i>Attanasio &amp; Associates, Inc.</i>,</p> <p><b><i>Let's Talk About It!, Now I Get It!</i></b> Teachers will receive ongoing staff development. Teachers will receive ongoing staff development.</p>

<b>CODE/ BUDGET CATEGORY</b>	<b>EXPLANATION OF EXPENDITURES IN THIS CATEGORY</b> <i>(as it relates to the program narrative for this Title)</i>
	<p><b>Consumable Books:</b> <i>Buckle Down New York Mathematics</i> by Buckle Down Publishing.</p> <p><b>Professional Development books:</b> <i>When English Language Learners Write</i> by Katharine Davis Samway and <i>Boosting English Acquisition</i> by Alison Porcelli and Cheryl Tyler</p>

**Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students  
School Year 2008-2009**

Form TIII – A (1) (a)

Region 10

CSD

School Building

Grade Level(s) K-4 Number of Students to be Served: 180 LEP\_ Non-LEP 0

Number of Teachers 10 other Staff (Specify) 1 Literacy Coach, 1 Administrator, 1 Secretary

**School Building Instructional Program/Professional Development Overview  
Title III, Part A LEP Program**

Language Instruction Program

P.S. 98, Shorackappock School, serves a total of 303 ELL students in grades K to 4.

Phase 1: **Reading for Success** will enhance and develop students' English language skills as per the NYSSLAT scores. Students will engage in reading, writing and hands-on activities. Our program will include the following:

- Interactive read-aloud
- Emergent story book read-aloud
- Shared reading
- Guided reading

The target population will be 120 beginners, intermediate and advanced students and their parents. The student assessment will be a running record and a portfolio of written work.

Phase 2: **The Mathematics for Success** program will help students develop Mathematic skills.

Phase 3: **The Writing for Success** is an after school program designed to help first and second grade ELL students develop their writing skills.

### **Professional Development Program**

To insure increased academic rigor and higher order thinking for our ELL students in literacy, teachers will participate in the following professional development:

- How to use data to drive instruction
- Identify primary issues pertaining to the needs of ELLs in order to create an instructional plan.
- Interactive Read-Aloud to help students develop oral language, develop listening skills and expand vocabulary
- Shared Reading to teach students language structure and how to make reasonable predictions.
- Developmental stages in early writing
- Ways in which reading and writing are connected

**Title III, Part A: Language Instruction for Limited  
English Proficient and Immigrant Students  
School Year 2008-2009**

Form TIII – A (1) (b)

Region 10

CSD

School Building

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

Category	Proposed Expenditure
<ul style="list-style-type: none"> <li>• Teachers (10)</li> </ul>	<ul style="list-style-type: none"> <li>• \$30,708.27</li> </ul>
<ul style="list-style-type: none"> <li>• Literacy Coach</li> </ul>	<ul style="list-style-type: none"> <li>• \$3,496.50</li> </ul>
<ul style="list-style-type: none"> <li>• Secretary</li> </ul>	<ul style="list-style-type: none"> <li>• \$980.80</li> </ul>
<ul style="list-style-type: none"> <li>• Textbook materials and consumables</li> </ul>	<ul style="list-style-type: none"> <li>• \$7,356.41</li> </ul>
<ul style="list-style-type: none"> <li>• Trip expenses/busses</li> </ul>	<ul style="list-style-type: none"> <li>• \$ 1994.95</li> </ul>
<ul style="list-style-type: none"> <li>• Parent Involvement</li> </ul>	<ul style="list-style-type: none"> <li>• \$2,784.83</li> </ul>
<ul style="list-style-type: none"> <li>• Administrator</li> </ul>	<ul style="list-style-type: none"> <li>• \$2,772.36</li> </ul>
	<p>Total: \$50,094.12</p>

**Title III, Part A: Language Instruction for Limited  
English Proficient and Immigrant Students  
School Year 2008-2009**

**Form TIII – B (1)**

**DESCRIPTION OF ASSESSMENT AND ACCOUNTABILITY**

LEA:

All English Language Learners will be assessed for placement through the following standardized tests:

1. LAB-R
2. El Sol
3. NYSESLAT

Our program will assess students through the following:

- Writing entries
- Portfolio
- Culminating activities
- Tests
- Running Records

**DESCRIPTION OF PARENT AND COMMUNITY PARTICIPATION**

Two teachers will facilitate 5 parent workshops for the duration of 1.5 hours in order to enhance parents' knowledge. The following topics will be discussed:

- The Importance of Family Engagement
- Common Education Issues Concerning English Language Learners and Immigrant Children
- The Correlation Between Nutrition and Learning
- The Purpose of Reading Levels
- How Parents Can Help their Children with their School Work in English

In addition four teachers will facilitate a Parent Conference Night. A target group of 80 parents will participate in this event. Teachers will plan for two hours and will use two more hours to deliver the workshops. During this time parents will have the choice to participate on different

workshops on how to help their children become better readers. A dinner will be offered for parents and the topics for the workshop will be the following:

- Activating Background Knowledge and Making Connections
- Reading Aloud to Your Kids
- Asking Comprehension Questions
- How to Use Technology to Access your Child's Data

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

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

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

To assess PS 98's written and oral interpretation needs, informal data was collected from school personnel such as Parent Coordinator, teachers, guidance counselors, school security and members of the parent association.

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.

PS 98 has a large population of English Language Learners; therefore a large majority of the parent community requires support in oral and written communication

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

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

To communicate with the entire school community, all correspondence such as newsletters, parent handbooks, flyers and surveys are translated. Vital Department of Education information such as report cards and promotion in doubt letters are accessed in Spanish from the DOE website.

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.

Interpretation services will be provided in school by the Parent Coordinator, Literacy/Math Coaches, parent volunteers, Principal and Assistant Principal who are fluent in English and Spanish. Many members of the staff are also bilingual, so they can also support monolingual staff members to communicate in Spanish. During formal meetings, a member of the district personnel will provide translations for parents.

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>.
  - a. A copy of the notice informing parents about their rights regarding translations and interpretations services will be attached to the Parent Handbook which will be distributed in September.
  - b. A sign the parents' respective languages will be posted in the main office by the security desk.
  - c. The locations of the signs will be stated in the school safety plan. It will also state that no one will be denied access to the school due to language barriers.

## **APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

### **Directions:**

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

### **Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

1. Enter the anticipated Title I allocation for the school for 2008-2009: \$582,082.00
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program: \$5,827.00
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified: \$29,104.10
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year: 82.19%%
5. If the percentage of high quality teachers during 2007-2008 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.

## **APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLWIDE PROGRAM SCHOOLS (SWP)**

**All Title I Schoolwide Program (SWP) schools must complete this appendix.**

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

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

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

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

**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 at the NYCDOE website link provided above.

**Part B: SCHOOL-PARENT COMPACT**

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

Public School 98M  
512 W. 212 St. New York, N.Y. 10034  
Tel: 212.927.7870 Fax: 212.569.1827 Website:

*Ms. Maritza A. Rodríguez, Principal*

*Ms. Dafne Sánchez-Aldama, Assistant Principal*

*It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life.*

**As a teacher, I will:**

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades K-1 and 60 minutes for grades 2-4).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

**As a student, I will:**

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

As a parent/guardian or family member I will:

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-2, and 30 minutes for grades 3-4).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

\_\_\_\_\_  
Student

\_\_\_\_\_  
Parent/Guardian

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Date

**3. Attach a copy of the school's Parent Involvement Policy.**

## Parent Involvement Policy

Parents and families of students in the school P.S. 98M will be provided with opportunities to participate in school based planning committees, such as the School Leadership Team and Parent's Association. Parent education activities that relate to building strong home\school partnerships, family literacy, child development and accessing the services of community resources will also be available. To increase parent involvement, PS 98M will offer:

1. Monthly Parent Workshops to develop knowledge of instructional programs, assessments for city and state standards, Chancellor's Promotional Policy, and Code of Behavior.
2. Notification of dates and time will be by a monthly calendar, newsletter, flyer, E-mail, telephone calls etc.
3. Training of parents to volunteer and assist in classrooms, school library, cafeterias on trips, main office, etc.
4. Encouraging and training parents to volunteer and assist in classrooms, school library, distribute copies, cafeteria, security, trips, help in the main office.
5. Providing and maintaining a parent room.
6. Participation on the Council of Parents' Association and CEC.
7. Training at Parent's Support Office and DOE training.

## 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.

School administrators and members of the professional development team will analyze the results of the state examinations. The team will construct an item analysis template to determine which skills and strategies need to be addressed during instruction. All findings will be shared with classroom teachers. In addition, the school will collect data using the student's reading level and writing notebook. Data will be collected from ECLAS, DRA, running records, writing assessments and unit assessments.
2. **Schoolwide reform strategies that:**
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. All students receive English Language Arts and math instruction through the workshop model. Students who need additional support receive AIS services and all ELL's are serviced by licensed personnel in a push-in or pull out program.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research:
    - a. The extended day 37 ½ minutes will be used to service students who performed on levels 1 and 2 on standardized exams. In grades K-3, emphasis will be placed on students who are reading below reading level according to the Fountas and Pinnell Leveling system.
    - b. Gifted and Talented classes will be offered to students (monolingual and bilingual) who are ready for a more rigorous curriculum.
    - c. AIS services will be provided in a small group or on an individual basis.
    - d. All ELLs will receive appropriate instruction in their second language.
    - e. Guidance counselors serve students whose academic achievement is negatively impacted by social and emotional concerns.
3. **Instruction by highly qualified staff.**

Teachers will be responsible to execute the Balanced Literacy Workshop Model. The Literacy Coach will model and observe standard based instruction in the classroom. Opportunities will be provided for teachers to reflect on their instructional practices.
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 academic standards.

PS 98 will provide high quality and ongoing professional development which will align to state and city standards. Ongoing professional development will be provided by the Integrated Curriculum & Instruction Learning Support Organization (and pending budget: America's Choice consultants), that will enable teachers to interact and become part of a highly qualified team. The Literacy Coach will provide support for the teachers to create unit lessons in literacy. In addition, teachers will participate in study groups, grade meetings, and intervisitations.

The math coach will continue to provide math professional development to teachers. Teacher volunteers will also attend external workshops such as Understanding by Design (UBD) to support the school's instructional goals and turnkey the information to the staff.

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

The staff has been stable at PS 98. However, teachers will be recruited from Teach for America, and NYC Teaching Fellows. The school will place emphasis on building a relationship with colleges and universities such as Hunter, Bank Street, and Teachers College.

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

To increase parental involvement, PS 98 will provide numerous opportunities for the parents to become familiar with the school curriculum by offering Family Literacy Night, Open Houses, and curriculum night. The school librarian will also inform them of the Library Media Center. The School Leadership Team will provide workshops to orient parents on independent reading levels and effective read alouds. All parents will be invited to attend school celebrations.

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.

The Preschool program will provide an orientation for all P-K and K students and their families in order to make a successful transition.

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.

All teachers will be trained in ECLAS and the Developmental Reading Assessment (DRA). Teachers will take running records of their students to determine differentiated instructional practices. State assessments will be analyzed to determine a needs assessment and the data will be shared with all staff members.

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.

To ensure that all students achieve at high levels, AIS providers will provide services using Fletcher's Place, Words Their Way, and Wilson. In addition to the extended day, 37.5 minutes will be used to provide small group instruction in literacy and math.

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.

Character education will be provided by guidance counselors in the school. Guidance counselors, as well as teachers, will receive assertive discipline training to support behavior expectations. Other prevention programs are being reviewed in order to align them to the needs of the school.

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Not Applicable**

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

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

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)**

*This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured, Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.*

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

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

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

**Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.
  - (a) Provide the following information: 2008-09 anticipated Title I allocation = \$\_\_\_\_\_ ; 10% of Title I allocation = \$\_\_\_\_\_.
  - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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

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

*All SURR schools must complete this appendix.*

**NOT APPLICABLE**

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

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

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

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

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

*All schools must complete this appendix.*

**Background**

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

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

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

***1A. English Language Arts***

**Background**

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

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

### ELA Alignment Issues:

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

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

– **English Language Learners**

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

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

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

ELA Curriculum- At the beginning of the school year, the Literacy Coach distributes Literacy Binders to all classroom teachers of grades K-4. Included in these binders are the following:

- Curriculum Calendars/Maps- divided into monthly units of study. The genre topics for both reading and writing are outlined along with student outcomes and portfolio requirements
- In Depth Unit Planning- each unit in both reading and writing are based on and aligned to the NYS ELA standards and consist of essential reading and writing elements for each genre; reading and writing skills to be mastered along with strategies to be utilized; vocabulary and language features to be taught; and touchstone texts to be used.
- ELA Materials-all classes are furnished with a classroom library which includes a variety of genres across many reading levels. Classroom libraries were also leveled in conjunction with the Renaissance Learning Accelerated Reading Program. This year we have been enhancing our libraries with materials for English Language Learners and struggling readers.

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?

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.

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## 1B. Mathematics

### Background

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

### Specific Math Alignment Issues:

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

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

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

Mathematics Curriculum-the Everyday Mathematics program is implemented at our school. Each teacher uses the instructional materials from the program which are aligned to the NYS Math Standards. Therefore, this finding is not applicable to our school.

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?

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.

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## **KEY FINDING 2: INSTRUCTION**

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

### ***2A – ELA Instruction***

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

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

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

ELA Instruction in our school follows the balanced literacy workshop model in both reading and writing. This model lends itself to a combination of a teacher directed minilesson, independent student activities, and guided reading/writing group instruction. Technology is embedded in ELA instruction through the use of the Renaissance Learning Accelerated Reading Program. Student engagement is high due to this combination of instructional techniques.

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?

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

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### **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM<sup>3</sup>) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

Math Instruction in our school follows the workshop model. This model lends itself to a combination of a teacher directed minilesson with the use of manipulatives, followed by collaborative group work or independent experimentation. Technology is embedded in mathematics instruction through the use of calculators and overhead manipulatives.

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

Applicable  Not Applicable

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

2B.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?

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.

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

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

Please respond to the following questions for Key Finding 3:

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

Our school has a stable staff with many years of experience and a low percentage of new and transfer teachers each year. This is borne out by our NYS School Report Card.

In the category of Teacher Turnover Rate, there were no teachers with fewer than 5 years of experience and the turnover rate of ALL teachers was only 10%. Therefore, this finding is not applicable to our school.

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?

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.

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

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

Please respond to the following questions for Key Finding 4:

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

Due to budgetary constraints, QTEL has not been offered to staff. However, QTEL as well as additional Professional Development will be offered based on budgetary allowances. Teachers will be informed of their responsibility to turnkey information. We will continue to provide professional development to staff throughout the year. Staff has been supplied with the Language Allocation Policy and plans for ELL instruction exist. These will be disseminated and discussed at future grade meetings and faculty conferences.

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?

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.

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

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

Please respond to the following questions for Key Finding 5:

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

Test data has been and will continue to be disseminated to classroom teachers at the beginning of the year. ESL teachers and outside providers will assist teachers in interpreting NYSESLAT scores in order to develop differentiated learning activities. ESL teachers monitor and discuss academic progress of ELLs. Throughout the school year ESL teachers will provide professional development sessions to support teachers.

At risk ELLs are and will continue to be identified by the Academic Intervention Services Team. They have been and will continue to receive further instruction from the Academic Intervention Services support staff.

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?

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.

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

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

Please respond to the following questions for Key Finding 6:

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

All teachers who work with IEP students have a copy of each child's IEP.

SETTS teachers, IEP teacher, Related Service providers meet regularly with general education teachers to review IEP goals, testing accommodations, as well as promotional criteria for each student. Discussions include approaches to adapting the standard curriculum to meet the needs of students with disabilities. Weekly special education meetings are held with administrators, IEP teacher, school assessment team, guidance counselors, SETTTS teacher, and related service providers, as well as classroom teachers if needed. Issues pertaining to special education (IEP students) are discussed.

Special education liaison and IEP teacher confer with special education teachers to help implement differentiated instruction in their classrooms aligning goals to standards in curriculum.

Functional Behavioral Assessments are done on students in both special and regular education classrooms who are demonstrating behavior problems. Behavior Intervention Plans are then written and implemented by teachers and support personnel.

Special education liaison attends meetings at the Integrated Service Center and relays information to teachers, administrators at our school.

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?

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.



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

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

Please respond to the following questions for Key Finding 7:

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

SETTS teacher and IEP teacher discuss testing accommodations for each IEP student with the classroom teachers when reviewing IEP's. Teachers are made aware that they must implement these accommodations in the classroom as well. It is true that state tests are often too difficult for special education students with reading levels far below grade level. Content is often adapted in differentiated instruction by special education teachers so that these children can follow the state standards. Modified promotional criteria are reviewed at each Annual Review IEP meeting. At that time, grade level standards are reviewed and a percentage of mastery is determined.

In our school, IEP students who demonstrate behavior problems receive counseling. Counseling objectives and goals are written on the students' IEP. In addition, children with more significant problems have a Behavior Intervention Plan as part of their IEP. Strategies and supports are included in this plan.

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?

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 thi

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2008-09**

*All schools that receive C4E funding in FY'09 must complete this appendix.*

**Directions:** Schools will be asked to complete this appendix via a web-based survey. The web-based survey will prompt your school to respond to each applicable question in this appendix to indicate your school's planned uses for 2008-09 C4E funding to support one or more of the listed C4E program strategies. The worksheet below can be used as a tool for advance planning of your responses.

**I. Class Size Reduction**

Schools can reduce class size by one or both of the following two strategies:

- Creation of additional classrooms
- Reducing teacher-student ratio through team teaching strategies

For more information on class size reduction strategies and resources, please consult the *2008-09 Class Size Reduction Guidance Memo*, which is forthcoming in Principals' Weekly.

Does your school plan to use FY09 C4E funding to reduce class size?

- Yes (If yes, respond to questions in Parts A and B of this section.)  
 No (If no, proceed to Section II – Time on Task)

A. Does your school plan to allocate FY09 funding to reduce class size **via the creation of additional classrooms**?

- Yes  
 No

If yes, what grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2008-09? How many new classrooms/class sections will be created for school year 2008-09? (Please add additional lines to chart as necessary.)

Grade	Subject	Special Population	Average Class Size 2007-08	# New Classrooms/ Class Sections	Projected Average Class Size 2008-09

B. Does your school plan to allocate FY09 funding to reduce class size **by reducing teacher-student ratios in existing classrooms** (e.g., team teaching models, creation of additional CTT classes, etc.)?

- Yes

No

*Note on Reducing Teacher-Student Ratio through Team-Teaching Strategies:*

Some schools may not have sufficient space to reduce class size through the creation of additional classrooms. In such cases, schools may elect instead to reduce teacher-student ratios using team teaching strategies. **C4E funds may only be used for true co-teaching models and not for push-in teaching.**

If yes, what grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2008-09? How many existing classrooms will be targeted for school year 2008-09? (Please add additional lines to chart as necessary.)

Grade	Subject	Special Population	Teacher-Student Ratio 2007-08	# Classes Targeted	Projected Teacher-Student Ratio 2008-09

**II. Time on Task**

Schools can increase student time on task via implementation of one or more of the following strategies:

- A. Lengthened school day
- B. Lengthened school year
- C. Dedicated instructional time
- D. Individualized tutoring

Does your school plan to use FY09 C4E funding to increase student time on task?

Yes

No (If no, proceed to Section III – Teacher and Principal Quality Initiatives)

If yes, please check the box next to each applicable program option that your school plans to fund for new or expanded implementation in school year 2008-09, and include a brief description of the program that will be implemented.

**A. Lengthened school day** (beyond the contractual 37½ minutes)

Program Description:

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Is the program described above (lengthened school day) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., increase in the number of after-school program hours, increase in the number of students served, etc.)

Details of Program Expansion:

- B. Lengthened school year** (e.g., summer programs)

Program Description:

Is the program described above (lengthened school year) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., additional summer program offerings, increase in the number of students served, etc.).

Details of Program Expansion:

**C. Dedicated instructional time** (e.g., instructional blocks for core academic subjects, additional instructional periods for areas of greatest student need, Response to Intervention (RTI) and/or intensive individual intervention, etc.)

Program Description:

Is the program described above (dedicated instructional time) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation  
 Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

**D. Individualized tutoring** (provided by highly qualified staff as a supplement to general curriculum instruction and targeted to students not meeting State standards)

Program Description:

Is the program described above (individualized tutoring) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation  
 Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

### III. Teacher and Principal Quality Initiatives

Schools can undertake activities to provide staff development opportunities via implementation of one or more of the following strategies:

- A. Programs to recruit/retain Highly Qualified Teachers (HQT)
- B. Professional mentoring for beginning teachers and principals
- C. Instructional coaches for teachers
- D. School leadership coaches for principals

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

- Yes  
 No (If no, proceed to Section IV – Middle & High School Restructuring)

If yes, please check the box next to each applicable program option that your school plans to fund for new or expanded implementation in school year 2008-09, and include a brief description of the program that will be implemented.

- A. Strategy/program to recruit or retain Highly Qualified Teachers (HQT)** (e.g., Lead Teacher program)

Program Description:

Is the program described above (to recruit or retain HQT) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation  
 Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

**B. Professional mentoring for beginning teachers and/or principals** (consistent with SED mentor-teacher certification requirements, and limited to 1<sup>st</sup> and 2<sup>nd</sup> years of teacher/principal assignment)

Program Description:

Is the program described above (professional mentoring for beginning teachers and/or principal) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

New implementation

Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

**C. Instructional coaches for teachers** (appropriately certified coaches or highly qualified teachers to provide support in content areas needed to attain learning standards)

Program Description:

The funds in this category will support the expansion of our Academic Intervention Services. We will be redesigning and expanding our AIS program. In reviewing our data in literacy, we recognize that many of our students need a lot of support in reading comprehension, vocabulary development, writing, etc. Considering that our ELA scores have declined it is essential that we expand our AIS program in order to support our students in grades k-2. In addition, our data demonstrate that although many students are maintaining their proficiency levels. We expect that with this expansion, our students in the lower grades will have acquired sufficient reading skills to support them with the challenges of the upper grade expectations. This model for this program will be push-in, pull out model.

Is the program described above (instructional coaches for teachers) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Develop and Support a culture of reflective practice among teachers. Conduct planning meetings with teachers to analyze student work, review information regarding classroom assessments, and plan for instruction within the Core programs. Facilitate workshops, courses, and study groups for teachers, supervisors, parents and other members of the instructional and guidance staffs.

- D. Instructional coaches for principals** (appropriately certified school leadership coaches, with record of demonstrated success, to provide instructional leadership development across all curriculum areas)

Program Description:

Is the program described above (instructional coach for the principal) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

**IV. Middle and High School Restructuring**  
A. Implement Instructional Changes

**B. Structural Changes to Organization (must also include instructional changes)**

*For schools with middle or high school grades only:*

Does your school plan to allocate FY09 funding to implement instructional changes to improve student achievement and/or structural changes to the school's organization (e.g., Smaller Learning Communities; ninth grade academies; CTT classes; dual language programs; teaming; Academic Intervention Services; accelerated learning, including AP courses; etc.)?

- Yes
- No (If no, proceed to Section V – Full-Day Pre-Kindergarten Programs)

If yes, please provide a brief description of the instructional changes and/or structural/organizational changes that will be implemented. Please also indicate whether the instructional and/or structural changes are being newly implemented for school year 2008-09, or whether the changes are the expansion or modification of a current strategy.

Program Description:

**V. Full-Day Pre-Kindergarten Programs**

Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand an existing pre-kindergarten program at the school?

- Yes
- No (If no, proceed to Section VI. Model Program for ELLs)

If yes, is this a first-time implementation of the pre-kindergarten program in your school, or an expansion of an existing pre-kindergarten program?

- New implementation
- Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., adding pre-kindergarten classes to an existing full-day program, expanding the integration of students with disabilities into existing pre-kindergarten program).

Details of Program Expansion:

**VI. Model Programs for Students with Limited English Proficiency (English Language Learners)**

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for English Language Learners (ELLs)?

- Yes
- No

If yes, please provide a brief description of the model program for ELLs that will be implemented. Please also indicate whether the program is being newly implemented for school year 2008-09, or whether it is the expansion or modification of a current strategy.

Program Description: