



P.S. 111 ADOLPH S. OCHS

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 111 ADOLPH S. OCHS
ADDRESS: 440 WEST 53 STREET
TELEPHONE: 212-582-7420
FAX: 212-245-7236

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 02M111 **SCHOOL NAME:** P.S. 111 Adolph S. Ochs

SCHOOL ADDRESS: 440 WEST 53 STREET, MANHATTAN, NY, 10019

SCHOOL TELEPHONE: 212-582-7420 **FAX:** 212-245-7236

SCHOOL CONTACT PERSON: Irma Medina **EMAIL ADDRESS** imedina2@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**
SCHOOL LEADERSHIP TEAM
CHAIRPERSON: jennifer shea

PRINCIPAL: Irma Medina

UFT CHAPTER LEADER: deborah berg

PARENTS' ASSOCIATION
PRESIDENT: sandra hyatt

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 02 **SSO NAME:** Integrated Curriculum and Instruction
Learning Support
Organization

SSO NETWORK LEADER: Feigelson, Dan

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Irma Medina	Principal	Electronic Signature Approved.
Jennifer Shea	UFT Member	Electronic Signature Approved. Comments: Override approved by all SLT members
diana sanchez	PA/PTA President or Designated Co-President	Electronic Signature Approved. Comments: Override approved by all SLT members SLT member has not signed in to approval. im
sandra hyatt	Parent	Electronic Signature Approved. Comments: Override approved by all SLT members
katty santana	Parent	Electronic Signature Approved. Comments: Override approved by all SLT members SLT member did not sign in to approve. im 11/3/09
deborah berg	UFT Chapter Leader	Electronic Signature Approved. Comments: Override approved by all SLT members
evelyn ceballos	Title I Parent Representative	Electronic Signature Approved. Comments: Override approved by all SLT members
chandani sani	UFT Member	Electronic Signature Approved. Comments: Override approved

		by all SLT members
Carmen Vega	DC 37 Representative	Electronic Signature Approved. Comments: Override approved by all SLT members

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

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

SECTION III: SCHOOL PROFILE

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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.

Our school, P.S./I.S. 111 is a community of learners in which all children are encouraged and expected to achieve high academic standards and social success to enjoy learning, to celebrate diversity, to develop analytical skills, and to model exemplary behavior. We empower our students to take responsibility for their own learning by recognizing that effort over time leads to academic rewards. Students are active participants and every child has a responsibility not just to perform a task, but to do it to the best of his or her ability. We emphasize the basic virtues of respect, compassion, perseverance, honesty and commitment to character building.

In order for children to excel, they require an environment that encourages them to take risks in their learning. All members of the PS/IS 111 community work together to create a nurturing environment so that students can take risks without anxiety, can think critically, can ask questions about their learning and their world, and can celebrate each other's success.

The school's vision of a community of learners extends beyond the individual classroom community to encompass the grade and the school as a whole. We recognize that children learn a tremendous amount from their peers as well as by working with younger or older children. Therefore, teachers not only promote relationships among classes on the same grade level, but they also forge bonds across the grades. In addition, we strengthen respect for community by involving children's extended families, and the broader community in school activities. We encourage families support of children's academic achievement as well as our schools mission.

The foundation of academic instruction from pre-kindergarten through eighth grade at PS/IS 111 is a standards based, assessment driven, integrated curriculum designed by our teachers, staff developers, and administrators. In depth units of study occur in classrooms for sufficient amounts of time to ensure that all children master the content and internalize the material. During a unit, children study the core curriculum which includes language arts, math, science, and social studies. Into this core curriculum is infused such specialty

areas as art, music, drama, computer technology, and physical education. Our entire staff recognizes that all children are unique learners and, therefore, teaching styles encompass all modes of learning.

PS/IS 111's emphasis on a standards based, assessment driven, integrated curriculum taught through a variety of modes, combined with the creation of a supportive environment and our vision of community, encourages our students to excel and go forth to become life-long learners.

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	P.S. 111 Adolph S. Ochs				
District:	02	DBN #:	02M111	School BEDS Code #:	02M111

DEMOGRAPHICS									
Grades Served in 2008-09:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Pre-K	36	35	30		91	91.7	93.4		
Kindergarten	56	55	39						
Grade 1	54	55	66	Student Stability: - % of Enrollment					
Grade 2	48	59	52	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	49	43	56		89.9	91.7	89.94		
Grade 4	46	46	52						
Grade 5	50	52	49	Poverty Rate: - % of Enrollment:					
Grade 6	79	64	65	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	71	74	65			89.9	91.7		
Grade 8	61	81	79						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	0	0	0		8	10	40		
Grade 12	0	0	0						
Ungraded	0	8	4	Recent Immigrants: - Total Number					
Total	550	572	557	(As of October 31)	2006-07	2007-08	2008-09		

					11.0	5.0	8
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number			
(As October 31)	2006-07	2007-08	2008	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	0	0	23				
# in Collaborative Team Teaching (CTT) Classes	87	80	72	Principal Suspensions	63	77	TBD
Number all others	34	61	54	Superintendent Suspensions	10	17	TBD
<i>These students are included in the enrollment information above.</i>							
				Special High School Programs: - Total Number:			
English Language Learners (ELL) Enrollment (BESIS Survey)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	67	59	64	Number of Staff: - Includes all full-time staff:			
# ELLs with IEPs	4	23	10	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	41	52	54
				Number of Administrators and Other Professionals	10	12	13
Overage Students: # entering students overage for grade							
(As of October 31)	2006-07	2007-08	2008	Number of Educational Paraprofessionals	N/A	7	8
	0	2	1				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.7	0.9	0.7	Percent more than two years teaching in this school	58.5	57.7	57.4
Black or African American	13.3	15.4	15.3	Percent more than five years teaching anywhere	39.0	40.4	38.9
Hispanic or Latino	66.7	65.2	60.1				
Asian or Native Hawaiian/Other Pacific Isl.	7.1	7.5	8.3	Percent Masters Degree or higher	80.0	73.0	70.0
White	12.2	11.0	14.2	Percent core classes taught by "highly qualified" teachers	90.7	93.0	95.2

			(NCLB/SED definition)		
Multi-racial					
Male	49.8	50.4	50.3		
Female	50.2	49.6	49.7		

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

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

Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	√	√	-			
Other Groups						
Students with Disabilities	√	√	-			
Limited English Proficient	√	√	-			
Economically Disadvantaged	√	√	√			
Student groups making AYP in each subject	7	7	3	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	83.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment	9.0	Quality Statement 2: Plan and Set Goals	
(Comprises 15% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance	17.7	Quality Statement 4: Align Capacity Building to Goals	
(Comprises 30% of the Overall Score)		Quality Statement 5: Monitor and Revise	
Student Progress	51.1		
(Comprises 55% of the Overall Score)			
Additional Credit	6.0		
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

ELA State Test Results

School Year	Grade %	Level 1 %	Level 2 %	Level 3 %	Level 4 %	Level 3and4
2007	3	7.5	50.0	42.5	0.0	42.5
2008	3	6.8	29.6	59.1	4.6	63.6
2009	3	6.0	43.0	50.0	2.0	52.0
2007	4	9.8	36.6	53.7	0.0	53.7
2008	4	10.9	28.3	60.9	0.0	60.9
2009	4	13.0	31.0	56.0	0.0	56.0
2007	5	0.0	29.5	65.9	4.5	70.5
2008	5	0.0	25.0	75.0	0.0	75.0
2009	5	0.0	35.0	65.0	0.0	65.0
2007	6	6.2	53.8	40.0	0.0	40.0
2008	6	0.0	56.5	41.9	1.6	43.5
2009	6	0.0	28.0	69.0	3.0	72.0
2007	7	3.1	53.8	41.5	1.5	43.0

2008	7	1.4	28.6	70.0	0.0	70.0
2009	7	0.0	27.0	73.0	0.0	73.0
2007	8	4.9	55.7	37.7	1.6	39.3
2008	8	1.3	62.3	35.1	1.3	36.4
2009	8	1.0	35.0	61.0	3.0	64.0
2007	Total	5.1	48.1	45.6	1.3	46.8
2008	Total	2.9	40.6	55.3	1.2	56.5
2009	Total	3.0	33.0	63.0	1.0	64.0

Summary of ELA Test Results:

After looking at the test results from the 2008 and 2009 year we noticed that overall our level ones and level fours stayed the same. Overall our percentage of students performing on or above grade level increased about 7.5%. There is not a consistent trend across the grade levels. One of our goals was to push all of our level ones to level twos. In grades 5, 6, and 7 we were able to maintain no level ones. In 8th grade our percentage of level ones dropped slightly. In fourth grade the percentage of level ones increased significantly from 6.8% to 13%. Another goal was to increase our students performing on or above grade level by 3%. We were able to achieve this goal in grades 3,5, and 7. In grades 4, 6, and 8 some students dropped levels. We need to target those grades and those students who are dropping levels and support them to push them up as well maintain the achievements made in other grades. Based on our test results some special education students are also not making progress. These students need to be targeted for intervention.

Math State Test Results

School Year	Grade	% Level 1	% Level 2	% Level 3	% Level 4	% Level 3and4
2007	3	4.5	11.4	72.7	11.4	84.1
2008	3	2.1	12.8	61.7	23.4	85.1
2009	3	3	3	83	10	93
2007	4	2.2	24.4	51.1	22.2	73.3
2008	4	4.3	17.0	66.0	12.8	78.7
2009	4	5	13	64	18	82
2007	5	6.4	23.4	59.6	10.6	70.2
2008	5	8.0	24.0	60.0	8.0	68.0
2009	5	8	22	61	10	71
2007	6	14.5	18.8	58.0	8.7	66.7

2008	6	4.8	27.0	60.3	7.9	68.3
2009	6	6	10	61	23	84
2007	7	5.8	42.0	49.3	2.9	52.2
2008	7	1.4	20.0	68.6	10.0	78.6
2009	7	1	11	80	7	87
2007	8	13.6	62.7	20.3	3.4	23.7
2008	8	8.5	25.6	64.6	1.2	65.9
2009	8	4	14	71	11	82
2007	Total	8.4	31.8	50.8	9.0	59.8
2008	Total	5.0	21.7	63.8	9.8	73.3
2009	Total	4	12	71	13	84

Summary of Math test results:

After looking at the test results from the 2008 and 2009 year we noticed that overall our percentage of level ones and twos decreased and our percentage of level threes and fours increased. Overall our percentage of students performing on or above grade level increased by about 10%. One of our goals was to push all our level one students up. Although we were able to decrease the percent of students overall performing at a level one, we were not able to achieve this goal on any grade level. Another goal was to increase our students performing on or above grade level by 3%. In the elementary school grades, 4 and 5, there was a slight decrease in the percent of students on level three and four. Some students in all levels dropped a level. In the middle school, grades 6, 7, and 8 the percent of students performing on or above grade level increased. We need to target those grades and those students who are dropping levels and support them to push them up as well maintain the achievements made in other grades. Based on a citywide trend scores of African American students in grades 3 through 7 declined. Based on our test results some special education students are also not making progress. These two populations need special attention and intervention.

SECTION V: ANNUAL SCHOOL GOALS

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

Annual Goal	Short Description
<p>By June 2010, students in the 6th grade will show a 4% gain in the number of students reading and writing at or above grade level as evidenced by the results of the 2010 NYS ELA Exam.</p>	<p>Teachers will: Use TCRWP assessments and maintain data collected during conferencing, on demand writing, and student generated notes to inform instruction Scaffold instruction effectively for English Language Learners, students with special needs, and general education students by differentiating literacy instruction so that all students have entry points into lessons.</p>
<p>By June 2010, students in the 6th grade will show a 4% gain in the number of students performing mathematical thinking at or above grade level standards as evidenced by the results of the 2010 NYS ELA Exam.</p>	<p>Teachers will: Use data to inform decisions for differentiating mathematics instruction so that all students have entry points into lessons Support students in becoming independent mathematical thinkers</p>
<p>By June 2010 students in grades k-8 will make progress in adhering to school policies and chancellor regulations and show a 2% decrease in the number of incidents measured by the online reporting system.</p>	<p>Staff will: Learn about warning signs and available resources to address issues Work collaboratively in finding solutions and resources to help the child become a successful and productive member in and outside of the school environment</p>

SECTION VI: ACTION PLAN

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

Subject Area

ELA

(where relevant) :

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, students in the 6th grade will show a 4% gain in the number of students reading and writing at or above grade level as evidenced by the results of the 2010 NYS ELA Exam.</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Targeted population: 6th grade Teachers will conduct Teachers College reading assessments 4 times throughout the year to track student progress. Teachers are aware of school's instructional goals for literacy and will use these to develop their own professional goals. Common meeting periods for teachers to meet with the literacy coach to plan and make curricular decisions using student work and data. Literacy Coach will model, observe, and plan lessons with new teachers and those showing need of additional support. Identify grade leaders to disseminate information related ELA and Inquiry Work. Teachers and coach will attend TCRWP calendar days and literacy workshops in order to improve their pedagogy. Staff developers will host labsites and debriefing sessions across the grades Teachers are required to submit notes from workshops and share with colleagues, literacy coach and supervisors Family ELA Night</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>N/A</p>
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>We will measure the school's progress toward this goal by the following evidence: Formal and informal observations demonstrating the use of the reading and writing workshop models Results from the Acuity Predictive assessments and the NYS ELA Exam will be utilized to show growth in student mastery of interpretive and analytical questions in grades 3 – 8 Using the updated Teacher's College assessments including their online database program, Assessment Pro, will inform instructional decisions related to students' performance Conferencing notes, on demand writing, and student generated notes used to differentiate instruction and target individual students at their instructional level An increase in opportunities for students to work in small groups, partnerships, and independently An increase in volume and quality of writing and reading stamina. We project a 2.5% increase in the average reading level by the end of February 2010. We project a 4% total increase in the average reading level by the end of April 2010.</p>

Subject Area

Mathematics

(where relevant) :

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, students in the 6th grade will show a 4% gain in the number of students performing mathematical thinking at or above grade level standards as evidenced by the results of the 2010 NYS ELA Exam.</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to</i></p>	<p>Action Plan will include the following: Teachers are aware of school's instructional goals for mathematics and will use these to develop their own classroom goals Common meeting periods for teachers to meet with the math coach to plan and make curricular</p>

<p><i>accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>decisions Teachers will attend professional development workshops in order to improve their pedagogy Teachers are required to submit notes from workshops and share with grade colleagues and math coach Teachers will utilize Study Island and E-Instruction to supplement instruction and encourage students work independently at their own pace. Family Math Night event to promote awareness of the math curriculum while increasing parent involvement twice per year Identify struggling students early in order to provide academic intervention services Provide Tier 1 strategies to classroom teachers to support struggling students Saturday Math Test Prep program to provide additional support to Level 2 students as identified by the results of Predictive Math test (pending available funds) Benchmark calendar delineates all standardized testing dates and due dates for ECAM Math course on Number Sense offered to parents Saturday Plus program to provide enrichment experiences for level 3 and 4 students (pending availability of funds) Analyze progress reports using ARIS and ACUITY with Math Coach and Data Specialist monthly</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>N/A</p>
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Daily lesson plans will show thoughtful instructional decisions ensuring academic rigor in order to deepen mathematical content understanding Acuity results to show an increase in all strands of mathematics and a decrease in the percentage of Tier 1 students (three times a year) Biweekly informal assessments created by the teacher. Classroom will be rich in math print to serve as resources throughout each unit of study (i.e.: graphs, diagrams, models) Every six weeks students receiving AIS for mathematics are reassessed to determine the effectiveness of interventions Study Island results and reports regarding student use and progress in specific skills. We project a 2.5% increase in the average grade level by the end of February 2010. We project a 4% total increase in the average grade level by the end of April 2010.</p>

Subject Area

Social/Emotional

(where relevant) : _____

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June 2010 students in grades k-8 will make progress in adhering to school policies and chancellor regulations and show a 2% decrease in the number of incidents measured by the online reporting system.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	Plan will include the following: Guidance counselors lead social/emotional skill building programs outside of the classroom such as Violence Prevention Program, Brooke Jackman Puppetry Program, Big Brother/Big Sister Workplace Mentoring Program, Child Abuse Prevention Program (CAPP), I Can Act, Too, Kenneth Cole Mentoring Program, Elementary Power Lunch, Middle School Book Club Development and implementation of bullying surveys for students, parents, and teachers and use of data found to develop strategies to address issues of bullying Administrator-directed Peer Mediation Program Parent workshops led by various school staff on issues such as High School and Middle School Articulation, ESL services, Parenting Skills, Health and Wellness Collaboration with St. Vincent’s Hospital and Social Workers
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	N/A
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	We will measure the school’s progress toward this goal by the following evidence: Review of the number of OORS incident reports Review changes in teacher observations of students regarding students’ behavior Review number of SAVE room removals

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker
		# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS			
K			N/A	N/A			
1	3	3	N/A	N/A	4		
2	5	5	N/A	N/A	8		1
3	3	3	N/A	N/A	9		
4	15	6			7		
5	11	5	4		5		
6	7	3	4	8	6		1
7	12	7	5	1			
8	6	2	10	26	4		
9							
10							
11							
12							

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

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as

determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.

- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.

- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.

- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>Reading Recovery: one on one reading support for first grade students</p> <p>Wilson: small group intervention for students who need support with decoding and spelling</p> <p>Foundations: small group/ whole class intervention which brings multi-sensory techniques to instruction</p> <p>Great Leaps: one on one fluency support</p> <p>All services are provided during the school day and/or during extended time hours</p>
Mathematics:	<p>Small group instruction based on specific needs (ex. place value, division)-various groups at different grade levels</p> <p>All services are provided during the school day and/or during extended time hours</p>
Science:	<p>Conferencing and small group intervention during science class period.</p> <p>Interdisciplinary instruction is provided during ELA and math extended time groups to address students who scored a level 1 and 2 on the fourth grade State Science Test.</p> <p>All services are provided during the school day and/or during extended time hours</p>
Social Studies:	<p>Conferencing and small group intervention during humanities classes.</p> <p>Interdisciplinary instruction is provided during ELA and math extended time groups to address students who scored</p>

	<p>a level 1 and 2 on the fifth grade State Social Studies Test.</p> <p>All services are provided during the school day and/or during extended time hours</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Small group counseling during the school day</p> <p>"Peace Builders" curriculum to support tolerance and positivity in the school community</p> <p>All services are provided during the school day and/or during extended time hours</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>N/A</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Small group/ one on one counseling during the school day</p>
<p>At-risk Health-related Services:</p>	<p>N/A</p>

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

NCLB/SED requirement for all schools

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

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

Form TIII - A (1)(a)
Grade Level(s)

Grades 3 through 8

Number of Students to be Served:

LEP 30

Non-LEP None

Number of Teachers 1 ESL Teacher, 1 Literacy Coach, 1 Library Teacher
Other Staff (Specify) 1 Bilingual(spanish Reading Recovery/SETTS teacher for parent literacy workshops

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program

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

The Title III program for the 2010 school year will include an after school literacy program for three groups of students in Grades 3-8. Activities will include extra time on task in the development of reading/writing strategies and skills as well as test preparation techniques for the upcoming ELA and NYESLAT tests. Literacy activities such a word study, shared and silent reading as well as guided writing activities related to the skills and knowledge outlined in the Teachers College Reading Writing Curriculum will also be included. Scaffolding strategies and adapted materials will be used to support growth in literacy skills for ELLs.

The data supporting the selection of activities for the Title III after school program was drawn from the NYS Learning Standards for ESL. The data includes supporting the ability of ELLs to draw on a variety of strategies to promote their own learning which includes the monitoring of their own language production at each level of language proficiency. The specific emphasis in the Title III program will be to give ELLs support in developing English for information and understanding as well as English for literary response and for critical analysis and evaluation. Activities which address these two ESL standards will serve as a springboard to improve performance on standardized assessments as well as enabling ELLs to develop greater conceptual growth across the content areas. The Center for Applied Linguistics (CAL) emphasizes promoting the development and integration of reading, writing, listening and speaking. Their research suggests that activities which incorporate content specific discourse such as poetry, history, newspapers etc. should be paired with generic skills such as summarizing, comparison, and outline. Thus, students are given opportunities to improve the four communicative skills across content areas as well as across a variety of text types. Additionally, the work of experts such as Dr. Kate Kinsella suggests ELLs need ongoing support in the development of Academic Vocabulary and Academic Language. ELLs can benefit from explicit instruction of high frequency academic vocabulary which appears in academic material, newspapers and on standardized tests. This instruction should be routinely emphasized in all lessons as well as through structured partner academic interaction. Activities to promote ELLs progress towards the above standards will be included in the Title III Program activities.

Approximately 30 students in Grades 3-8 will be served in the after school Title III program for ELLs. The groups will include a 3rd-4th grade group, a 5th-6th grade group and a 7th-8th grade group. The 3rd-4th grade group will meet twice a week for 1 1/2 hours for 14 weeks, the 5th-6th grade group will meet once a week for 1 1/2 hours for 11 weeks and the 7th-8th Grade group will meet once a week for 1 1/2 hours for 14 weeks. The program will be conducted in English with some support in Spanish and Arabic to ensure comprehension. The Literacy Coach for Grades K-5 will conduct 3rd - 4th grade group, the Library Teacher will conduct the 5th -6th grade group and the ESL teacher will conduct the 7th-8th grade group. The Literacy Coach and the School Library Media Specialist have extensive experience in the teaching of literacy skills to students at various grade and developmental levels. Both teachers have knowledge of children's literature as well as the skills necessary to support comprehension and written expression at various grade levels.

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

The ESL teachers will meet after school with teachers in the regular classroom to review ESL strategies in current literature . They will apply scaffolding techniques in the planning of lessons and the development of materials for use with ELLs in developing literacy and concepts in the content areas.

The goal is to produce lessons and materials for use by teachers with ELLs in the regular and content area classrooms. The lessons and materials produced are based on knowledge of the ESL teachers on the use of scaffolding strategies and adapted materials with ELLs. These strategies have been developed through experience and are drawn from the current literature and practice in the field of TESOL.

ESL teachers and classroom teachers will also be encouraged to attend Professional Development offerings sponsored by local BETACS, DOE Office of ELLs as well as conferences sponsored by the NYS and national TESOL organizations.

PD per session hours will be allocated to individual teachers who collaborate with the ESL teachers in the development of lessons and materials to be used with ELLs to support literacy and conceptual growth in the content areas.

P.S. /I.S. 111

Language Allocation Policy Narrative 2009-2010

I. LAP Team Composition

The LAP team at PS/IS 111 currently consists of Irma Medina, Principal, Karyna Tejada, Assistant Principal, Claudia Chaska, ESL teacher (Gr. 3-8), Jennifer Singer, ESL Teacher (Gr. K-2), Zachary Raemer, Data Specialist/Math Coach/Data Specialist, Joanne Ramirez, Reading Recovery/SETTS teacher and Zaida Cosme, Parent Coordinator.

II. Personnel

There are 2 ESL teachers at PS/IS 111. One ESL teacher is NYS certified for grades K-12. The other ESL teacher is NYS certified for grades K-6. One ESL teacher works with ELLs who are in Kindergarten through third grade and the other works with ELLs in grades 3rd Grade Newcomers through Grade 8. Copies of teacher licenses/certifications are maintained on file in the main office.

III. School Demographics

PS/IS 111 is an elementary/middle school with grades that range from Pre-K through 8. This midtown school on the far west side is located in the Clinton area of Manhattan. While many families of Hispanic background live in the school zone there is also a significant Arabic speaking population. Thus, the majority of the 561 students come from Spanish speaking backgrounds with several students on each grade who speak Arabic or Chinese with varying degrees of bilingualism. The population breakdown has remained the same for the last 15 years. Specifically, the school's total ethnic demographic breakdown is as follows: 65.2% Hispanic, 15.4% African American or Afro-Caribbean, 11% White, 7.5% Asian and .05% Near Eastern (Egypt, Yemen), and .9% American Indian or Alaska Native.

The majority of the families are from working class families. The socioeconomic status of the students at PS/IS111 is further characterized by their Title I status, which currently provides universal free lunch for all students during a 3 year period extending from 2007 through the 2009-2010 school years.

There are approximately 588 students at P.S./I.S 111 with approximately 83 students (14% of the student population) who are English Language Learners (ELLs). The home language spoken by the majority of ELLs is Spanish; many of whom come from Central America with lesser numbers from South America and the Caribbean nations. The second most dominant language spoken by ELLs at PS/IS 111 is Arabic. The following table outlines the home language for ELLs throughout grades K-8:

	K	1st	2nd	3rd	4 th	5th	6th	7th	8th	Total	%
Spanish	9	8	4	4	4	3	4	8	1	45	54%
Arabic	1	4	2	1	1	2	4	2	2	19	23%%
Bengali			1						1	2	.02%
Bulgarian	1									1	.012%
Chinese	3	1	1				1	2	1	8	10%
Hebrew	1	1				1					.036%
Korean										1	.012%
Mixteco						1				1	.012%
Russian		1				1				2	.024%
Vietnamese		1								1	.015%

The majority of the ELL population is comprised of students who have been in an English Language School System (ELSS) for three years or less. There are 2 ELLs who are beginning their 4th year as ELLs in 2009. One of these students is SIFE student who is currently a holdover and in the CTT 5th grade. There are 8 ELLs who are beginning their 5th year as ELLs. Four of these ELLs have remained at the Advanced Level on NYSESLAT. Five of these ELLs have remained at the Advanced Level on the NYSESLAT due to non-proficient scores in either the Reading or Writing subtest. One of these 5 students have been in and out of the English Language School System (ELSS) several times in the past two years. Another of this group has been in and out of ELSS several times. One ELL is beginning his 6th year as an ELL and has been in and out of ELSS twice. Four ELLs are beginning their 8th or 9th year as Long Term ELLs. One of these students is in the 12:1 class and has been held over once. Two ELLs in this group have remained at the Advanced level for several years and were held over. In summary, it appears that most of the Long Term ELLs (5 plus years) are affected by either inconsistent attendance in an ELSS, learning disabilities or failure to reach proficiency on the Reading and/or Writing subtest of NYSESLAT.

ELLs by Grade

Grade	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8th	Total
Total	12	18	8	5	5	7	9	12	7	83

IV. **The ELL Identification Process**

The ELL Identification Process is conducted by two licensed ESL pedagogues who in conjunction with the Pupil Accounting Secretary review all HLS survey distributed. This is to insure that appropriate language documents are offered and when necessary and an appropriate translated interview is provided. Both ESL pedagogues are readily available to ensure that all questions on the HLS are understood and answered thoroughly by the student's parent/guardians. The Pupil Personnel Secretary is extremely conscientious in notifying either ESL pedagogue when new students are admitted to ensure that appropriate documents are provided and placement in an appropriate class is effected and that all forms are comprehensively filled out.

All LAB-R screening is conducted by the two certified ESL pedagogues according to grade and age level and these tests are sent to the ISC at designated times throughout the year after they have been hand scored. A chart of all students tested with the LAB-R is kept and raw as well as final scores are recorded as new ELL are admitted during each round of testing with the LA-R

V. **Parent Program Choice**

A. **Orientation** – Parents of ELLs are invited to four Fall Orientation meetings as well as meetings held during the Parent/Teacher conferences in Fall '09 Usually, 4 meetings are held at the beginning of the school year with morning and evening meetings or Spanish speaking parents on the same day and morning and evening meetings for all other languages on a different day.. The three program choices were fully explained and clarified. Oral presentations, videos, program literature (distributed in various languages), and discussion is encouraged at orientation. Additionally, the Parent Coordinator has received materials and training to support whatever questions arise about the availability and access to program choices. Parents who do not attend the initial 4 orientation meetings who who are unable to come to Parent/Teacher conferences are invited throughout the year at their convenience to view videos and receive materials in their native language which they may pursue with questions and explanations. All parents who attend these meetings or one-on-one interviews are asked to signed an attendance roster which is kept on file. Entitlement letters are distributed and explasined and Parent Survey and Program Selection forms are explained to parents at these meetings where they are filled out, returned, and kept on file in the student's cumulative records as well as in a classroom file.

B. **Program Selection Process** – ELL parents have indicated on their program selection forms that a free-standing English as a Second Language (ESL) program is equally preferred(10) to a Transitional Bilingual Program for their children. Only two parents selected the Dual Language program as their first preference. There were several parents who were interested Bilingual/Dual language programs were advised to explore these options with the help of the administration, ESL staff, school coordinator, and personnel at the Integrated Service Center (ISC). Every effort is made to support parental knowledge of and access to alternatives within our district (network) and neighboring districts.

An on-going yearly chart o parent program choices will be kept on file to show trends in parental choices for programs over the years.

VI. Assessments for ELLs

Standardized assessments for ELLs include the LAB-R, Spanish LAB, NYSESLAT, and NYS ELA (after the one year exemption), Math, Science and Social Studies tests. The content area tests from the state in Math, Science and Social Studies are available in the nine major languages, which include Spanish and Chinese among others. Bilingual translators are hired to translate content area tests for students speaking lower incidence languages such as Arabic, Hebrew, Korean and Thai.

Other tests ELLs participate in are the ELL Periodic Assessments and the New York City Periodic assessments in ELA and Math. The results on the above tests provide more data on the progress of our ELLs in the following areas: progress in reading comprehension and their mathematical understanding on the various strands (Number and operations, Algebra, Pattern & Functions, Data, Measurement, etc.).

In addition to state and citywide testing, teachers assess student using those aligned to the Teachers College Reading and Writing Project (TCRWP) in the areas of reading and writing. These assessments measure each student’s independent reading levels (Fountas & Pinnell levels A-Z). The K-8 Continuum for assessing narrative writing is also used to determine writing skills. Additionally TCRWP assessments that are used with ELLs include letter identification and high frequency words.

One ESL teacher occasionally uses the Qualitative Reading Assessment to assess listening and reading comprehension using narrative and nonfiction texts with ELLs who have developed decoding skills or who have been in the ELSS for a year or more. El Sistema de Observación de la Lecto-escritura (El SOL) is also used with some students to determine literacy in Spanish, with Spanish speaking ELLs who consistently struggle to gain mastery of phonemic patterns, vocabulary, and fluency in English. The information about first language acquisition yields important information about an ELL’s ability to transfer language skills as they learn English.

Less formal assessments such as observational checklists, questionnaires, and anecdotal materials are used to gather information about baseline knowledge and the on-going progress of ELLs. This information is also used to focus on areas of student need throughout the curriculum to inform instructional practice. The results of the assessments also yield information about the various skills and performance strands of learning; and provides insight into the development of the four communicative skills (listening, speaking, reading and writing). With the information acquired, with respect to content area skills, lessons are developed and scaffolding strategies are selected to support conceptual learning.

Assessment Analysis

Performance by Grade: NYSESLAT Modalities

Modalities	Grade Levels								
	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
List./Speak.									
Beginner	2	0	0	0	0	0	0	0	n/a
Intermediate	7	1	0	1	0	2	0	0	n/a
Advanced	5	9	2	2	2	5	0	3	n/a
Proficient	1	2	7	4	6	5	5	4	n/a
Rd./Writing									
Beginner	4	5	0	2	0	2	0	0	n/a
Intermediate	9	4	5	0	5	3	1	5	n/a
Advanced	2	3	2	4	3	5	3	10	0
Proficient	0	0	2	1	0	2	1	1	n/a

LAB-R (2009)	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
Beginner	5	1	0	2	0	1	1	2	1
Intermediate	0	0	0	0	0	0	1	1	0
Advanced	7	0	0	0	0	2	0	2	1

* LAB-R data is used when NYSESLAT data is not available.

Data Analysis (This data reflects the NYSESLAT performance of ELLs in grades for the 2008-09 school year)

These results show the need for a focus on productive skills (reading and writing) via literacy development through curricular themes as part of the ESL curriculum. The majority of students are projected to go up a full level in the areas of speaking and listening; some students are projected to go up a full level in reading and writing. However, many students (especially those who had no previous experience with English and/or those with no previous exposure to a print-rich environment) are projected to improve in terms of raw score, but may not go up a full proficiency level. The above data reveals the following trends:

- Kindergarten - The majority of the Kindergarten ELLs achieved and Intermediate (7 students) or Advanced(5) level on the Listening/Speaking subtests of the 2009 NYSESLAT. There were 9 ELLs who achieved an Intermediate Level and 2 ELLs at the Advanced level on the Reading/Writing Subtests and 0 Proficient. This indicates that Kindergarten ELLs are in need of support in developing reading skills as well as written expression. Twelve Kindergarten students took the LAB-R in September 2009. Five scored at the Beginner level and 7 at the Advanced Level. The greater number of Advanced students may indicate that the ELLs in K have a sound foundation for developing emergent language skills in English.
- First Grade – Nine 1st grade ELLs achieved an Advanced level on the Listening/Speaking subtests of NYSESLAT 2009 and 2 ELLs achieved Proficiency. Conversely, only 4 and 3 ELLs achieved and Intermediate or Advanced level respectively on the Reading/Writing subtests with no students scoring at the Proficient level. This demonstrates that more 2nd grade ELLs approach proficiency in Listening/Speaking skills and need support in literacy skills in Reading and Writing.
- Second Grade – There were 2 and 7 ELLs in 2nd grade who scored at the Advanced and Proficient levels respectively on the Listening speaking subtests of NYSESLAT. Only 2 and 2 students scored at the Proficient level respectively on the Reading subtests with 5 at the Intermediate Level. As in other grades this indicates a much higher proficiency level in listening and speaking than in reading and writing skills.
- Third Grade – There were 2 and 4 ELLs who scored at the Advanced and Proficient levels respectively on the Listening/Speaking subtests of NYSESLAT. There were 4 and 1 ELLs at the Advanced and Proficient levels respectively. The 3rd grade ELLs appear to be progressing in reading/writing skills as they develop greater knowledge of vocabulary, reading strategies and writing skills.
- Fourth Grade – Two and six 4th Grade ELLs achieved at the Advanced and Proficient Levels respectively on the Listening/Speaking subtests of NYSESLAT. Five and 3 ELLs achieved at the Intermediate and Advanced levels on the Reading/Writing subtests. This data demonstrates that ELLs in 4th grade are improving and/or staying the same in Reading/Writing skills.
- Fifth Grade –Five and five 5th Grade ELLs scored at the Advanced and Proficient Level respectively on the Listening/Speaking subtests of the NYSESLAT. Five and two ELLs scored at the Advanced and Proficient level on the Reading/Writing subtests. Proficiency in Listening /Speaking continues to be reflected. The Reading/Writing scores show that half the ELLs in 5th grade continue to progress to Proficiency or stay at the Advanced level in Reading and Writing skills. Some students

still need to master higher critical thinking skills in Reading as well as writing structures and compositional skills.

- Sixth Grade – All five 6th Graders scored at the Proficient level on the Listening/Speaking subtests of the NYSESLAT. Three and 1 student scored at the Advanced and Proficient levels respectively on the Reading/Writing subtests. The Listening/Speaking data shows mastery of the skills required to understand and express English in the classroom. The Reading/Writing scores show some stagnation at the Advanced level for some ELLs.
- Seventh Grade – Three and four ELLs scored at the Advanced and Proficient Levels on the Listening/Speaking subtests. Ten and 1 ELLs scored at the Advanced and Proficient levels respectively on the Reading/Writing subtests of NYSESLAT. The Listening/Speaking scores demonstrate continued competence in aural comprehension as well as oral expression in English. The Reading/Writing subtests show continued growth in these areas but as previously stated there is some stagnation at the Advanced level.
- Eighth Grade – There are 5 new students who were assessed on the LAB-R. Three students scored on the beginning level and 2 on the advanced level.

Strengths and Weaknesses Demonstrated by Data

The majority of the ELLs demonstrate strengths in Listening and Speaking with a need for improvement in Reading and Writing skills. Refer to the following table to compare average scores in Listening/Speaking and Reading/Writing to the minimum Target score by grade level.

Grade	Listening/Speaking					Reading/Writing				
	B	I	A	P	Target	B	I	A	P	Target
K	479	530	585	634	616	503	555	595	X	609
1	X	612	615	656	649	535	582	614	X	655
2	X	X	645	686	661	X	608	636	675	663
3	X	586	614	739	675	578	X	661	707	679
4	X	X	673	716	684	X	619	672	X	691
5	X	621	660	702	686	592	638	698	736	704
6	X	X	X	724	696	X	651	690	X	710
7	X	X	674	747	703	X	654	689	734	710
8	X	624	683	729	703	610	664	692	X	710

Teaching Implications

There is evidence from the data which indicates that many ELLs have listening and oral language competence but are in need of literacy support. Many ELLs may not have been able to fully absorb reading and writing instructional strategies while they were still acquiring basic English comprehension skills. This is especially true for ELLs who entered PS /IS 111 when they were too young to be literate in their native language or for older ELLs who did not receive a solid literacy background in their native language before coming to an English speaking school. The discrepancy between language and literacy skills must be addressed through focused instruction on basic literacy skills. Systemized instruction of the alphabet and sound system should accompany an immersion in English language and literacy activities for these students. In the case of the ELLs for which the opposite pattern applies (reading and writing levels which are higher than speaking and listening scores) the need for more oral and auditory comprehension development in English is indicated to make these students listening comprehension skills and verbal expression commensurate with their decoding and spelling skills.

Steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test(NYSESLAT).

As shown in the tables and narrative above an intensive analysis has been made of the results of ELLs taking the NYSELAT. Specific attention is given to student performance on each of the subtests so that supports and activities may be applied throughout the coming school year.

ELL Content Area Test Statistics

NYS ELA – Winter 2009

Grade	# Tested	Level 1	Level 2	Level 3	Level 4
3	6 (2 exempt)	0	2	4	0
4	6 (1 exempt)	4	1	1	0
5	6 (2 exempt)	0	4	2	0
6	4	0	3	1	0
7	4 (3 exempt)	0	3	1	0
8	6 (4 exempt)	1	5	0	0

As indicated in the chart above, 9 ELLs scored at grade level with the majority of students (18) approaching grade standards on the ELA. This indicates a steady progress toward meeting ELA standards with support needed in developing comprehension and written language skills.

NYS Math – Spring 2009

Grade	# Tested	Level 1		Level 2		Level 3		Level 4	
		Eng	NLE	Eng	NLE	Eng	NLE	Eng	NLE
3	8	0	1	0	0	2	4	0	1
4	6	2	0	0	1	1	2	0	0
5	8	1	1	0	1	2	3	0	0
6	4	0	1	0	1	0	2	0	0
7	7	0	0	0	0	3	3	0	1
8	8	0	3	0	0	0	5	0	0

NLE = Native Language Eligible

Twelve students scored below or approaching grade level on the State Math Assessment, while twenty seven (27) students scored at or above grade level. Overall, the ELLs scored better on the Math assessment.

NYS Science – Spring 2009

Grade	# Tested	Level 1		Level 2		Level 3		Level 4	
		Eng	NLE	Eng	NLE	Eng	NLE	Eng	NLE
4	6	1	1	1	1	1	0	0	1
8	8	0	1	0	5	0	2	0	0

As per the results of the science assessment in both grades 4 and 8, 4 students scored below grade level and 7 students approached graded level on the NYS Science exam. Four ELLs scored on grade level or above(1). The 8th grade results show 2 students at grade level, 7 students approaching the standard and ELLs who scored below grade level. These scores may reflect the need for greater knowledge of content area vocabulary and cognitive academic language to ensure greater comprehension of content.

NYS Social Studies 2009

Grade	# Tested	Level 1		Level 2		Level 3		Level 4	
		Eng	NLE	Eng	NLE	Eng	NLE	Eng	NLE
5 th Fall	7	1	3	2	1	0	0	0	0
8 th Spring	8	0	0	0	7	0	1	0	0

The majority of the ELLs tested in both 5th and 8th grade did not meet grade level standards as indicated by the social studies assessments. Of the 8th graders, one student met the standard for their grade in social studies. The majority of the 8th graders achieved scores approaching the grade standard. This indicates increasing knowledge of vocabulary with a need to develop greater knowledge of cognitive academic language for greater comprehension and written expression.

ELL Periodic Assessments

The ELL ELA Periodic Assessment was used to gauge the progress in language acquisition as well as overall progress toward grade standards in reading comprehension. The Math Periodic tests were used to determine areas of need in the various skills for each grade level as well as student progress toward the standard. The Periodic tests, however, were only translated into Spanish and therefore an accurate measure of progress was not provided for those ELLs from other linguistic backgrounds such as Arabic and Chinese.

Use of Native Language in Assessments

As mentioned above the measurement of the progress of ELLs in the content areas is clarified when using tests in the native language provided depending on the level of student literacy in L1. However, as stated not all languages are represented in the standardized test translations. A translator is provided to translate all tests which are not available in a student's native language. The Math Periodic tests are only translated into Spanish which inhibits a clearer insight into the progress of native language literate ELLs in math. The use of EI SOL to determine the literacy of ELLs is projected for the coming year and will be used to assess native language literacy skills for Spanish ELLs.

VI. The Program for ELLs at PS/IS 111

Program Assignment

The program for ELLs at PS/IS 111 is the freestanding ESL pull-out model where the language of instruction is English. ELLs are assigned to groups based on grade levels as well as language acquisition levels that are determined by the results of the LAB-R or NYSELAT. The number of ESL instructional units per student follows the CR Part 154 instructional unit requirements.

Instructional Delivery

- A. Organizational Models – The program for ELLs at PS/IS 111 is basically a pull-out freestanding ESL model of instruction. Instructional groupings in the ESL program are made according to language acquisition levels (based on LAB-R and NYSELAT results) and grade level. When applicable the push-in model is used to serve ELLs with similar needs on a grade. ELLs are clustered in groups according to grade and acquisition levels for instructional purposes. Thus, there may be a Newcomers group for new arrivals in Grades 3 – 8, and separate Intermediate/Advanced groups for grades 3-8 or for contiguous grades at the same acquisition level. As new ELL arrivals are admitted they are tested with the LAB-R or have their DOE Test Histories reviewed to ensure proper placement.

There are groups of newcomers for K-2, and 3-8. These students receive instruction in phonemic awareness and study themes related to daily activities such as the classroom, the school, home, etc. The Teacher's College (TC) methodology which is employed throughout the school is used in ELL instruction when appropriate. The components of TC that are used are primarily word study, shared reading and interactive writing. ELLs at the intermediate and advanced levels are placed in grade groupings or contiguous grade groupings. Every effort is made by the ESL teachers to articulate with the classroom teachers about literacy and content goals and objectives. Whenever appropriate, ESL teachers provides additional support in areas highlighted in the TC reading/writing curriculum calendars, as well as in the content areas of social studies and science.

- B. Instructional Approaches and Strategies for ELLs – The instructional approaches used with ELLs incorporate the components of balanced literacy (TC) as well as the use of scaffolding techniques that are specifically designed to support ELLs. Research based approaches such as the Natural Approach, the Cognitive Academic Linguistic Approach and the SIOP Model are also used to make content comprehensible for ELLs. The following outlines the use of the components of Balanced Literacy with ELLs:

Phonemic Awareness/Word Study emphasizes the development of decoding skills by developing knowledge of the sound patterns and the phonograms in English. Additional vocabulary development is fostered through the study of themes which pertain to daily life and the academic themes covered across the grades.

Shared Reading is used to support pronunciation, model appropriate reading strategies and reading fluency with ELLs. Shared reading also supports the development of content knowledge and vocabulary when adapted materials are used.

Interactive and Shared Writing is used with newcomers and beginning students to support written expression as they develop their knowledge and use of language structure and vocabulary in English. Patterned books and templates for writing are used to scaffold emergent writers.

The TCRWP Writing Process is used with ELLs at the Intermediate and advanced levels as they develop an extended vocabulary and more flexibility in the use of grammar structures.

Scaffolding strategies used with ELLs include the following: explicit and repetitive modeling; bridging in a variety of ways; contextualization through use of graphic representation and/or sensory experience of themes being taught; extensive building of language and content schema; and meta-cognitive development through explicit teaching of reading, writing and critical thinking strategies. Additionally, the Total Physical Response (TPR) and the use of adapted materials, audio-visual aides, cooperative learning (e.g. Think-Pair-Share), and carefully structured accountable talk using verbal and written prompts to promote student engagement are used to support ELL literacy. The use of realia (real objects) also fosters growth in literacy skills and conceptual development by supporting access to cognitively demanding material.

- C. Meeting the Mandates for ELLs – Explicit ESL instruction is delivered in the freestanding ESL model by meticulously grouping ELLs at each acquisition and grade level to fulfill CR Part 154 requirements for ELLs. The table below outlines the groupings and instructional units at the Beginner, Intermediate and Advanced levels. The mandated services for grades K-8 are provided by two ESL teachers for grades K-2 and 3-8.

Explicit ELA instruction to ELLs follows the mandates for all students. Thus there is a 90 minute literacy block for Grades K – 5 which includes the components of Balanced Literacy. Grades 6 through 8 provide 8 periods or more of ELA instruction per week. The ESL teachers work closely with the ELA teachers by pushing in and/or adapting and modifying literacy tasks to support growth in reading/writing with ELLs. Bilingual graphic organizer , leveled books, adapted materials and software are also provided as needed.

Content area instruction for ELLs in Math, Science and Social Studies is supported by the use of leveled books, Native Language or bilingual books where possible, bilingual glossaries for all three areas and the use of audio visual material and graphic organizers.

ESL Program/Schedule

Periods	Mon.	Tues.	Wed.	Thurs.	Fri.
Extended Day		1 st Intermediate 3 rd , 4 th , 5 th , 8 th Beginners	1 st Intermediate 3 rd , 4 th , 5 th , 6 th , 7 th Beginners	1 st Intermediate 3 rd , 4 th , 5 th , 6 th , 8 th Beginners	
1 st	1 st Intermediate 3 rd , 4 th , 5 th , 6 th Beginners	1 st Intermediate 3 rd /4 th /5 th Beginners	1 st Intermediate 3 rd /4 th /5 th /7 th Beginners	1 st Intermediate 5 th Int./Advanced	2 nd /3 rd Intermediate 3 rd , 4 th , 5 th , 7 th , 8 th Beginners
2 nd	1 st Intermediate 4 th /5 th Int./ Adv.	1 st Beginners 4 th /5 th /6 th Int./Advanced	4 th /5 th Int./Adv.	1 st Beginners 6 th Int./Adv.	2 nd /3 rd Intermediate 3 rd /4 th / 5 th Beginners
3 rd	6 th Intermediate/ Advanced	K – Advanced 5 th Int./Advanced	K Advanced 6 th Int./Adv.	K Advanced 4 th /5 th Int./Adv.	K Advanced 6 th /7 th / 8 th Beginners
4 th	8 th Gr. Intermediate/Adv.	6 th Int./Advanced	7 th Int./Advanced	7 th Int./Adv.	6 th /7 th Int./Adv.
5 th	K – 2 Beginner	K-2 Beginners 7 th Int./Advanced	K-2 Beginners	2 nd Intermediate 6 th , 7 th Beginners	K-2 Beginners
6 th	K-2 Beginner 5 th Int./Advanced	K-2 Beginners	K-2 Beginners 5 th Int./Advanced	K-2 Beg./Intermed.	K-2 Beginners 5 th Intermediate
7 th	2 nd /3 rd Intermediate 7 th Int./Advanced	7 th /8 th Int./Advanced	2 nd /3 rd Intermediate 8 th Interm./Advanced	2 nd /3 rd Intermediate 8 th Int./Adv.	2 nd Intermediate 8 th Int./Advanced
8 th	2 nd /3 rd Intermediate 7 th /8 th Intermediate	Extended Time 6 th /7 th /8 th Beginners	Extended Time 2 nd /3 rd Intermediate 6 th /7 th /8 th Beginners	Extended Time 2 nd /3 rd Intermediate 6 th /7 th /8 th Beginners	8 th Int./Advanced

Content Area Delivery with ELLs

Content areas are addressed by both ESL teachers using a variety of strategies. There is regular articulation with most content area teachers and when possible the push-in model is used. Content area assignments are supported and developed through the use of adapted materials, pictures, graphic organizers, cooperative learning and the scaffolding strategies mentioned above. Bilingual materials are used when possible to allow ELLs to develop greater background knowledge which in turn allows for increased comprehension and engagement with grade level content in math, science and social studies.

Differentiation of Instruction

SIFE Students: Approximately .032% of the ELL populations are SIFE. Instruction for these students includes extra periods of ESL, small group work and modification of tasks and materials. Additionally, SIFE students are encouraged to participate in the Title III supplementary programs and parents are offered services from agencies outside the school. SIFE students are also reviewed by the Academic Intervention Team and when appropriate provided with literacy and/or math intervention services.

Newcomers: Newcomer ELLs comprise almost 40% of the ELL population. Instruction for these ELLs comprises intense emphasis on developing phonemic awareness and vocabulary in English. Additionally, newcomers are exposed to activities which provide exposure to and practice with language structures and sight words. These activities are embedded in themes which relate to daily activities as well as content area themes. Read Aloud, Shared Reading and Interactive and Shared Writing are used to support emergent literacy skills in English. Oral expression is encouraged through the use of songs, poems and chants related to phonemic targets and content themes.

The ELA and Newcomer ELLs: Newcomer ELLs(1 full year +) are prepared for the ELA using practice materials which reflect the skill areas measured. Many shared reading and writing activities are used to support ELLs as they prepare to take the ELA. ELLs are initially given simpler texts to present the types of activities to be administered such as listening to a passage, taking notes, responding to focused questions, editing items, reading various types of texts, using graphic organizers to respond to text, and answering specific questions about texts.

Long Term ELLs: Currently there are 13 Long Term ELLs (between 4-8 years in ESL). Nine of these ELLs remain at the Advanced level in Reading and/or Writing. Two of these students have been in and out of the English Language School System(ELSS) several times in the past several years. Three of these students have been held over at least once and within this group is a student who is in a 12:1 class. Three of the Long Term ELLs are at the Intermediate level and have been placed in a CTT or 12:1 class.

ELLs with Special Needs: Currently there are 5 ELLs who are in Special Education Classes. Two fifth graders are in a 12:1 and a CTT class respectively. One 6th Grade ELL is in a CTT class and two 7th Graders are in a 12:1 class with one receiving support from a Bilingual paraprofessional. Four of these students are at the Intermediate level and one 7th grade student in the 12:1 class went up one level from Intermediate to Advanced on the 2009 NYSESLAT. All of these students are long term ELLs who continue to make progress but need greater support in developing literacy skills and content area knowledge.

Former ELLs: ELLs who have achieved proficiency are monitored by both ESL teachers via articulation with homeroom and content area teachers. Starting in the 2008 school year ELLs who achieved a Proficient level on the NYSESLAT (beginning Spring 2008) will continue to receive test accommodations that include separate location, extended time, content tests in Native Language along with use of bilingual glossaries. These modifications will be provided to ELLs for two years after they achieve Proficiency on the NYSESLAT. The school's Pupil Personnel Team (PPT) and

Academic Intervention Team (AIT) also review the progress of these students when necessary and provide At Risk services. Former ELLs are offered continued ESL services if it appears to support their progress in literacy and in the content areas.

Supplementary Services for ELLs: Title III provides yearly funding for supplementary services and materials for ELLs and their parents. After school activities include test prep and literacy support for ELLs in grades 3 – 8. Opportunities for parents include twice weekly Parent ESL classes and parent training workshops.

VII. Resources and Support

Print materials for ELLs include the following:

- English libraries across acquisition levels to support growth in vocabulary, fluency, comprehension, as well content knowledge
- Guided reading sets produced for ELLs with relevant themes and modified vocabulary
- Language activity trade books designed specifically for beginning level ELLs (distributed to all newcomers for use in their regular classrooms and for homework assignments)
- Bilingual libraries in Spanish, Chinese and an extensive Arabic library to support literacy and conceptual growth in the content areas.
- Bilingual dictionaries and glossaries in Spanish, Arabic, Bengali, Chinese, Japanese, Korean and Russian to support the learning of vocabulary and the use of academic language in math, social studies and science.
- Bilingual (Spanish) textbooks in Social Studies for the 7th and 8th grades; a Chinese text on American History
- Computers and software to support literacy and conceptual growth with ELLs in both the ESL classroom and the monolingual classrooms: Software includes leveled books in English with vocabulary and writing activities and some software to support content area learning

Professional Development:

Professional development opportunities for all teachers of ELLs are anticipated through the use of the following resources and activities:

- An in-house residency of the ESL instructional specialist for our cohort; aims include modeling lessons that demonstrate the use of scaffolds to support ELLs in the mainstream class and cross-grade planning sessions to develop a continuum for language growth over time.
- Other opportunities for professional development include general education teachers across the grades working with the ESL teachers after school to prepare scaffolded lessons and materials for use with ELLs which is sponsored by the use of Title III funds.
- Teachers are also invited to attend Teacher's College calendar days which focus on the teaching of literacy and the content areas to ELLs
- Attendance at local, regional and national conferences which are sponsored by OELL, the local BETACs and the NYS and national TESOL organizations will be encouraged and supported through Title III funds when necessary provided specifically designed PD for the following personnel: paraprofessionals, Guidance counselors, Psychologists, Occupational/Physical Therapists, Speech Therapists, Secretaries and Parent /Coordinators. Additionally, it should be noted that the National and Local Organizations for each the the above Specialists provide conferences and conventions which allude to the needs of ELLs within there various areas of expertise. Every effort will be made that the aforementioned professionals be proactive in indentifying those presentations, seminars, conferences etc., which specifically focus on the needs of ELLs.
- Certificates from workshops will be collected and placed in teachers' files and a running record of hours completed will be maintained in the main office (7 ½ hours minimum for general education teachers; 10 hours for special education teachers)

Transitioning Students

- The Academic Intervention Team (AIT) and Pupil Personnel Team (PPT) track students with special needs, including ELLs, throughout the school year. Each team has a licensed ESL teacher that offers strategies and support to address the needs of ELLs.
- AIT meet regularly with teachers to discuss Tier 1 interventions that can be utilized in the classroom prior to a formal referral.
- PPT addresses the social – emotional and educational needs of ELLs who continue to struggle in the general education classroom.
- ELLs that are transitioning from elementary to middle school and middle school to high school are supported by the respective guidance counselors who are also members of AIT and PPT. Eighth grade ELLs are also supported during Advisory periods with the ESL teacher.
- Graduating 8th grade ELLs are offered opportunities to participate in Saturday and Summer programs designed to support incoming 9th grade ELLs. Parents are informed by letter of all the options available.

Form TIII – A (1)(b)

School: Adolph S. Ochs - P.S./I.S.111

BEDS Code: 310200010111

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$9,000.00	1 teacher x 4 hours per week x 14 wks x \$45.13) 1 teacher x 2 hours per week x 14 wks x \$45.13) Direct Instruction to 1 teacher x 2 hours per week x 11 wks x \$45.13) Students 1 teacher x 4 hours per session x 3 sessions x \$45.13) Parent

		literacy workshops 2 teachers x 2 hrs. per session x 13 weeks x \$45.15) Staff Development Activit.
Purchased services - High quality staff and curriculum development contracts	None	Not Applicable
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$3,000.00	Leveled Books in English: Rigby PM readers, Rosen Leveled Readers. etc. Leveled Books in the Content Areas: Benchmark Series Bilingual Books Spanish: Various publishers Mentor Texts for Writing: Various trade publishers such as Steps to Literacy, Booksource, etc. English books to pair with Arabic libraries for classroom/home: Various publishers Individual Dry Erase Boards for Shared Writing Word Study Activities: Lakeshore
Educational Software (Object Code 199)	\$0.00	Not applicable
Travel	\$0.00	Not applicable

Other	\$1,500.00	1 laptop to be used to support vocabulary/writing activities with occasional use with smartboard
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The administration, administrative staff, parent coordinator and staff were surveyed verbally to assess written translation and oral interpretation needs for the school community. Additionally, parent responses to preferred language of contact included on the Home Language Survey is also used to address the linguistic needs of the parent community when preparing communications about school activities. The Home Language Surveys are on file and information is collected from these documents and is also available on the RPOB report on ATS. The Pupil Accounting Secretary also sends a Parents Preferred Language Form home which surveys parent language preferences for written and oral communication with the school. This information is placed in ATS for easy access and retrieval.

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.

The major findings revealed a need for written translation and oral interpretation in Spanish, Arabic and Chinese. The total numbers for each language collected from the above informational documents is as follows descending order(Spanish 165, Arabic 41, Chinese 16, Cantonese 3, Mandarin 3, Bengali 6, French 4, Albanian 3, Hebrew 3, Japanese 3, Vietnamese 2, Urdu 2, Bulgarian 1, Korean 1, Pashto 1, Russian 1, Slovak 1, Slovenian 1, Thai 1). These findings will be shared with the school community by formulating lists of students including the home language of parents and their translation/interpretation needs. The lists will be distributed to each staff member with a master list to be maintained in the main office.

Part B: Strategies and Activities

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

Timely provision of translated documents to parents is ensured through weekly discussion by the principal. A weekly list of anticipated translation needs will be noted on a calendar in written form or on a computerized schedule. The payroll secretary is the point person for translations in Spanish and receives assistance from the Parent Coordinator, and the PTA officers. Parents require written translation a for written and cyber communication. The information communicated may include but is not exclusive to information related to student progress, student assessments, grade standards, parent-school accountability, educational options, school based student interventions as well as school events and information related to health issues. Other written translation services will be provided to disseminate signs, notices and flyers about school events . Additional translation may be provided for the Principal's Monthly Newsletter, K-8 curriculum outlines, information about interim and standardized assessments, promotional standards, and the monthly academic school year calendar. Written translation services will be provided by a combination of DOE

translation/interpretation services, outside vendors (in the case of low incidence languages) as well as by school staff and/or parent volunteers.

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

Oral interpretation services will include but will not be exclusive to the following activities: Spanish, Arabic and Chinese and other language interpretation for Open House, Curriculum Nights, Parent/Teacher Conferences, individual P/T conferences which occur before, during and after school between administrators or staff, and for meetings and workshops which relate to parental support for their child’s educational progress and oral translation at PTA meetings. Oral interpretation services will be provided by the DOE Translation and Interpretation Unit, staff members, outside vendors and parent volunteers.

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

The Parent Bill of Rights which notifies parents of their rights to translation and interpretation services has been placed in all applicable languages in the Parent Coordinator’s office, Room 109, in the school. Parents have been notified of the availability of this document in their home language. Instructions on how to obtain translation/interpretation services are also available in the Parent Coordinator’s office. Signs in the applicable languages indicating the availability of translation/interpretation services are clearly posted on the bulletin board in the main entrance of the school as well as on the PTA bulletin board located in the rear corridor on the first floor. The Parent Coordinator regularly informs parents of the above

information in the monthly newsletter. Parents are advised to contact the Parent Coordinator, Zaida Cosme in room 109 or the secretary in charge of translation, Elizabeth Fernandez, in the main office for information about translation/interpretation services.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	322,711	158,811	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,227		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		1,588	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	2,500		

5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		7,940	
6. Enter the anticipated 10% set-aside for Professional Development:	41,055		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		0	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year:
100%

9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.
 We will invite a Human Resources representative and UFT licensing and certification representatives to come into the school to talk to staff about their certification requirements. We will also have mentor teachers help new teachers and other become informed of what they need to do in order to fulfill all of their requirements to be highly qualified teachers.

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

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental

involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

TILTE 1 SCHOOL PARENTAL INVOLVEMENT

PS/IS 111 agrees to implement the following statutory requirements:

- **The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents participating children.**
- **The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.**
- **The school will incorporate this parental involvement policy into its school improvement plan.**
- **In carrying out the Title 1, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with English proficiency, parents with disabilities, and of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.**
- **The school will involve the parents of children served in Title 1, Part A programs in decisions about how the 1 percent of Title 1, Part A funds reserved for parental involvement is spent.**
- **The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:**
- **Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-**
- **that parents play an integral role in assisting their child's learning;**
- **that parents are encouraged to be actively involved in their child's education at school;**
- **that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such those described in section 1118 of the ESEA.**

- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How the School Will Implement Required Parental Involvement Policy Components

1. PS/IS 111 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions.) PTA meeting, family math night, book fairs, ELL workshops and Family Fridays.

2. PS/IS 111 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.) The use of Powerpoint presentation, and enlarged publication.

3. PS/IS 111 will coordinate and intergate Title 1 parental involvement strategies under the following other programs: Targeted and Universal Pre-K, by: Learning Leaders, EPIC workshops for parents, Literacy workshops and ESL workshops

4. PS/IS 111 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.(List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play) SLT and parents are equally involved.

5. PS/IS 111 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities especially described below:

a. The school will provide a workshop for parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph-

i. the State's academic content standards

ii. the State's student academic achievement standards

iii. the State and local academic assessment including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.) Math and Literacy workshops, Parenting workshops, Parent-Teacher conferences and Family Friday.

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

c. The school will take the following actions to ensure that nformation related to the school and parent-programs, meeting, and

other activities, is sent to the parents of participating children in a language the parents can understand: (List actions.) Multilanguage letters to parents, multilanguage school messenger and translators at meetings.

III. Discretionary School Parental Involvement Policy Components

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

- providing necessary literacy training for parents from Title 1, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities to enable parents to participate in school-related meetings and training sessions;
- encourage parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement:
- developing appropriate roles for community-based organizations and businesses, in parental involvement activities, and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title 1, Part A programs, as evidenced by the Student Handbook. This policy was adopted by the PS/IS 111 on 11/15/09 and will be in effect for the period of the 2009-2010 school year. The school will distribute this policy to all parents of participating Title 1, Part A children on or before 11/31/09.

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

School Responsibilities

PS/IS 111 will:

- **Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.**
- **Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.**
- **Hold an annual meeting to inform parents to be involved in Title 1, Part A programs, and to explain the Title 1, Part A requirements, and the right of parents to be involved in Title 1, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title 1, Part A programs (participating students), and will encourage them to attend.**
- **Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.**
- **Provide to parents of participating children information in a timely manner about Title 1, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.**
- **Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.**

Parent Responsibilities:

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom, cafeteria, class trips, and extracurricular activities.
- Participating, as appropriate, in decisions relating to my children's education.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title 1, Part A parent representative on the school's School Improvement Team the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

We will provide opprotunies for all children to meet the State's proficient and advanced levels of student academic achievement.

Children will participate in:

- **Saturday Plus Program**
- **The Spelling Bee**
- **The Math League**
- **Pre-Algebra Class**
- **Attend Extended Day for Instructional Support and Enrichment**

2. Schoolwide reform strategies that:

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

Reading Recovery

Teacher's College Staff Developers - Labsites and Meetings

Extended Time Intervention/Enrichment

Saturday Plus Program

Pre-Algebra Class

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

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

Reading Recovery

Wilson

Extended Time

- o Help provide an enriched and accelerated curriculum.

Saturday Plus Program

Pre-Algebra Class

Extended Time Enrichment Classes

- o Meet the educational needs of historically underserved populations.

Grade Inquiry Teams

School Wide Inquiry Team

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

awareness/preparation, and the integration of vocational and technical education programs.

We will increase the amount and quality of learning time, such as extended time (8:00-8:50am 3 days/week) and after school programs.

- **Extended Time Program**
- **Cyberchase Program**
- **Theatre and Puppetry Program**
- **Violence Prevention Program**
- **Sports and Arts Program**

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

These programs will provide additional rich language experiences and reinforce concepts learned in school.

3. Instruction by highly qualified staff.

All our programs are instructed by highly qualified staff.

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

- **Teachers College**

- **Labsites and Meetings**
- **Outside Workshops**
- **Teacher Meetings**
- **Family Literacy Night**
- **Family Math Night**

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

- **Attend Hiring Fair**
- **Begin Interview Process early in the spring**
- **Screen student teachers in the building throughout the year**

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

ESL Parent Classes

Math Parent Class

Family Literacy Night

Family Math Night

Family Fridays

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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.

Social Worker, Family Worker and Parent Coordinator provide beginning of year transition workshops in addition to on-going parenting workshops throught the year.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Literacy and Math Coaches, teachers and administrators will upload data and review on a monthly basis.

Grade Inquiry Teams will monitor and assess student learning based on individual and small group instruction.

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.

- **Teachers will meet with administrators every 6-8 weeks to target and monitor students who are not meeting benchmark promotional critiera. Children will be referred to Academic Intervention Team for additional instructional support by a staff member who has been identified as having a strength or expertise in the area of need.**

- **Teachers will submit student assessments to identify and monitor student progress and achievement.**
- **Teachers will use data collected to assess needs of children and form small groups for instructional support.**
- **Teachers will review data collected with Grade Inquiry Teams, Literacy and Math Coaches and Administrators to gain a deeper understanding of student progress and plan the next steps to enhance student learning.**

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.

- Middle School Violence Prevention Program for students in grades 5-8. During after school program and in conjunction with Roundabout Theatre and Safe Horizons, students, guidance and residency artists will collaborate on a variety of scenarios that will prepare them for positive social interaction with peers and adults.
- During student council, advisory groups and service learning projects, students and staff will participate in activities that will reinforce healthy living choices in and out of school in addition to giving back to the community with service projects of interests.
- Students, administrators, parents and staff will collectively review food partnership policies to enhance healthy living, fitness growth and nutritional choices.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

N/A

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

N/A

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;

N/A

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

N/A

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

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;
N/A

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

7. Provide strategies to increase parental involvement; and
N/A

8. Coordinate and integrate Federal, State and local services and programs.
N/A

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher's role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. Vertical alignment is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas horizontal alignment refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

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

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

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

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

-English Language Learners.

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

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

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

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

- Our school continued to support an inquiry team to look at areas of concern from the feedback received in the grading process.
- SLT Committee discussed findings and ideas to address issues.

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?

Gaps in the Written Curriculum:

Our school continues to use the Teacher's College Reading and Writing Project Curriculum for both Reading and Writing across the grade levels. We use both the overview for mini-lessons and the Professional Development to plan Units of study. In addition, we assess students on an ongoing basis and attempt to move them forward in both reading and writing.

In addition to the ongoing assessment, teachers have used Assessment Pro to chart students assessment results so that teachers across the grades have access to a students progress. More and more emphasis is being put on this tracking and assessing student progress.

There has been little emphasis, in recent years, for teachers to math their work to state standards. Perhaps it has been thought that student's adequate performance on State Standardized tests would indicate an alignment to state standards. There has definitely been a strong push for students to perform well on State tests, and there has been progress in the strength of student performance on these tests.

Curriculum Maps

There has not been a clear articulation of skills to be mastered, strategies to be utilized, or student outcomes to be attained *by grade* level. Nor has there been a concerted effort, school wide, to attend to the expectation that students achieve mastery of skills by the end of one grade so that this mastery can be built upon by the work in the next grade. However, students have participated in units of study that have been taught across the grades, and do build on skills they have acquired to lift the level of their knowledge and abilities within a genre of reading and writing.

Our work has continued to be closely geared towards assessments to determine each student's level and to aggressively move the student along.

Taught Curriculum

The TC units of study usually offer more than one approach to take in teaching a unit. There has been some coordination between middle school grades so that each year is not an exact repeat. There is latitude for teacher experience and for the needs of the particular class each year. There is undoubtedly variation between teachers in the middle school. In the Elementary school, where there are more than one teacher teachig the same grade, planning is done by grade. However, teachers do collaborate across grade levels in order to prevent unnecessary repetition. There is emphasis on both reading and writing in our school, across the grade levels. There is less emphasis on speaking and presenting.

ELA Materials

Our school has an abundance of materials, but as mentioned in the findings, they are not all appropriate for use in terms of level and cultural relevance. This is an area that our school has worked to address for the last several years and in which we are making strides. In the upper grades, as students become more independent readers, they need access to books that are new.

Also, paper back books going through the hands (and book bags) of dozens of readers eventually wear out and need replacing. We have had difficulty re-supplying yearly. There are few materials that match the curriculum in the lower grades and even fewer materials for ELL's in the lower grades for classroom teachers.

ELL's

Instruction for ELL's in the middle school, particularly for students newly arrived and speaking almost no English, has been very difficult. They are put in general education classrooms for the majority of their day and are pulled out for a period each day with an ESL instructor. There has been in our school a general lack of awareness of the New York State Learning Standards for ESL among general education teachers.

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.

Our school made a concerted effort to raise the level of instruction for ELL's in the ELA classroom by contracting a series of lab site and round table instruction for teachers.

A discussion about the efficacy of having all day ESL instruction for beginning ELL's was considered by the SLT committee. Most were in favor but school funding cutbacks have made this idea impossible to institute in the 2009-2010 school year.

ELA teachers were responsible for creating a yearly curriculum binder by grade so that a new teacher would have a specific and useful curriculum to draw on.

1B. Mathematics

Background

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

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (Everyday Mathematics [K–5] and Impact Mathematics [6–8]) are aligned with the New York state content strands except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New

York state process strands for mathematics at all grade levels.

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

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

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

In order to assess whether this finding is relevant to our schools educational program we plan to do two things. We plan to look at the specific curricula and any supplemental materials we are using to see if they are aligned with the content standards and process standards. We also plan on reaching out to teachers across grade levels to see how they are interpreting and implementing these standards in their classrooms. Teachers will be asked if their assessments are aligned with both content and process standards. While reading out to teachers we will ask them how deep they teach concepts in their classrooms.

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?

As a middle school using Impact Mathematics (6-8) and as an elementary school, using Everyday Mathematics, we recognize that there is more time and attention placed on the content standards. During planning we look at the city and state content standards with little attention to the process standards. This results in a few holes in our instruction regarding the process standards. However, the curriculum activities and other activities that we do with our students naturally use problem solving, reasoning and communication skills. Also knowing the importance of good student performance on the State test teachers tend to focus on whether the students understand the concepts as they are competing with time

and a lot of content to cover. This time pressure can also prevent teachers from diving deep into some concepts. Teachers are still struggling to go into to depth on new content because many students lack strong basic skills and prior knowledge.

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.

As a school the teachers must be proactive in getting to know the process standards as well as they know the content standards. They need to take a close look at the curriculum and what they are actually doing in their classrooms and determine what they are covering and identifying the gaps and standards that are being left out. These findings then need to drive planning and instruction throughout the year. Teachers should be aware of what content and process standards they are covering in each lesson and activity so that they can properly assess the students and see if they are meeting the expectations of the grade level.

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

- Principal and AP, along with the Teachers College ELA coaches participated in learning walks. The findings from these learning walks were then communicated to the school leadership team.
- SLT addressed the findings.
- New teachers were matched with experienced teachers to serve as mentors.

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?

- The use of a mini-lesson at the beginning of a class or instructional period is wide spread in our school, as are the practices of "read aloud" and "modeling". We have pushed to minimize the time spent in whole group instruction and we have ongoing aspirations to do more small group differentiated instruction.
- Teachers are given a benchmarks calendar at the beginning of the year and required to turn in lists of the small instructional groups they have formed for guided reading or for strategy work.
- One very positive change this year is a fully staffed Special Education category serving the needs of Setts students in thier classrooms regularly.

- Difficulties arise from inexperienced teachers and many struggling students in any one class.

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.

- TC lab-sites and coaches bring a wealth of ongoing training and new ideas into our school.
- Professional Development and TC workshops allow teachers to continually refresh their teaching practices and turnkey information to colleagues.
- Grade and Subject meetings help teachers share ideas.
- 7th and 8th grade transition to Humanities brings workshop model to one subject area in the middle school.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8

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

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

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

In order to assess this finding in our school we will observe our classrooms through learning walks and have discussions with our staff about their instruction. We will take a look at our plans and determine whether our activities and lessons are direct instruction or inquiry/hands-on based. We will also take note on student engagement and in what ways are students being engaged in our classrooms through observations. Teachers will also be interviewed about their use of technology in their math instruction. We will look for patterns throughout the school and differences across the grade levels.

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

Applicable Not Applicable

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

Based on our observations and through talking with teachers we find this key finding relevant to our school. Direct instruction is a method that is used in many of our classrooms, as it is part of the workshop model; however, we do also use other methods of teaching such as small group, parallel teaching and individual instruction. Lessons from the teachers guides and teacher created lessons encourage students to participate in hands-on inquiry activities. Direct instruction is used when introducing new concepts and when teaching large groups when management is a concern. The trend in student engagement is that it lowers slightly as the grade level increase, but overall student engagement is good. Technology use for mathematics is very low, but seems to be greater at the middle school level where teachers use web resources during instruction to demonstrate math concepts and for student practice.

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.

In order to utilize best teaching practices other than direct instruction teachers will engage in teacher meetings and intervisitations throughout the school so teachers can discuss and observe best teaching practices and strategies with their colleagues. To address student engagement teachers will observe which students are consistently not engaged and try to determine why. If it is due to a lack of understanding activities and instruction can be modified. If it is due to activities not being challenging enough the same modifications can be made. Teachers will further differentiate instruction to meet their students needs and so that it is accessible for every child. Teachers must also make efforts to get to know their students as a whole person and what motivates them academically and socially. Teachers need further instruction and training on the various modes of technology and how to integrate them into their instruction and as a tool for independent student practice and learning.

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

The School Leadership Team will look at a staff organization sheet from year to year to determine the number of turnovers there were and how many new teachers joined the staff. During the month of May teachers will fill out preference sheets to inform the administration if they plan to return for the following year and their grade preference.

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?

After looking at our staff organization it was determined that there was only two teachers turnovers from the 2008/2009 to the 2009/2010 school year.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT - ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

The Inquiry Team assessed ELLs in the area of nonfiction reading and writing as well as our special education students in mathematics.

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?

The inquiry team found that Ells were showing progress on informal assessments, but then fell short on State Standardized testing. They determined that it was an issue that needed to be addressed.

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.

The ESL team is aware of QTEL training and has attended some of the sessions. They will plan to share the materials with the wider teaching staff at after school sessions. It would also be valuable for classroom teachers to attend workshops; however, our school would need additional funds to pay for training more teachers.

KEY FINDING 5: DATA USE AND MONITORING - ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

The Inquiry team will assess by consulting the teaching 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?

Through discussions with teachers it is evident that teachers are not made aware of the most recent test results and the histories of their ELL students.

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.

The ESL team will meet with classroom teachers at a faculty meeting and explain the NYSESLAT and show findings for current students. Once teachers are updated on the status of students they can create plans to address students needs and insure student progress.

Teachers will also attend QTEL trainings or other professional developments. Financial support is needed to send teachers on series of meaningful workshops.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT - SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

Teachers will be consulted about their familiarity and level of knowledge about the IEP's and instructional approaches and modifications for students with disabilities. We will observe how modifications and accommodations are being made in the classrooms. Teachers will be asked whether they are in possession of all their students IEP's. The SLT will then engage in discussions and their findings.

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?

Teachers are not always given all the IEP's by the special education teachers or service providers at the beginning of the school year therefore they are not informed of the individual needs, goals, and modifications for each student immediately. In response, the school family worker manages a system to keep track of the distribution and organization to this problem, of school wide IEP's. This can be due to not getting IEP's for transfer students from other schools and due to a shift in personnel staff and school psychologist. Teachers do have access to this information and do eventually receive it or seek it out. Even if teachers have their IEP's, no all teachers are familiar with the structure of an IEP in general. Other than annual reviews, teachers and service providers do not often engage in conversations specifically about accommodations and modifications that would help students with disabilities in their classrooms. Structure or set times are also not in place to allow for these conversations to occur, but it is also not occurring naturally. Also, the school has had some difficulty in finding and hiring qualified special education teachers who are sufficiently trained and experienced to work with special education students.

Our school had faced several problems. Last school year we were short staffed of Special Ed. teachers, requiring them to be stretched so thin as to make serious service to students difficult. Another problem is teacher turnover. And a third is a shortage of trained, knowledgeable Special Ed. teachers. As of fall '09, Special Education has been offered and provided, with a focus on the content of IEP's and guidelines for writing the new 'smart' goals. Lastly, many of the Special Ed and Specialists teachers do not receive the same PD as Gen Ed teachers to update their skills and approaches to teaching Literacy. This can confuse rather than help a vulnerable group of special needs students.

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

Our school has trained various teachers on various training programs and has done professional development and has done professional development around issues of writing IEPs for Special Ed teachers and has also done professional development for General Ed teachers concerning the accommodations and modifications to which students are entitled. Additionally, trainings have focused on the need for General Ed. teachers to familiarize and update themselves on the specifics of each child's IEP. However, our school could use additional support finding and hiring experienced Special Ed. teachers. Offering program support to mentor new Special Ed. teachers in schools such as ours would be beneficial. Perhaps assigning new Special Educators to experienced colleagues as mentors. The numbers of struggling students and Special Ed. students continue to grow.

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

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

Please respond to the following questions for Key Finding 7:

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

We will consult with the Special Ed. teachers and service providers about the types of goals and accommodations on the IEPs of our students. Every year classroom teachers will review their IEPs to determine whether they are implementing the classroom environment/strategies to meet the goals of their students.

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?

Specific accommodation and modifications about the classroom environment and instruction are not explicitly stated on IEPs; however, classroom teachers do modify instruction to help students with disabilities meet their goals. The accommodations and modifications that are

explicitly stated on the IEPs of our students are usually in relation to testing situations such as, double time, time and a half, separate location, and questions read aloud. A variety of teaching strategies such as parallel teaching, small group instructions, and individual instruction, are used in all of our classrooms. We use these teaching strategies to meet the needs of our students with disabilities as well as our struggling students. We recognize that the goals written on the IEPs of our students are not directly aligned to the grade level start tests. The goals are designed specifically based on the individual child's needs. In addition to working to help students achieve their individual goals, we use instructional strategies to ensure that our students are prepared for grade level state tests.

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

Special Ed teachers and service providers, especially new staff, need professional development and training on writing accommodation/modifications other than for testing. Currently our Special Ed. Pd focus is to write meaningful IEPs that include academic management needs that provide supports in the classroom environment. IEPs need to be revisited and revised to include instructional and classroom environment modifications. Classroom teachers should also be trained in different instructional strategies that will help students achieve success in their classrooms. Related service providers, Special Ed. teachers and classroom teachers will collaborate to ensure that when writing goals, grade level standards are taken into consideration, and so that teachers are better aware of which specific strategies should be used in the classroom to meet IEP goals. This collaboration will ensure that what is happening in the classroom is linked to what is indicated the IEPs of the students.

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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

Part A:

For Title I Schools

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

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

Counseling with the SAPIS, Academic Intervention Services, Extended Time Attendance, Middle School Advisory Groups, Mentoring, Everybody Wins - Power Lunch

Part B:

For Non-Title I Schools

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

N/A

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

N/A

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

N/A