



**PS 128M  
THE AUDUBON SCHOOL**



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

**SCHOOL: 06M128**

**ADDRESS: 560 WEST 169 STREET, NEW YORK, NY 10032**

**TELEPHONE: 212 – 927 - 0607**

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**SECTION I: SCHOOL INFORMATION PAGE**

SCHOOL NUMBER: PS 128M SCHOOL NAME: THE AUDUBON SCHOOL

SCHOOL ADDRESS: 560 WEST 169 STREET, NEW YORK, NY 10032

SCHOOL TELEPHONE: 212-927-0607 FAX: 212-781-8002

SCHOOL CONTACT PERSON: ROSA ARGELIA ARREDONDO EMAIL ADDRESS: RARREDO@SCHOOLS.NYC.GOV

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	<u>DEBRA IMBRIALE</u>
PRINCIPAL:	<u>ROSA ARGELIA ARREDONDO</u>
UFT CHAPTER LEADER:	<u>MARIE ANDINO</u>
PARENTS' ASSOCIATION PRESIDENT:	<u>DELIA FLORES and SEVERINA CASTILLO</u>
STUDENT REPRESENTATIVE: (Required for high schools)	<u>N/A</u>

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

DISTRICT: M - 06 SSO NAME: INTEGRATED CURRICULUM & INSTRUCTION, LSO

SSO NETWORK LEADER: MARLENE WILKS

SUPERINTENDENT: MARTHA MADERA

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

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

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
<b>ROSA ARGELIA ARREDONDO</b>	*Principal or Designee	
MARIE ANDINO	*UFT Chapter Chairperson or Designee	
Delia Flores Severina Castillo	*PA/PTA President or Designated Co-President	
Daniel Leopold	Member/Pre-K & Clusters	
Mildred Olivo	Member/K & 1 <sup>st</sup> Grades	
Iris Antonetty	Member/2 <sup>nd</sup> & 3 <sup>rd</sup> Grades	
Lisette Urena	Member/4 <sup>th</sup> & 5 <sup>th</sup> Grades	
Fatima Saab	Member/SPED	
Debra Imbriale	Member/Out of Classroom	
Yolanda Encarnacion	Member/Paraprofessionals	
Lillian Cordero	Member/Parents	
Olga Taveras	Member/Parents	
Tanya Robinson	Member/Parents	
Kimberly Gonzalez	Member/Parents	
Angelica Fernandez	Member/Parents	
Nicanora Velasquez	Member/Parents	
Cecilia Rojas	Member/Parents	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

## SECTION III: SCHOOL PROFILE

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

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

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### *PS 128's Vision and Mission Statement*

**PS 128M's vision is to educate the whole child while instilling a passion for life long learning. We believe that all students have the immense capacity to achieve high standards of academic excellence and to flourish into responsible and resourceful citizens.**

**The PS 128M learning community, consisting of the staff, parents and community based organizations, will work collaboratively to create a safe and nurturing child-centered environment in which students' cultural experiences, physical, social and emotional development are integrated with the educational process. We will provide our students with all available tools and resources to foster critical thinking skills in order to empower them to be contributing, responsible future citizens of their community as well as be able to compete in the changing global economy.**

PS 128M strives for academic excellence. The staff, parents and community are committed to collaboratively raising students' achievement and to meeting State Standards. PS 128 M has been identified as a school in Restructuring (Year 1) – Focused on English Language Arts for Students with Disabilities (SWD) on the NCLB/NYSED accountability status report. As such, we have made a dramatic change to the services and support provided to our Students with Disabilities (SWD) and English Language Learners (ELL) through our Restructuring Plan.

Clear expectations and academic rigor under the Principles of Learning remains our key focus areas for all instruction. A standard and research based literacy program that includes a ninety-minute block is implemented in grades Pre-K through 5. Leveled classroom libraries in grades Pre-K through 5 are used to support the literacy curriculum as well as all content areas. The mathematics curriculum includes manipulative materials, games, small group activities and the use of supplemental programs for intervention. This includes problem solving processes and application of mathematical concepts to real life situations. Students are exposed to various writing genres and the craft of writing through the writing curriculum. Writing in all content areas is also emphasized for all students. Ongoing informal assessments are administered to support flexible grouping. Diagnostic prescriptive instruction based on data analysis is provided to meet our students' needs. All mainstream curriculum and programs are paralleled in Bilingual and Special Education classes.

The School Leadership Team (SLT) consists of representatives from each constituency of the school community. Its main responsibility is to provide guidance and participate in the decision making process which impacts and monitors instructional programs. School teams are established to support and facilitate collaboration and unity in the school community. The Professional Development (PD) Team, consisting of the Principal, Assistant Principal, coordinators, and teachers plan and monitor the school's comprehensive and differentiated PD plan which includes ongoing workshops, make and take, planning sessions, peer coaching, classroom demonstrations, inter-class visitations, lab-sites and in-service courses. The Child Study Team (CST) which includes the Principal, Coordinators,

guidance counselors, family workers, clinicians, Community Based Organization (CBO) members, the parent coordinator, as well as pedagogical staff, provides an intervention plan of support for students with social, emotional and academic needs.

Parent outreach focuses on family literacy, parenting skills, parent leadership and enhancing their knowledge of community resources. The parent coordinator facilitates all parental involvement components that include participating in the SLT, school events/programs, Parents' Association activities and meetings, the school volunteer program, weekly workshops, school committees as well as adult education classes.

PS 128M has and continues to be focused on providing each child with optimal learning opportunities in order for them to become future contributing citizens. More importantly, we emphasize on creating a warm and motivating culture for all students, staff and parents. This goal will be attained by our dedicated professionals through ongoing collaboration.

**SECTION III – Cont'd – TO BE ENTERED BY NYS****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				
<b>School Name:</b>	P.S. 128 Audubon			
<b>District:</b>	06	<b>DBN #:</b>	06M128	<b>School BEDS Code #:</b> 310600010128

DEMOGRAPHICS									
<b>Grades Served in 2008-09:</b>	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended</b>					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	18	32	36		93.7%	93.1%	94.3%		
Kindergarten	110	85	107						
Grade 1	144	137	114	<b>Student Stability: % of Enrollment</b>					
Grade 2	148	140	125	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	161	152	119		94%	92.1%	94.4%		
Grade 4	161	152	119						
Grade 5	144	148	153	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	0	0	0		2006-07	2007-08	2008-09		
Grade 7	0	0	0		87.7%	84.2%	89.6%		
Grade 8	0	0	0						
Grade 9	0	0	0	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	0	0	0		4	20	22		
Grade 12	0	0	0						
Ungraded	1	3	0	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2006-07	2007-08	2008-09		
Total	887	817	782		29	24	27		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes	51	38	46						
No. in Collaborative Team Teaching (CTT) Classes	14	18	24	Principal Suspensions	18	34	12		

DEMOGRAPHICS							
Number all others	59	54	50	Superintendent Suspensions	5	3	3
<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(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	N/A	N/A	N/A
# in Trans. Bilingual Classes	265	241	228	Early College HS Participants	N/A	N/A	N/A
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	183	147	105	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	93	91	87	(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	64	74	74
				Number of Administrators and Other Professionals	10	10	8
<b>Overage Students: # entering students overage for grade</b>				Number of Educational Paraprofessionals	15	15	13
(As of October 31)	2006-07	2007-08	2008-09				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	100%	98.6%	100%
American Indian or Alaska Native	0.1%	0.1%	0%	Percent more than two years teaching in this school	81.3%	70.3%	72.6%
Black or African American	3.7%	4.5%	5.0%	Percent more than five years teaching anywhere	78.1%	71.6%	72.6%
Hispanic or Latino	94.2%	93.4%	92.8%				
Asian or Native Hawaiian/Other Pacific Isl.	1.2%	1.1%	1.3%	Percent Masters Degree or higher	94.0%	86.0%	90.0%
White	0.7%	1%	1%	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.4%	96.9%	97.2%
Multi-racial	0%	0.9%	0.9%				
<b>Male</b>	51.8%	52.0%	49.9%				
<b>Female</b>	48.2%	48.0%	50.1%				

2008-09 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	
<b>Years the School Received Title I Part A Funding:</b>	<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						
<b>SURR School:</b> Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, area(s) of SURR identification:				
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>						
<input type="checkbox"/>	In Good Standing	<input type="checkbox"/>	Improvement – Year 1	<input type="checkbox"/>	Improvement – Year 2	
<input type="checkbox"/>	Corrective Action – Year 1	<input type="checkbox"/>	Corrective Action – Year 2	<input checked="" type="checkbox"/>	Restructured – Year _1_	
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.						
<b>Individual Subject/Area Ratings</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
	ELA:	PFR		ELA:		
	Math:	IGS		Math:		
	Science:	IGS		Grad. Rate:		
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>						
<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
	ELA	Math	Science	ELA	Math	Grad. Rate
<b>All Students</b>	AYP	AYP	AYP			
<b>Ethnicity</b>						
American Indian or Alaska Native	-	-	-			
Black or African American	-	-	-			
Hispanic or Latino	AYP	AYP	AYP			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-	-			
Multiracial	-	-	-			
<b>Other Groups</b>						
Students with Disabilities	X	AYP	AYP			
Limited English Proficient	SH	AYP	AYP			
Economically Disadvantaged	AYP	AYP	AYP			
<b>Student groups making AYP in each subject</b>						
<b>Key: AYP Status</b>						
<b>AYP</b>	Made AYP	<b>X</b>	Did Not Make AYP		Did Not Make AYP Due to Participation Rate Only	
<b>SH</b>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status			
Note: NCLB/SED accountability reports are not available for District 75 schools.						

<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>			
<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	<b>A</b>	<b>Overall Evaluation:</b>	<b>Well Developed</b>
<b>Overall Score</b>	<b>87.2</b>	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	<b>Well Developed</b>
School Environment (Comprises 15% of the Overall Score)	<b>9.9</b>	Quality Statement 2: Plan and Set Goals	<b>Well Developed</b>
School Performance (Comprises 30% of the Overall Score)	<b>19.6</b>	Quality Statement 3: Align Instructional Strategy to Goals	<b>Well Developed</b>
Student Progress (Comprises 55% of the Overall Score)	<b>49.4</b>	Quality Statement 4: Align Capacity Building to Goals	<b>Well Developed</b>
Additional Credit	<b>8.3</b>	Quality Statement 5: Monitor and Revise	<b>Proficient</b>
<i>Note: Progress Report grades are not yet 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?
- 

PS 128 M has been identified on the NCLB/NYSED accountability status report as a school in Restructuring (Year 1) – Focused on English Language Arts, specifically for the Students with Disabilities (SWD) cohort based on the 2009 ELA scores. The English Language Learners (ELL) cohort also failed to meet the AYP, but met the Safe Harbor.

### **- What student performance trends can you identify?**

In 2009, 376 students in grades 3, 4, and 5 took the **NYS ELA**, compared to a total of 404 students in 2008. In 2009, of the 376 students tested, 40 students (10.63%) achieved a level 1; 115 students (30.59%) scored a level 2; 210 students (55.85%) achieved a level 3; and 11 students (2.92%) achieved a level 4. The winter 2008 test scores showed 54 (13.36%) level 1 students; 137 (33.91%) level 2 students; 209 (51.74%) level 3 students and 4 students (.99%) achieved a level 4. A comparison of these results shows a decrease in levels 1 and 2, of 2.73% and 3.32%, respectively, as well as a 4.12% increase in level 3, and an increase of 0.56% in level 4. This is the same pattern of incremental growth in levels 3 and 4 and the decrease we have seen in levels 1 and 2 over the last three years. We have also seen a decrease in the total number of students tested each year.

A careful review of the ELA (grades 3-5) item bank analysis indicates that our current 2009 level 1 and level 2 students are deficient in the area of comprehension, specifically, main idea, details and author's purpose. We have seen an improvement in the area of vocabulary as in comparison to our 2008 ELA where vocabulary was one of our greatest areas of need.

Further analysis of the ELA results for 2009 indicates that out of the 40 students (grades 3-5) that obtained a level 1, **31 were ELLs**; 22 of those 31 are also SWDs. Of the 31 Level 1 ELLs, 9 are in bilingual classes; 7 of them have been in an English language school system for 3 years and 2 students for 4 years; a total of 14 ELLs with level 1 had also obtained a level 1 in the 2008 ELA. A similar noticing was made with the **Students with Disabilities (SWD)**. Of the 28 SWD that obtained a level 1 (in 2009), 18 were in Self-contained (SPED) classes; the reminder are in either Collaborative Team Teaching (CTT) settings, or in Mainstream settings with related services.

A careful analysis of our **SWD ELA** data shows that a total of 86 SWDs were tested in grades 3-5 in 2009. Our current SWD population scored as follows: 28 (32.56%) students at level 1; 38 (44.18%)

students at level 2; 20 (23.26%) students at level 3; and no students obtained a level 4. In 2008, 82 SWDs in grades 3 -5 took the ELA test. Out of 82 students, 33 (40.24%) students obtained a level 1; 31 (37.81%) students scored a level 2; and 18 (21.95%) obtained a level 3; and no students obtained a level 4. We notice a decrease in the number of students scoring in levels 1 as well as an increase of levels 2 and 3. However, despite the decrease of level 1's, over one third of the total SWD cohort is still obtaining a level 1 in the ELA.

In the 2009 ELA Assessment, we tested a total of 168 **English Language Learners (ELL)** students in grades 3, 4 and 5. Of the total tested, 31 (18.45%) of our students achieved a level 1; 82 (48.81%) of our students achieved a level 2; 49 (29.17%) of our students scored a level 3; and 3 (01.78%) of our students scored a level 4. Although we see incremental improvement in the ELA scores of our ELL students we still need to continue supporting this cohort.

In the Spring 2009 a total of 361 ELL students took the **NYS English as a Second Language Achievement Test (NYSESLAT)** to determine their English proficiency performance. Of the total tested in the reading and writing strand 26.04% scored at the Beginning level, another 26.04% scored at the Intermediate level, 31.86% scored at the Advanced level and 16.07% scored at the Proficient level. In the strand of listening and speaking students in grades K-5 performed as follows: 3.88% scored at the beginners level; 11.91% scored at the intermediate level; 29.09% scored at the advance level; and 54.02% scored at a proficient level. We noticed that our ELL students in grades K-5 have scored at a higher proficiency level in the stands of listening and speaking as opposed to the reading and writing strands.

**An analysis of our DIBELS results for the 2008-2009 school years shows student trends for each of the assessed critical skills:** Out of a 108 kindergarten students 34% were at benchmark level in the beginning of the school year in Letter Naming Fluency (LNF). By June 2009 we had 50% of those students at or above benchmark. We showed an increase of 16% (benchmark goal increased from 8 to 40 letters per minute). In Non-sense Word Fluency (NWF), out of 118 1<sup>st</sup> grade students, 37% were at benchmark level at the beginning of the school year; by the end of the year, there were 71% at or above benchmark, showing a 34% increase (benchmark goal increased from 24 to 50 words per minute). Out of 121 2<sup>nd</sup> graders 54% met benchmark at the beginning of the school year in Oran Reading Fluency (ORF) and by June 2009, 61% met or were above benchmark level, showing an increase of 7% (benchmark goal increased from 44 to 90 words per minute). In grade 3, 130 students were tested; 46% met benchmark at the beginning in ORF and 45% by the end of the school year. This is a decrease of 1% (benchmark goal increased from 77 to 110 words per minute). Students in grades K and 1 have shown a significant growth in their ability to be fluent with basic phonic skills. Students in grades 2 and 3 began the year with approximately 40% mastery. Grade 2 has shown slight growth and grade 3 had a slight decrease. We are aware that the goal increases throughout the year, but we are concerned that the students are not mastering these goals.

The end of the 2009 school year results in **E-CLAS 2** were as follows: 108 kindergarten students tested: in Phonemic Awareness, 43.52% mastered grade level expectations; in Alphabetic Recognition only 38.89% of students met benchmark; in Reading Accuracy 55.58% of students were at or above grade level; and in Writing we had 60.19% met mastery. Overall about half of our Kindergarten population met end of year grade level expectation. In first grade 118 students were tested: in Phonemic Awareness (PA) 76.25% mastered grade level expectations; in Alphabetic Recognition only 58.47% of students met benchmark; in Reading Accuracy 62.74% of students were at or above grade level; and in Writing 55.93% met mastery. First grade showed a large number of students meeting mastery of early development skills in the area of PA and reading accuracy. While only a little over 50% of the grade met mastery in the area phonics and writing development. For second grade 121 students were tested indicating: in Decoding 47.93% met the benchmark, while in Sight Word recognition 44.63% of students meet the benchmark; in Reading Accuracy, 65.29% met

grade level expectations but only 61.98% were able to meet mastery in reading comprehension; in Writing 65.29% met benchmark. 130 students were tested in 3<sup>rd</sup> grade: in Decoding, 67.69% met the benchmark; in Sight Word Recognition, 38.46% met the benchmark; in Reading Accuracy 65.38% met grade level expectations; only 61.34% met mastery in reading comprehension; in Writing 69.23% met benchmark. Closer analysis of grade 2 and 3 indicates that our students are able to decode and recognize sight words in context better than in isolation and despite gains in reading accuracy, they still struggle with comprehension.

In **2009**, 400 students took the **NYS Math Assessment**. Out of the 400 tested, 18 (4.50%) scored a level 1; 69 (17.25%) children obtained a level 2; 233 (58.25%) students scored a level 3 and 80 (20.00%) students obtained a level 4. By comparison in **2008**, a total of 422 students in grades 3-5 took the NYS 2008 Math tests with the following results: 40 (9.48%) students scored a level 1; 98 (23.22%) obtained a level 2; 231 (54.74%) scored level 3; and 53 (12.56%) obtained a level 4. A careful analysis shows that there was a decrease in levels 1 and 2, of 4.98% and 5.97%, respectively. We also noted an increase in of 3.51% in level 3 and a 7.44% increase in level 4. There is significant movement within each level with a drastic decrease of level 1s and considerable increase of level 4s. However, in examining the item bank analysis in grades 3-5, we noticed deficiencies in the areas of problem solving, number sense, measurement and geometry.

**-What have been the greatest accomplishments over the last couple of years?**

***As recommended in our latest Quality Review, we are now engaged in more in depth reflective practices. As a result, over the last two years, we have seen improvement in various areas:***

- Supervisory conferences with individual teachers to establish class goals based on data.
- More lesson plans reflect the teachers' use of data to plan instruction.
- The role of parents in helping students meet their goals is emphasized on an ongoing basis.
- More students are encouraged to participate in self reflective practices to address their role in meeting core curriculum standards.
- The ELL institute provides teachers with best teaching practices, such as scaffolding instruction, to address the needs of the English language learners.
- The needs of the SWD are being addressed by implementing the "Reading is Enlightening" (RIE) hour where the student to teacher ratio is lowered to facilitate individualized instruction.
- The school provides a welcoming and safe learning community to which students are happy to come for their education.
- The school collects a wide range of relevant data to support diagnostic prescriptive instruction.
- Through the RESO Grant, the school received smart boards for all our accelerated classes.
- There is strong collaborative and supportive culture among the teachers which leads to effective goal setting and planning.
- An active Parents Association works collaboratively with the Parent Coordinator and school staff members to keep parents well informed about students' progress and to enable them to support their children.
- Engaging school wide activities are designed to integrate the students' experiences.
- Management of resources by the principal maximizes the impact of instruction despite the reduced funding.
- Professional development is well planned and differentiated to meets teachers' needs, while the support given to new teachers is outstanding.
- The partnerships with community-based organizations are key elements in meeting the school's goals for the development of the whole child.
- The principal's vision is embraced by the school learning community via an effective distributive leadership system that provides equitable accountability and builds capacity.

- The Inquiry Team, a Chancellor's initiative, continues to embrace the mission of studying trends in assessment results of our ELLs and SWD, in order to improve teaching practices.
- A significant increase in the use of technology in the classroom to support all learners (laptop carts for every floor, smart boards available) enhances all content areas and PD.
- Our State report card and the NYC Progress report indicate that our student attendance exceeds the average for all city schools.
- Student work and progress is celebrated and highlighted through bulletin board displays, assembly presentations and monthly writing celebrations.
- The school has extensive events and activities to celebrate our students' success and to expose them to extracurricular experiences:
  - For the third time our school won the citywide Jeter Meter, resulting in a trophy award and a \$2,500 check that will be used to enhance our physical education program.
  - Compliance with the Asthma Free Zone School program in our continued search to improve our children's health.
  - Our Arts Department continues to foster music, dance, drama and visual arts. The arts are also supplemented by cultural trips, clubs, as well as the partnerships with American Ballroom Dance and the Sociedad Educativa de las Artes (SEA).
  - PS 128 Rainbow Dance Team won the Grand Finals for ballroom dancing in the Dance Team Matches in June; the students received a trophy and were highlighted in the Daily News.
  - PS 128's 8<sup>th</sup> Annual Health Fair taught our children and staff how to make healthy quick snacks, and alternative means of exercising through double-dutch jump rope, country line dancing, and social dancing.
  - K - 3 grade students participated in sensitivity and non-discriminatory lessons through puppetry.
  - Pr-K – 5 grade classes attended various cultural trips including museums, farms and Broadway shows.

**- What are the most significant aids or barriers to the school's continuous improvement?**

- Our SWDs have not been able to meet the AYP or Safe Harbor as measured by the NYS ELA.
- Continue to align the schools' cycle of monitoring and review with the periodic assessments schedule to include clear benchmarks for progress monitoring.
- PS 128M continues to have a high percentage of ELL's. We have 233 ELL students in Bilingual classes and 146 ELLs receiving ESL services.
- We still have a relatively high number of SWDs. There are 109 students with IEPs; 50 are in self-contained SPED classes and of those 50, 19 are in Bilingual SPED classes; 10 SWDs are in Collaborative Team Teaching (CTT) classes; the remaining students are in Mainstream classes and receive related services.
- Recent budget cuts have caused constraints in resources for intervention activities, after-school programs, and Saturday academies, as well as, restrictions on professional development opportunities for teachers.
- The increase in State and City mandates, as well as the increase in number of assessments and staff accountability requirements, has placed an additional burden on managing time effectively. Arranging time for common planning, data analysis, documentation and articulation among staff has become more challenging.
- The impact of the country's current economic status is even more prevalent in the low socio economic community of PS 128M.

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

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

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

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### **GOAL 1**

**By June 2010 students in the lowest third (Level 1 and low Level 2), in grades 3 -5 will show a 3% increase as measured by the 2010 NYS ELA Exam.**

### **GOAL 2**

**By June 2010, 2% of SWD in grades 3-5, will show an increase of at least 2 points in their scale scores as measured by the NYS ELA Assessment.**

### **GOAL 3**

**By August 2010, at least 3% of English Language Learners (ELLs) at each proficiency level in grades K-5 will progress to the next level as measured by the NYSESLAT (Beginners to Intermediate, Intermediate to Advanced, and Advanced to Proficient)**

### **GOAL 4**

**By June 2010 students in grades 3-5 will show a 2% increase in their scale scores as measured by the 2010 NYS Math Exam, as a result of their improvement in the areas of problem solving skills, number sense, geometry and measurement.**



	<ul style="list-style-type: none"> <li>• Teachers are given weekly common planning time to facilitate systematic use of best teaching practices</li> <li>• The PD team revisits the intervention plan for grades 3-5 on a monthly basis in order to ensure deficiencies are being addressed</li> <li>• Students in grades 3-5 have an opportunity to participate in the 50 minute, 3 times a week ETT Program for supplemental language arts instruction</li> <li>• Highly qualified teachers (HQT) in the Accelerated Classes in grades 3-5 provide above-grade level work, extended activities throughout the core content areas, integrated projects and additional experiences to enhance more in-depth learning opportunities</li> <li>• Ongoing professional development includes the analysis of a wide range of assessment tools in order to make informed decisions about content goals and strategies in the planning and the delivery of instruction</li> <li>• Teachers use class profile binders on a monthly basis as a tool to plan differentiated instruction in order to understand individual students' progress and outline clear expectations and press academic rigor, as well as to inform parents</li> <li>• Parent workshops include activities to support struggling readers and enhance advanced literacy skills and strategies that promote advanced learning opportunities</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Common planning time is scheduled to facilitate planning and articulation</li> <li>• Title 1 funds is used for consultants as part of professional development</li> <li>• The ICI support specialist supports professional development</li> <li>• FSF is used for per diems to facilitate the staff's participation in PD sessions</li> <li>• Schedules is modified as needed to accommodate training</li> <li>• SINI Grant is used to fund a Saturday Academy for ELA focused strategies</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Articulation Forms</li> <li>• Artifacts from Learning Walks (LW), and supervisory formal and informal observations</li> <li>• PARP Calendars and anecdotal notes/records of time students spend reading</li> <li>• Display of students work on bulletin boards and in portfolios</li> <li>• Content area writing samples collected and seen during Learning Walks</li> <li>• DIBELS progress report</li> <li>• Evidence of differentiated instruction and implementation of best practices</li> <li>• Periodic Acuity benchmark results</li> <li>• Ongoing Running Records</li> <li>• Monthly writing samples based on standardized rubrics</li> <li>• Exhibit of integrated and extended student projects</li> <li>• Teacher-made assessments and CLO assessments</li> <li>• Agendas and evaluation forms</li> </ul>

**SECTION VI: ACTION PLAN (CON'T.)**

**Subject/Area (where relevant):** Goal 2 - ELA – Students With Disabilities

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>After conducting our needs assessment, our administrative team and SLT has found continuous incremental growth in the number of levels 3 and 4 as well as a decrease in levels 1 and 2. As a result, we continue to improve teaching practices in order to increase SWD’s achievement.</p> <p><b>By June 2010, 2% of SWD in grades 3-5, will show an increase of at least 2 points in their scale scores as measured by the NYS ELA Assessment.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• The special education Academy, the Learning Institute for Thought (LIFT) continues in order to better address the needs of the SWD cohort</li> <li>• A SPED Coordinator monitors overall curriculum implementation, activities and professional development for the LIFT Academy.</li> <li>• Title 1 funding is used to hire specialized consultants for PD focused on differentiated instruction in reading and writing for LIFT Academy.</li> <li>• A SWD Institute will be established with the NSS from ICI, to aide our administrative team and SLT in re-examining best practices for literacy, focusing on comprehension skills</li> <li>• A Reading is Enlightening (RIE) 50 minute reading period includes a push-in intervention model scheduled for LIFT Academy classes in order to continue to address differentiated instruction and be able to provide intervention support for all SWDs</li> <li>• LIFT Academy students participate in a 45 minute, 5 day a week supplemental technology based intervention program, Fast ForWord, targeted at early reading skills such as phonemic awareness based on brain research.</li> <li>• LIFT Academy students receive focused and monitored intervention through use of programs such as CLO, Reading Rescue, Estrellita, Wilson, Voyager Passport/Pasaporte, Words Their Way, and Rewards</li> <li>• We will continue to seek grants that support researched-based programs for the SWDs</li> <li>• SWDs participate in the ETT program for supplemental instruction.</li> <li>• All classroom libraries include varied leveled books to support students’ individual reading levels while exposing them to different genres and a variety of content rich books</li> <li>• Teacher Teams meet to monitor the SWDs progress and explore varied strategies</li> <li>• Ongoing assessments include running records, periodic assessments, and conferences</li> <li>• PD for LIFT staff members focuses on methodologies to teach SWDs and best practices in planning differentiated instruction</li> </ul>

	<ul style="list-style-type: none"> <li>• The SPED Coordinator provides monthly parent workshops on SPED topics, such as IDEA, IEP's, Behavioral Plans, advocacy, differentiated instruction etc.</li> <li>• The school Inquiry Team's focus is comprehension skills (main idea and supporting details) in order to examine ELA teaching practices to improve students' reading comprehension skills</li> <li>• Teachers with SWD students participate in the ongoing ELL Institute, supported by the ISC LSO, to support best practices for SWD that are also ELLs</li> <li>• Training is provided to improve writing IEP SMART goals so that students can achieve educational benefit</li> <li>• The Administrative Team is re-evaluating the curriculum pacing calendars, schedules, and articulation time to better support the needs of SWD students</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Common planning time is be scheduled</li> <li>• Title 1 funds are used for consultants as part of professional development</li> <li>• The NSS from the ICI LSO provides professional development</li> <li>• FSF is used for per diems to facilitate the staff's participation in PD sessions</li> <li>• Schedules are modified as needed to accommodate training</li> <li>• SINI Grant is used to fund a Saturday Academy for ELA focused strategies</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Running records</li> <li>• Conferencing notes</li> <li>• Ongoing use of Data Binders and data walls</li> <li>• Data Meetings/Data Talks</li> <li>• Evidence of progress through data progress reports from Fast ForWord and CLO programs</li> <li>• Unit Tests</li> <li>• Improvements of ELA skills specifically comprehension skills as evidenced by periodic testing (Acuity)</li> <li>• Periodic Assessment Matrix</li> <li>• Articulation forms (intervention teacher support)</li> <li>• Quality of writing as measured by rubrics, monthly writing celebrations, and oral presentations</li> <li>• Evidence of the use of differentiated instruction strategies during instruction and planning as noted in formal and informal classroom observations</li> </ul>

**SECTION VI: ACTION PLAN (CON'T.)**

**GOAL 3: ELA – (ELL Cohort)**

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>After closely examining the NYSESLAT scores of our ELL cohort, our administrative team and SLT has found that there is a need to address every language strand (speaking, listening, reading and writing) at each proficiency level.</p> <p><b>By August 2010, at least 3% of English Language Learners (ELLs) at each proficiency level in grades K-5 will progress to the next level as measured by the NYSESLAT (Beginners to Intermediate, Intermediate to Advanced, and Advanced to Proficient)</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• ELL students in grades 2-5 are required to participate in a 3 day a week, 50 minute ETT Program to help improve their overall academic achievement by providing them with additional instruction and practice to support their listening, speaking, reading and writing strategies</li> <li>• ELL students in grades 2-5 participate in the ELL after school program, 3 times a week for a 60 minute period to address all strands of language acquisition and further develop listening, speaking, reading and writing skills</li> <li>• Targeted ELL students with Interrupted Formal Education (SIFE) are given with priority in our intervention plan during the day as well as during ETT to support daily English language development</li> <li>• All Bilingual and ESL classes include a language objective along with content area teaching points to support language development</li> <li>• 10 teachers participate in an ELL Lab Site that will meet twice per month to facilitate, and evaluate best teaching practices for ELL students</li> <li>• The ELL professional development plan includes monthly Learning Walks, inter-class visitations, grade meetings, Lab Site visits, and individual planning sessions in order to provide differentiated professional development</li> <li>• All classroom libraries include varied leveled books in different genres to support student's independent reading levels</li> <li>• The ELL/ESL Coordinator facilitates monthly parent workshops to provide parents with activities and strategies to support second language acquisition at home</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• All preventive and intervention resources are made available and assigned based on the needs of the ELL students</li> <li>• Funding from the Title 3 and ELL grants are used to provide professional development as well as after school programs for ELL students</li> <li>• C4E funding is allocated to support all programs and activities for ELL students</li> <li>• Time is scheduled to accommodate the continuation of the ICI ELL Institute</li> <li>• Title I funds is used to provide professional development</li> <li>• FSF is used for substitute teachers to allow staff attend off-site PD</li> <li>• Per-diem funds is used to release staff for PD</li> <li>• SINI grant allocations funds a Saturday Academy to support ELL Students in ELA</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Evidence of Tier 2 and Tier 3 vocabulary words through monthly Writing Celebrations and class work</li> <li>• Improvement of comprehension skills and vocabulary as evidenced by periodic assessments</li> <li>• Quality of writing and oral presentations through monthly Writing Celebrations</li> <li>• Classroom observations showing an increase in the use of ESL strategies during instruction and planning</li> <li>• Sample of student work in Students Portfolios</li> <li>• Artifacts gathered as part of Learning Walks</li> </ul>

**SECTION VI: ACTION PLAN (CON'T.)**

**Subject/Area (where relevant):** GOAL 4 – MATHEMATICS

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>After conducting a need assessment, the administrative team and SLT have found that there is a downward trend in the area of problem solving, measurement, geometry and number sense. As such, we must address these skills.</p> <p><b>By June 2010 students in grades 3-5 will show a 2% increase in their scale scores as measured by the 2010 NYS Math Exam, as a result of their improvement in the areas of problem solving skills, number sense, geometry and measurement.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Teachers conference with students on a weekly basis to enable them to take ownership of their goals and learning strategies</li> <li>• Teachers utilize ongoing assessment data to plan and differentiate instruction</li> <li>• Students are given daily opportunities to engage in hands-on activities</li> <li>• Teachers conduct daily guided math lessons in order to support students needs</li> <li>• Students participate in the ETT program for supplemental math instruction</li> <li>• Students have opportunities to use the CLO program to practice math skills</li> <li>• Teachers engage in cycled PD opportunities provided by the NSS through the ICI LSO</li> <li>• The Math Coordinator and grade leaders provide ongoing support through model lessons and immediate feedback</li> <li>• PD consultants work collaboratively with teachers in developing lessons in math</li> <li>• The school PD plan includes monthly Learning Walks, interclass visitations and planning sessions to evaluate and facilitate best teaching practices (think aloud, guided, etc.)</li> <li>• The Math Coordinator provides parent workshops at least twice a year to enhance math skills at home</li> <li>• PD emphasizes strategies to develop math vocabulary, modeling strategies, problem-solving, number sense, geometry and measurement.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• EDM Pacing Calendar</li> <li>• State Standards</li> <li>• EDM Curriculum</li> <li>• FSF funds secure consultants for on-going in-house PD and to allow teachers to attend offsite sessions</li> <li>• Math Steps as supplemental program</li> <li>• NYS Math Practice Assessments</li> <li>• SINI Grant is used to fund a Saturday Academy for Math focused strategies</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• EDM unit and chapter tests</li> <li>• EDM beginning, middle and end of year assessments</li> <li>• Acuity assessments</li> <li>• Student portfolios</li> <li>• Artifacts gathered during learning walks</li> <li>• Formal and informal observations made by supervisors</li> <li>• CLO Assessments</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

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

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

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

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

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

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

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

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

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS**

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	41	35	N/A	N/A	22	N/A	N/A	0
1	105	72	N/A	N/A	26			2
2	41	33	N/A	N/A	34			1
3	87	75	N/A	N/A	48			3
4	85	85	85	85	73			2
5	65	65	65	65	62			3
6								
7								
8								
9								
10								
11								
12								

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

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

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<ul style="list-style-type: none"> <li>✚ Reading specialists provide diagnostic prescriptive instruction for targeted students 3 to 5 times a week for 50 minutes during the school day</li> <li>✚ Paraprofessionals use Reading Rescue as part of the ETT program for 1<sup>st</sup> graders for 50 minutes, 3 times per week, and as part of the RIE period, 5 times a week</li> <li>✚ The ETT Program provide additional reading instruction for students in grades 1 – 5, 3 times per week for 50 minutes</li> <li>✚ Intervention includes a variety of resources for supplemental instruction; including, but not limited to: Words Their Way; Rewards; Wilson; Great Leaps; Voyager Passport, Fast ForWord, Project Support, Harcourt Brace (HB) Intervention and ELL Kits, Leap Frog, Leap Track, CLO, STARS, Pasaporte, Explore the Code, Estrellita resources</li> <li>✚ SWDs in grades K-5 grade receive intervention support as part of the “RIE” period 5 days a week for 50 minutes</li> <li>✚ All SPED classes also utilize Fast ForWord (a computerized intervention program based on brain research) twice a week for 50 minutes</li> <li>✚ ELL students in grades 1-5 receive supplemental instruction as part of the ELL after school program, twice a week for 1 and half hour.</li> <li>✚ The Project Support program provides at risk K ELL students additional support twice a week for 90 minutes in their language of instruction. Grade 1 in Bilingual classes will receive support twice a week for 90 minutes.</li> <li>✚ Targeted ELL students with Interrupted Formal Education (SIFE) will be prioritized in our intervention plan during the day as well as during ETT to support daily English language development, 3 times a week for 50 minutes</li> <li>✚ At risk students in grades 3 -5 participate in a 3 hour session Saturday Academy to support ELA and Math instruction</li> <li>✚ SWDs are given priority in all intervention programs, especially ETT, the ELL program and the Saturday Academy</li> </ul>
<b>Mathematics:</b>	<ul style="list-style-type: none"> <li>✚ Guided Math instruction is conducted as part of the EMD curriculum, 3 times a week for 30 minutes and supplemented by Math Steps</li> <li>✚ As a new initiate, all classes use math games to reinforce deficient skills once a week for 30 minutes</li> <li>✚ Cluster teachers support mathematical concepts as part of their specific program</li> <li>✚ CLO is used to support students’ needs by providing ongoing assessments and individual</li> </ul>

	<p>learning paths in classrooms as well as lab sites</p> <ul style="list-style-type: none"> <li>📌 The ETT program includes a three month cycle of supplemental math instruction, 3 times per week for 50 minutes</li> </ul>
<b>Science:</b>	<ul style="list-style-type: none"> <li>📌 Classroom library books are used to support curriculum themes and units</li> <li>📌 HB Science Textbooks are used to support standard based instruction</li> <li>📌 HB extended activities are integrated into the daily instructional plan</li> <li>📌 CLO is used to support science instruction</li> <li>📌 School policy include a weekly science block to secure hands-on science experiments</li> <li>📌 Students are provided with opportunities for real life science exploration through trips</li> </ul>
<b>Social Studies:</b>	<ul style="list-style-type: none"> <li>📌 Classroom libraries will support curriculum themes and units and standard based instruction</li> <li>📌 UBD planning will be used to review and modify instruction on an ongoing basis</li> <li>📌 CLO is used as a supplemental program</li> <li>📌 Cultural trips to museums will enhance the S.S. curriculum</li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<ul style="list-style-type: none"> <li>📌 Screening and articulation</li> <li>📌 Individual and group counseling</li> <li>📌 Referrals made via consultation with the Child Study Team (CST)</li> </ul>
<b>At-risk Services Provided by the School Psychologist:</b>	N/A
<b>At-risk Services Provided by the Social Worker:</b>	N/A
<b>At-risk Health-related Services:</b>	<ul style="list-style-type: none"> <li>📌 Screening and articulation</li> <li>📌 Individual and group counseling</li> <li>📌 Referrals will be made via consultation during the CST meetings</li> </ul>

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

*NCLB/SED requirement for all schools*

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

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

**Form TIII – A (1)(a)**

**Grade Level(s)** K-5                      **Number of Students to be Served:** 100    **LEP** 315                      **Non-LEP** 420

**Number of Teachers** 12                      **Other Staff (Specify)** 1 Professional Developer

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

**Title III, Part A LEP Program**

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

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P.S. 128M will offer our English Language Learners (ELLs) in grades K through 5, an extended day academic intervention program which concentrates on the development of all strands of language acquisition which includes: listening, speaking, reading and writing. The Title III tutorial after school program in K-5 provides staff an opportunity to meet individual student needs on a “one to one” basis or small group setting through a diagnostic-prescriptive approach. The K-1 Project SUPPORT program focuses on phonemic awareness and phonics skills. Teachers utilize an interactive, multi-sensory approach by incorporating visual cues, chanting, kinesthetic activities and whole language strategies to teach reading. The K-1 groups are comprised of 6 to 8 ELL students in monolingual and bilingual Kindergarten classes and one first grade bilingual class. The ELL extended day academic intervention program for grades 2-5 targets approximately 60 students at the Beginning, Intermediate, and Advanced levels of proficiency as determined by the NYSESLAT. Groups consist of 10-12 ELL students in grades 2-5. The K-1 Project SUPPORT and the ELL 2-5 programs meet two days a week, Monday and Friday for one and half hour each day for 18 weeks during November through April. Teachers provide instruction in the areas of literacy, math, social studies and science. The goal of the program is to prepare our eligible second language learners and students with a minimum of one year in an English Language School System (ELSS) for standardized testing. Instruction focuses on

reading comprehension, vocabulary development, critical thinking and content area writing. Through the writing component, the students develop their writing skills in the various genres: personal narratives, memoirs, expository, persuasive, poetry, letter writing and responding to document based questions. Twelve certified Bilingual teachers with a minimum of three years experience provides instruction. Student's progress will be monitored through periodic assessments; teacher made tests, rubrics, and standardized exams.

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

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Research indicates that professional Development is the key to improve student achievement. We offer a comprehensive professional development program that supports the twelve teachers participating in the Title III extended day program as well as the Bilingual and ESL teachers in our school. A comprehensive professional development program addresses the needs of our new and experienced staff in order to align best teaching practices with research based findings on language acquisition. Experienced teachers are assessed for their strength and weaknesses based on observation, questionnaires, classroom walkthroughs and supervisory input. In addition, the Professional Developer presents workshops focusing on best practices in six, one and a half hour sessions, during November through April to staff members participating in the Title III after school program. During these professional development sessions, the use of pedagogical second language acquisition strategies and techniques such as scaffolding language and meta-cognition processes are emphasized. Teaching strategies also include activities and techniques to develop oral language and vocabulary as well as reading and writing skills. Best practices in second language instruction are modeled, analyzed and implemented in the classroom setting. Classroom inter-visitations are arranged to share ideas and strategies, and self-reflection sharing sessions are included in our meetings.

### **Parental Involvement/Engagement**

The Bilingual Professional Developer provides 8 one and half hour session parent workshops that address the academic, social and emotional needs of the ELL students. The parent workshop topics are aligned with the Title III program. These workshops focus on: Developing Academic Language at Home; Build Prior Knowledge and Vocabulary through Family Trips; Reading and Writing at Home; Activities to Increase the Listening; Speaking, Reading and Writing; and Creating Games to Increase Phonemic Awareness and Phonic skills. Parents also receive information about the instructional program that the students receive in the bilingual class, as well as, recommended practices that parents can use to assist their child in his or her academic growth. Through the use of flyers, letters to parents, the Bilingual Professional Developer keep parents informed of meetings, test schedules and special projects that are taking place in the bilingual classroom. Regulations and laws that impact the ELL students and their family will also be addressed by the Bilingual Professional Developer during meetings and special workshops.

**Form TIII – A (1)(b)**

**School: PS 128M**

**BEDS Code: 310600010128**

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

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> <ul style="list-style-type: none"> <li>- Per session</li> <li>- Per diem</li> </ul>	\$26,940.60  \$4,490.10    \$798.24  <b>Total= \$32,125.58</b>	<b>ELL After School Program grades K-5</b> 12 teachers @ 1 ½ hour X2 days X 15 Weeks @ \$49.89=\$ 26,940.60  <b>Professional Development:</b> 12 teachers X 1 ½ hr X 5 sessions X \$49.89 = \$4,490.10  <b>Parental Involvement:</b> 1 Bilingual Professional Developer X 8 Sessions X 2hrs X\$49.89= \$798.24  <b>Parent Workshop Refreshments, Supplies and Materials:</b> Refreshments \$92.38 X 8 sessions = \$739.06
<b>Purchased services</b> <ul style="list-style-type: none"> <li>- High quality staff and curriculum development contracts.</li> </ul>		N/A
<b>Supplies and materials</b> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials.</li> <li>- Must be clearly listed.</li> </ul>	\$4,339.06          \$15,672.00	<b>Instructional Supplies:</b> Cultural trips 30 parents X \$60 X 2 trips=\$3,600  <b>Instructional Supplies:</b> Materials for 315 ELL students. PreK- Early Literacy Program \$619.00 K-1-Estellita Accelerated Program 7 sets \$450= \$3,150.00 Grades 1-5 Building Vocabulary Foundations 10 sets \$648.67 = \$6,486.70 Grades 2-5 Empire State English Language Arts \$11.55 per book X 200 students =\$2,310.00 Material to support instruction Notebooks, pencils, paper and ink \$3106.30

<b>Educational Software (Object Code 199)</b>		<b>N/A</b>
<b>Travel</b>		
<b>Other</b>	\$4,428.32	<b>Parental Involvement</b> <b>Parent Workshop Refreshments, Supplies and Materials:</b> Refreshments \$103.54X 8 sessions = \$828.32 Cultural trips 30 parents X \$60 X 2 trips=\$3,600
<b>TOTAL</b>	<b>\$52,225.90</b>	

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

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

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

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

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

The first source of information pertaining to the language needs of our students and parents is obtained during registration with the completion and review of the Home Language Survey (HLS). Our parents' needs are also determined during our Parent Orientation weeks each September and January, when parents have the opportunity to meet their child's teacher. Similarly, through ongoing meetings, such as Parent Teacher Conferences, and/or those held by our Parent Coordinator and/or Bilingual Coordinator, the school receives information as to the parents' language needs. Surveys are also distributed to parents, with questions pertaining to their home language, academic, physical, and mental health development for the students and the family in order to assess the needs and interests of individual families. Finally, parent needs are also ascertained through feedback from school personnel.

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 PS 128 learning community consists mostly of immigrant families from Spanish speaking countries. Over 93% of our students and families are Latino. During the 2008-2009 school year we had approximately 24 recent immigrants. As indicated above, during the registration process, we determine the preferred language of our parents by a review of the HLS. At the beginning of the school year's parent orientation sessions, we are also able to assess the language needs of our families.

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

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

PS 128M has an extensive parental involvement component that includes, but is not limited to, parent participation in our School Leadership and all school wide events. The majority of our parents speak Spanish. As part of our effort to keep all parents informed, all

correspondence is sent home in English and Spanish. We also provide simultaneous translations during our SLT meetings. Echo translations are also incorporated into all our other meetings, including those held by the Parents' Association. We also request and obtain translations of vital documents and/or information from the Department of Education for the few parents who are not fluent in English or Spanish. In addition, we also provide translations during all parent teacher conferences, for parents on a needs basis, and all school wide events/celebrations.

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.

All oral interpretation services for parents are provided as needed. Oral translations are provided by in-house staff members: Parent Coordinator, Bilingual Coordinator, as well as any staff member and school volunteers who are provided to us by the NYC School Volunteer Program. In addition we have Community Based Organizations (CBO) such as PAL, a partnership between PS 128 and the Turn 2 Foundation, Turn 2 US, the Dominican Women's Associations that assist the school with parents and also provide activities that are geared to the development of parenting skills and adult training throughout the year.

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 first source of information pertaining to the language needs of our students and parents is obtained during registration with the completion and review of the Home Language Survey. Our parents' needs are also determined during our Parent Orientation sessions each September and January, when parents have the opportunity to meet their child's teacher. All correspondence is sent home in English and Spanish. We also provide simultaneous translations during our SLT meetings. Echo translations are also incorporated during all our other meetings, including those held by the Parents' Association. We also request and obtain translations of vital documents and/or information from the Department of Education, central and district offices when encountered with a language other than English or Spanish.

**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:	\$704,829	\$117,018	\$821,847
2. Enter the anticipated 1% set-aside for Parent Involvement:	7,048		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		1,170	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	35,241		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		5,086	
6. Enter the anticipated 10% set-aside for Professional Development:	70,482		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		43,749	

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. N/A/

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

**2. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy. (ATTACHED AT THE END OF THE CEP DOCUMENT)**

**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.

**3. School-Parent Compact - Attach a copy of the school’s School-Parent Compact. (ATTACHED AT THE END OF THE CEP DOCUMENT)**

**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.

## 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.

PS 128 updates its comprehensive needs assessment twice a year to help school staff identify students' needs. This comprehensive needs assessment includes data analysis of all available State and City assessments: ELA; NYSESLAT; NYS Mathematics; NYS Social Studies; NYS Science; ELE; DIBELS/IDEL; ECLAS/EL SOL; Terra Nova; and PPVT; as well as informal assessments, and teacher observations. Instructional programs, including supplemental services, are modified based on data analysis and students' needs. This includes students in the various cohorts: economically disadvantaged students; racial and ethnic groups; students with disabilities; ELL students; and migrant students.

2. School wide reform strategies that:
  - a) Students are provided opportunities to meet the state's proficient and advanced levels of student academic achievement as part of the instructional day and through supplemental instruction. Curriculum selected for all content areas is research based and includes leveled materials in order to address the needs of struggling students while providing the advanced students with challenging instruction. Through a differentiated intervention plan, we provide supplemental instruction for all student cohorts. Resources purchased and used are reviewed and approved by the school's administrative team as well as the SLT.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Intervention includes an increase of instructional time for at risk students as part of the instructional day and through various different after school programs: Extended Day; Saturday academies; ELL programs; and summer programs
    - o Accelerated track classes provide extended activities and enrichment programs for students meeting and/or exceeding state standards
    - o Differentiated instruction in all classrooms also include enrichment activities for the more advanced students
    - o Priority is given to SWD and ELL students as well as children that are recent arrivals or have interrupted formal education for all supplemental programs
    - o In addition to academic intervention programs, identified at-risk students receive support services, such as counseling, therapy, mentoring, self-esteem building, conflict resolution, and extracurricular activities (dance, baseball, etc.) to address health, social and emotional factors that impact learning
    - o Specific instructional programs were selected and implemented for the SWD cohort in order to improve our ELS NYS status
3. Instruction by highly qualified staff.

93.55% of the teachers at PS 128M are highly qualified. Emphasis is placed on hiring HQTs. Periodic review of staff licenses are conducted throughout the school year in order to monitor license status. Ongoing professional development and information sessions are also implemented to assist teachers in completing licensing credentials and teachers are directed to consult the UFT Chapter Leader for further licensing assistance. Finally, general information is posted on a regular basis on the Community Sharing Board to assist teachers.

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

A comprehensive, high-quality and differentiated professional development plan includes training for supervisors, teachers and paraprofessionals to enable faculty to help all children meet the State's academic standards. These activities include, one-to-one mentor for new teachers, modeling, study groups, lab sites, and Learning Walks. Teacher weekly schedules allow for common planning time across grade levels. PD is also provided to all support staff (school aides, family workers, secretaries, and guidance counselors) in order to address health, social, emotional factors that impact learning. Differentiating our PD goals and plan, allows us to attract and maintain highly qualified teachers. We also continue partnerships with highly qualified universities and continue to foster a positive and supportive professional environment.

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

The following are some of the strategies are used to attract and maintain HQTs in our school:

- School leaders are committed to providing teachers ongoing support and also invest in their own professional growth
- A Buddy System supports new teachers as well as those in a new grade and/or program
- Our Mentor Program includes at least two weekly sessions that focuses on lesson planning based on the curriculum and the students' needs, model lessons and interclass visits
- Experienced and highly qualified coaches work collaboratively to support all staff members
- A diversified PD plan includes general sessions, lesson planning, model lessons, team teaching, peer review, off-site PD, as well as monthly institutes and lab-sites supported by our LSO

6. Strategies to increase parental involvement through means such as family literacy services. **(See Parent Involvement Component)**
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.

We maintain our existing Pre-K classes as a means of helping children transition from home to the elementary school setting. Part of this program includes parent outreach activities, creating workshops to assist parents with activities to support students' readiness for school, aligning the Pre-K curriculum with NYS standards, modifying daily schedule in order to provide more academic instruction time, and creating student progress reports.

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.

Curriculum and instructional decisions are made by the administrative team in collaboration with the SLT which includes representatives from every constituency in the school. Staff needs assessments and feedback are used to plan instruction and PD. Additional common grade meetings are scheduled to encourage and support curriculum planning based on data analysis. Data results and its impact on instructional decisions are shared on an ongoing basis with all members of our learning community.

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.

PS 128M has an extensive Intervention Plan (AIS) created by using all available data and base line assessments in order to identify students' needs and design instructional plans to address their needs. Once students are targeted, supplemental services are provided as part of the intervention. The AIS Plan includes, but is not limited to:

- Diagnostic assessments (beginning of year, mid-year and end of the year and progressive monitoring) to ensure that student academic needs and difficulties are identified and addressed on a timely basis
- Participation in the ETT Program
- Additional reading support by Reading Specialists
- One to one, or small group tutoring through Reading Rescue
- The LIFT Academy RIE period provides a secured reading block with additional pedagogical support for all LIFT classes in order to ensure small group instruction for SWDs
- An ELL program for at risk ELL students in grades K-5
- Saturday academies that focus on test taking strategies for ELA and Math for at risk 3-5 grade students
- Continuous analyzing of data in order to provide differentiated instruction to students

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.

CBOs work collaboratively with the school to provide additional services to our students and their families. Some of the supplemental services include, but are not limited to, individual, family and group counseling; extracurricular activities and family events. The Parent Coordinator with the assistance of the Parents' Association's Executive Board also coordinates support for our school. They sponsor adult ESL and computer courses for the parents, varied workshops that focus on such topics as managing stress, cooking more nutritiously, and how to help their children at home. The school's SAPIS Counselor provides training for students, staff, and parents on substance abuse prevention, conflict resolution, building self-esteem, etc. Our Service Learning program consists of ex-PS 128 students that assist in classrooms as well as current 4<sup>th</sup> and 5<sup>th</sup> graders that work with Fresh Youth Initiative as a means of developing citizenship skills.

#### **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS (N/A)**

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

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

## APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

*This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.*

**NCLB/SED Status:** Restructuring Year 1-  
Focused

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

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.

PS 128M was identified as a School in Restructuring Year 1 – Focused based on the 2009 NYS ELA results. The Students with Disabilities (SWD) cohort have been unable to meet the target Annual Measurable Objective (AMO). A careful analysis of our ELA data shows that a total of 86 students with Disabilities (SWD) tested in grades 3, 4, and 5 in January 2009, the SWD population scored as follows: 28 (32.56%) students at level 1; 38 (44.18%) students at level 2; 20 (44.18%) students at level 3; and no students obtained a level 4. The 3rd grade SWD cohort scored as follows: 12 (44.44%) students at level 1; 10 (37.03%) students at level 2; 5 (18.51%) students at level 3; and no student scored a level 4. Our 4<sup>th</sup> grade SWD cohort scored as follows: 15 (50.00%) students at level 1; 8 (26.67%) students at level 2; 7 (23.33%) students at level 3; and no level 4. Our present 5<sup>th</sup> grade SWD cohort scored as follows: 1 (3.44%) student at level 1; 20 (68.97%) students at level 2, 8 (27.59%) students at level 3; and no students obtained a level 4. A further analysis of the ELA results for 2009 indicates that of the 40 students that obtained a level 1, there were 28 students with disabilities (SWD). An additional breakdown of those 28 SWD further indicates that there are 22 ELL students.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Dramatic organizational and instructional changes have been made to focus specifically on the SWD cohort. A SPED Academy, the Learning Institute for Thought (LIFT) was established in order to better address the needs of that subgroup. The LIFT is not separated physically and is still part of the standard-based curriculum and expectations. SWD students have always been and continue to be integrated in all school activities and programs, such as lunch, assemblies, cluster schedules, curriculum as well as school wide events.

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

The Academy includes SWD students in SPED self-contained and CTT classes, and also targets IEP students in mainstream classrooms. As part of the Academy, SPED self-contained and CTT classes will receive additional support, via a push-in intervention model, with the support of paraprofessionals and Reading Specialists, during the literacy Reading is Enlightening (RIE) period. This will allow smaller group differentiated instruction that is focused on the students' needs. Also, as part of this academy, students will receive supplemental instruction as part of after school programs and a computerized intervention tool, Fast ForWord. Similarly, PD will extend training for existing programs to accommodate all special education students; these programs include Reading Rescue, Wilson, Estrellita, a Spanish language intervention program. In addition, paraprofessionals will be trained and assigned to special education classes to provide supplemental intervention services. Finally, schedules will be modified to accommodate extra articulation time and training for all LIFT pedagogical staff. The LIFT academy will also include a special education coordinator whose responsibilities would include but are not limited to working closely with the Special Education Supervisor.

Results of the 2009 NYS ELA results indicate that the ELL subgroup met the Safe Harbor once again. However, we will continue to make provisions for this cohort in order to support further progress. The ELL students will continue to be part of existing after school program as well as additional academic intervention as part of the Title 3 Grant. ELLs will also be given priority (along with the SWD cohort) for all intervention programs. PD will continue to train the paraprofessionals in several intervention programs to help differentiate instruction in order to meet students' need. All pedagogical staff servicing ELL students will be included in additional professional development that focuses specifically on the needs of this population. The ELL Institute, specifically, will continue to provide ongoing training on best practices to address needs of the ELL students.

In an effort to improve achievement we have included a variety of intervention tools and supplemental programs to better meet the needs of the two subgroups: SWD and ELLs. Determination of specific intervention programs and/or tools to be used will be based on data analysis and program criteria. All intervention programs/tools will be supported through professional development and extra materials which include computer laptops, smart boards, and the use of existing computer labs. These programs include, but are not limited to: Fast ForWord, CLO, Reading Rescue, Estrellita, Wilson, Words their Way, Rewards, Voyager Passport/Pasaporte, after school and summer programs. A careful analysis of our formative assessments for both cohorts shows that these students are at various reading levels and have different needs. Therefore, all instruction must be modified and differentiated to address each student's particular deficiency.

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
  - (a) Provide the following information: 2009-2010 Title I allocation is **\$704,829.00**; 10% of Title I allocation is **\$70,482.90**.
  - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

Ten percent of Title 1 funds for professional development will be used to:

- Fund consultants and in house lab sites
- Pay for pedagogical staff's participation at offsite PD
- Provide per session for inquiry work
- Resources for study groups/inquiry work
- Attending national, state, and city conferences
- Developing and supporting lead teachers
- Professional retreats
- Direct Modeling
- Make and Take games and activities workshops for staff and parents
- Inter-class and inter-school visit

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

The teacher-mentoring program incorporated as part of the school's strategy for providing high quality professional development includes:

- Buddy teachers are assigned for additional support
- Ongoing support and training by in-house coordinators
- Collaboration with NYCDOE mentors in order to support all new teachers
- Direct support by consultants

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Information in regards to the school's identification for school improvement has been provided in the following manner:

- Parent letters have been disseminated in English and Spanish
- Translation in other languages will be sought from the NYCDOE site, as needed
- Parent Association meeting will include an update of the NCLB status
- Information will be shared as part of Faculty Conferences and School Leadership Team meetings
- The Parent Coordinator and Family Workers will assist in communicating and/or clarifying information to parents

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE) N/A**

*All SURRE schools must complete this appendix.*

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

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

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

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

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

*All schools must complete this appendix.*

**Background**

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

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

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

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

**Background**

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

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

### ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

The process used to determine the relevance of this finding was information sharing and discussion during supervisors', cabinet and SLT meetings as well as Faculty Conferences. In addition, information is gathered through informal and formal observations made by coordinators and supervisors, respectively. The noticings and wonderings of the last three years of Learning Walks were also analyzed.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X  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** – We use the Accelerated Literacy Learning (ALL) Curriculum for writing which is aligned to State, City and National (NCEE) standards. The ALL program is a writing workshop model that incorporates various genres and skills lessons. In an effort to press for academic rigor in writing and address the standard for oral presentations, we have added monthly writing celebrations to the writing curriculum. All students are required to publish at least one writing piece per month and present it orally to their peers. Published pieces are also shared throughout the school via auditorium celebrations and bulletin board displays. However, we noted that the ALL curriculum does not have sufficient lesson development in spelling and grammar conventions. The former is integrated in the literacy curriculum, Harcourt Brace Trophies series. We have purchased additional resources to support writing conventions.

- **Curriculum Maps**- Curriculum maps, pacing calendars, and units of study have been developed at the school level to ensure alignment with NYS standards. These curriculum maps include grade appropriate skills, strategies, and outcomes across all core content areas. In

addition, HB Trophies provides a pacing guide, a theme planner, and a daily planner which specifies the focus skills, strategies, and objectives.

**- Taught Curriculum-** PS 128M's ELA curriculum is aligned to the NYS standards. All teachers are provided with copies of the NYS standards as a tool for lesson planning, in addition to the Principles of Learning (POL), Bloom's Taxonomy, the ALL Pacing Calendar, and HB Scope and Sequence (K-5). Students' outcome of standard based work is evident in written artifacts and oral presentations. The HB reading curriculum is integrated with the ALL writing workshop model. Every 4-6 weeks a written genre is required to be published and shared orally in school wide monthly writing celebrations. In addition, continued emphasis is placed on writing, speaking, and listening through the school's monthly assemblies. These multicultural student performances include units of study, dramatic portrayals of literary plays, poems, or skits, Power Point presentations, songs, and dances.

**ELA Materials-** Teachers have materials available that are adequate in meeting the needs of all learners, including ELLs, SWDs, and struggling students. The HB Trophies series includes multi-set copies of books, correlated to each theme, for students on-level, below-level, above-level, and for ELLs. In addition, each teacher is provided with a HB Intervention Kit, an ELL Kit, as well as on-line support to meet the needs of their diverse population. ELL students are also supported with the Moving into English Kit. Struggling readers receive intervention from pedagogical staff through WILSON, Wilson Foundations, Reading Rescue, Voyager Passport (K-3), and Words Their Way (K-3). The ELA program includes Story Box Challenge for above level students. Grades K-2 utilizes Leap Frog in each class to strengthen or improve phonemic awareness, and phonics. Grades 2-3 use Leap Track to enhance vocabulary, fluency and comprehension. Teachers can use the CLO computer program to target specific skills of struggling readers. In addition, as part of our Restructuring Plan the LIFT Academy was created to target SWD in ELA. Through this initiative the RIE period, will include push-in intervention for all LIFT classes. Fast ForWord, a computer program, also targets necessary pre-reading skills that many of the SWD's lack.

**English Language Learners** -In an effort to support the ELL cohort, instruction continues to emphasize language development through the content areas. An ELL institute with monthly lab sites will continue to support PD for language development strategies for all staff. This is fostered daily through the mandatory language objective policy for all lessons as well as the integration of an idiomatic expression presented during the daily agenda. All ESL instruction is driven and developed in accordance to the NYS standards for ESL.

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

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## **1B. Mathematics**

### **Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process

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

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

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

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

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

The process used to determine the relevance of this finding was information sharing and discussion during supervisors', cabinet and SLT meetings as well as Faculty Conferences. In addition, information is gathered through informal observations made by coordinators and teachers as well as supervisory formal observations. The noticings and wonderings of the last three years of Learning Walks were also analyzed.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable   X  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?

Findings indicate that the EDM curriculum used at PS 128 is a NYS standardized program. Math Steps is used as a supplement to EDM. Both of these programs focus on skills and strategies that provide students with additional opportunity to develop mastery. This program supports the integration of conceptual understanding and the teaching of basic skills. The staff is provided with professional development on the use of manipulative, games and hands-on projects. They are trained to integrate the mathematic performance standards in their lessons and adapt the strategies for differentiated flexible group instruction and on-going assessments. The staff is also provided with training on the use of on-going data analysis in order to plan and implement differentiated instruction. Test taking strategies are integrated into the daily math institutional plan.

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

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## **KEY FINDING 2: INSTRUCTION**

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

### ***2A – ELA Instruction***

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

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

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

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

X  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?

We found that this finding is partially applicable for our school. In Grades K-3, we estimate that at least 60% of teachers provide ELA small group differentiated instruction through guided reading and literacy stations and 40% of the time direct and highly focused instruction. This is monitored regularly by the Reading First coordinators and administrators via classroom observations and Learning Walks. Grades 4 and 5 demonstrate a decrease in the amount of time in small group, guided reading, and literacy stations (approx. 50% of the time) due to the demands of increased state testing. However, it should be noted that upper grade teachers have been observed utilizing other highly effective teaching practices within the framework of direct instruction which includes the workshop model in writing and independent reading, literacy circles, cooperative learning, peer support, choice boards, conferring, accountable talk, instructive Read-Alouds, as well as Bloom's Taxonomy questioning during direct instruction, and scaffolding especially for SWD and ELLs using pictures, language prompts, and graphic organizers. These practices and strategies further provide evidence of student engagement, estimated to be occurring 75% of the time. Professional development particularly in the last three years has focused on differentiated instruction with emphasis always on student engagement and reflection. ELA lesson plans must include student engagement and independent practice. Finally, seatwork occurs probably only 25% of the time and only purposeful worksheets are allowed. However, some seatwork is necessary in certain intervention programs such as WILSON, Reading Rescue, Words Their Way, and Voyager Passport. In addition, our technology based programs (CLO, Fast ForWord, Leap Frog, and Leap Track) almost exclusively include self-paced and individual assignments.

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

PS128M has already made efforts in the area of **Direct Instruction**, **Student Engagement** and **Independent Seatwork**. HB Trophies requires that as part of its 90 minute literacy block, 50% of instruction must occur in small group which includes guided reading and literacy stations. In addition, extensive training through the NYSRA and workshops provided by the RF Coordinators has been provided to K-3 staff to focus on the second half of the literacy block. Specifically "make and take" workshops have been held and will continue so that literacy lessons and station activities and games can be created and shared. In the past through joint efforts of the UFT and RF upper grade teachers (grades 4-5) as well as out-of-classroom teachers have the opportunity to be trained in NYSRA this will support child centered small group ELA instruction. Professional development continues to stress small group instruction, student engagement, and differentiated, purposeful, and objective oriented tasks and assignments. Consultants continue to provide and/or enhance differentiated instruction training that emphasizes student engagement and reflection in the areas of Bloom's Taxonomy, Interactive Read-Alouds, Choice Boards, and Tiered Assignments.

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## **2B – Mathematics Instruction**

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

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

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

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

X  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?

This finding is partially applicable to our school. Only about 35% of all staff engages in hands-on, small group activities and technology in their math lessons. The integration of technology in math is more prominent, about 25%, in grades 3-5. However, approximately 45% of classrooms in grades Pre-K – 2 engage in more small-group activities, utilizing manipulative materials and math games.

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

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

The school addresses the relevant issues by the continuous implementation of the EDM Program and ongoing professional development. The Math Coordinator facilitates workshops focusing on hands-on activities and games as part of the 50 minute math lesson. She also models best practices and facilitates lab-sites. Lesson plans must demonstrate the incorporation of differentiated math instruction through flexible grouping, as well as the integration of technology. Upper grade classes are encouraged to designate a specific time in their weekly schedules for the implementation of mathematics games. The Math Coordinator also facilitates inter-class as well as inter-school visitations in order to share best practices. PD Math consultants as well as the LSO Network Math Specialist are used as a direct resource for PD and ongoing support. Supervisors conduct observations of math instruction as a means of monitoring differentiated instruction and hands-on activities.

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

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

Please respond to the following questions for Key Finding 3:

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

We examined the BEDS report and NYS school report card specifically in the area of teacher qualifications and turnover rate.

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

Applicable   X 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?

From 2005-2008:

- The percentage of fully licensed and permanently assigned school staff ranged from 94%-97%
- The percentage of teachers teaching more than two years at PS128M ranged from 92%-90%.
- The percentage of teachers with a Master Degree plus 30 hours ranged from 61%-59%.
- The percentage of core classes taught by "highly qualified" teachers ranged from 93%-87%
- Teacher turnover from 2004-2007 remains low with a range of 11%-16%

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

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

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

Please respond to the following questions for Key Finding 4:

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

The process used to determine the relevance of this finding was information sharing and discussion during supervisors, cabinet, Inquiry Team, SLT meetings as well as Faculty Conferences. In addition, information is gathered through informal observations made by coordinators and teachers as well as supervisory formal observations. The noticings and wonderings of the last three years of Learning Walks were also analyzed. Likewise, staff interviews, especially with the Bilingual/ESL Coordinator are held.

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

Applicable X  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?

This key finding is not relevant to PS128M. Historically PS128M's ELL students have represented at least 50% of the total population. This year, for instance, there are 315 ELL students out of 735 overall students. This represents roughly 43% of the total population. Due to these large numbers PS128M has always been aware of the need to focus on ELL instruction and, thus, provides quality professional development for all teachers. For the past two school years our ELL population has met the Safe Harbor – AYP and so the need to support the ELL students and their teachers remains a main area of focus for the school. All staff members, particularly Bilingual and ESL teachers, are provided with professional development that focuses on ELL instruction. A number of our teachers are QTEL trained. However, it should be noted that this training costs approximately \$600 a person, thus making it prohibitive from including more teachers. In addition, PS128M's LSO, ICI provides monthly ESL/ELL Institutes and lab sites through its ESL network specialist. This institute includes not only bilingual teachers but also monolingual teachers. Furthermore, for many years we, through different funding sources including Title 3 this

year, have provided an after school ELL program to provide supplemental academic support to ELLs. An essential part of this program is the PD for pedagogical staff members and parents. For the past three years, the ELL and SWD students have been given priority for intervention services such as the ETT which includes ELA, Math, Social Studies and Science instruction. As funding allow, study groups explore best practices to address the needs of ELL students. Moreover, PS128M has deemed it necessary to fund a Bilingual Coordinator who provides PDs and parent workshops on various ELL topics including; NYSELAT, LAB-R, Language Objectives, Scaffolding Techniques etc., as well as monitors instruction and progress of the ELL cohort.

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

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

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

Please respond to the following questions for Key Finding 5:

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

The process used to determine the relevance of this finding was information sharing and discussion during supervisors', cabinet, Inquiry Team, SLT meetings as well as Faculty Conferences. In addition, information is gathered through informal observations made by coordinators and teachers as well as supervisory formal observations. The noticings and wonderings of the last three years of Learning Walks were also analyzed and staff interviews were held.

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

Applicable X  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?

Data use and monitoring of the ELLs' academic process and language development has been rigorous and on-going. All teachers in PS128M are required to maintain and periodically review a Class Profile Binder which contains all relevant data related to their class and specific students. Disseminated data includes state tests (ELA, Math, SS Science), other formal assessments ( DIBELS, ECLAS2, Terra Nova, PPVT, EPAL) and informal data, such as Fountas & Pinell reading levels, student conference notes, report card grades, teacher-

made tests, curriculum and periodic assessments, as well as teacher observations. For the ELL cohort, staff members also have NYSESLAT, LAB-R, IDEL, EL SOL, and ELE scores. Continuous PD on data interpretation, analysis and application has been and will continue to be provided. Student data is review by supervisors with teachers on an individual basis. Teachers include all data on instructional matrixes in order to use to drive instruction and ensure flexible grouping based on students' needs. In addition, par fo the focus for our Inquiry Team has been on evaluating the lack of progress, as measured by the NYS ELA, of out long-term ELL students. As part of this work, a thorough analysis of the NYSESLAT was done. These findings were shared with teachers in order to help improve instruction. While the ELL cohort met the Safe Harbor, the SWDs failed to meet the AYP or Safe Harbor. After careful analysis it has been noted that the majority of these SWDs are ELLs. Therefore, this year the Inquiry Team's focus will be on ELLs that are also SWDs .

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

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

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

Please respond to the following questions for Key Finding 6:

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

The process used to determine the relevance of this finding was information sharing and discussion during supervisors', cabinet and SLT meetings as well as Faculty Conferences. In addition, information is gathered through informal observations made by coordinators and teachers as well as supervisory formal observations. The noticings and wonderings of the last three years of Learning Walks were also analyzed and staff interviews were held.

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

Applicable   X 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?

This key finding is applicable to PS128M as evidenced by the fact that our students with disabilities (SWD) have not met the AYP for a number of years as measured by the NYS ELA test. Hence, our school has been categorized as Restructuring Year 1-Focused. All teachers including special education teachers implement and have full access to the general education curriculum. Also, as previously stated, the SWDs are integrated during all activities and school events. In accordance with Chapter 408 Regulations, all PS128M teachers working with any student with an IEP are provided with a copy of the child's IEP. Special education teachers are provided with training, off-site and in-house, on how to read and use the IEP as an instructional guide. However, we must provide PD on the content of IEPs as well as annual SMART goals, accommodations, modifications and behavioral support plans to all staff. In addition, training must include modifying and improving the range and types of instructional approaches to address the needs of SWD. Staff members working with SWDs will be part of a Residency Program through the ICI Network specialists as part of an inquiry process to improve best practices.

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.

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

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

Please respond to the following questions for Key Finding 7:

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

The process used to determine the relevance of this finding was information sharing and discussion during supervisors', cabinet and SLT meetings as well as Faculty Conferences. In addition, information is gathered through informal observations made by coordinators and teachers as well as supervisory formal observations. The noticings and wonderings of the last three years of Learning Walks were also analyzed and staff interviews were held with special education teachers and SETSS teachers, as well as general education pedagogical staff. Finally, the SPED Coordinator as well as the 50/50 IEP teacher reviewed all student IEP's.

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

X Applicable    Not Applicable

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10**

*This appendix will not be required for 2009-10.*

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

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

**Five students have been identified as Students in Temporary Housing for the 2009 – 2010 school year.**

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

Students in temporary housing will be provided with the following services:

- Transportation arranged by school busing or be provided with Metro cards
- Free breakfast and lunch
- School supplies and uniform
- Clothes, if needed, provided by the Parents' Association
- Priority in supplemental academic services, if needed
- Referral for after-school extracurricular programs or extended care services
- Referrals for family support through CBO's that support STH

### **Part B: FOR NON-TITLE I SCHOOLS – N/A**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.

*The Audubon School*  
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**Yvette Corporan, Assistant Principal, I.A.**

# **PS 128M PARENTAL INVOLVEMENT POLICY & PARENT COMPACT**

## **APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS (PART B)** ***(Attachment to CEP 2009-2010)***

PS 128M has a Parental Involvement Policy which stipulates that the school and the community must work collaboratively in an effort to improve student achievement. Hence, we have weekly parent workshops that provide parents with varied topics ranging from academic requirements, needs and assessments, to parenting skills related to child development, and health screenings. Parents participate in the School Leadership Team, as well as volunteering on a daily basis at the school. The Principal also meets regularly with the Parent Executive Board to share information and discuss concerns and recommendations. We believe that a well informed parent is an asset to their child's educational development and the school's process of improvement. Mutual respect is the foundation of a strong home-school partnership.

### **School Parental Involvement Policy:**

#### **I. General Expectations**

PS 128M 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 of 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 I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents 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 I, Part A programs in decisions about how the 1 percent of Title I, 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 as 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 School Will Implement Required Parental Involvement Policy Components**

PS 128M will put into operation programs, activities, and procedures that are aligned to the Elementary & Secondary Act (ESEA). All programs and activities will be planned and implemented in consultation with parents. Parents of all students eligible for Title I services will be invited to participate in the Title I committee. The committee will convene three times a year to plan, evaluate and design programs and activities in consultation with the Principal.

Parent Involvement Policy will be distributed in school in September of every year. It will be incorporated in the CEP plan as well as in the school's Parent Handbook. The school will take the necessary actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

The Parent Title I Committee will address the School Leadership Team in order to inform and provide for further analysis and consultation school wide. Parent Orientation Conferences in the initial part of the school year as well as mid year will inform parents of academic goals, curriculum initiative, grade expectations, as well as state and city promotional criteria. Parents will have an opportunity to have input on student achievement goals. In accordance Title I Part A parents will receive 1% of Title I funds to enhance parental involvement initiative. The Parental Title I funds will be used for parent courses, and resources that support all parental involvement activities.

PS 128M Parental Community model will provide continuous and comprehensive two-way communication with parents in the following matter:

- The school administration will meet with the Parents' Association Executive Board to request their continued representations on the School Leadership Team. Parent will be trained as SLT members.
- The Parents' Association will inform the parents about the rules and responsibilities of the parent representatives on the school leadership team. Volunteers for the committee will be nominated and representatives will be elected. Parents will also participate in subcommittees.
- Simultaneous translations will be available for Non-English speaking parents.
- School volunteers who assist in all school areas will continue to be recruited on an ongoing basis; training will continue to be provided by the NYC School Volunteer Program.
- Weekly Parent Executive Board meetings with Principal.
- A Parent Handbook (English/Spanish) will inform parents of school programs, services, rules, regulations and procedures.
- Parent Orientation of School Title I Services.
- Through Community Based Organizations (CBO) linkages such as PAL, Turn 2 Us Program, New York Presbyterian, the Development of Dominican Women's Associations, etc., activities for parents geared to the development of parenting skills and adult training are organized for the year.
- We also have a Parent Coordinator, who assist parents with translations, assist parents with registrations and concerns, provides simultaneous translations during SLT meetings, who translates school wide letters sent to parents, as well as assist parents in finding outside agencies

that will assist them with any educational concerns they may have for their child. Ex. outside tutoring, after school programs, extracurricular activities etc.

In order to maximize parental involvement flexible time schedules are considered for all committee meetings involving parent consultation.

PS 128M will provide the necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance. PS 128M will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: Reading First, Project Support, and Title III funding. Through surveys, questions, anecdotes, testimonials and attendance all parent services will be analyzed for their effectiveness in meeting parent and student needs. As part of the School Policy staff is required to have on-going communication with parents via weekly reports, letters, telephone conversations, as well as frequent meetings.

PS 128M 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. The parent coordinator, as well as the parents association and coaches/coordinator for each grant/program will help to create, distribute, collect and review the evaluation. The information will then be shared with the administration, Leadership Team and Parent Executive Board, so that active discussions and important decision making can occur for each new school year.

PS 128M 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. The school will provide materials and training to help parents work with their children to improve their children's academic achievement.

PS 128M will conduct weekly parent workshops addressing topics such as:

- School goals
- Curriculum
- Technology
- Enrichment programs
- State/city standard
- Home/school community
- Parent services
- Health concerns
- Safety
- Grade Promotion Criteria
- Academic goals

All parent services will be analyzed for their effectiveness in meeting parent and student needs. As part of the School Policy staff is required to have on-going communication with parents via weekly reports, letters, telephone conversations, as well as frequent 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 to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

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

PS 128M with support from the region, the district, Central Board, the community and Community Board Organizations has provided several adult education classes in order to support our parents in the pursuit of their own educational needs. We have offered Adult GED classes, ESL classes, as well as health and physical well being workshops. Training parents to support workshops in order to enhance the involvement of other parents is a consideration for 2009-10. In order to maximize parental involvement flexible time schedules are considered for all committee meetings involving parent consultation.

### **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the School Leadership Team. This policy was adopted by the PS 128M, The Audubon School on 5/12/09 and will be in effect for the period of 2009-2010. The school will distribute this policy to all parents of participating Title I, Part A children on or before 9/22/09.

# SCHOOL-PARENT COMPACT

The **Audubon School, PS 128M** and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year 2009-2010.

## **PART I – REQUIRED SCHOOL-PARENT COMPACT PROVISIONS**

### **School Responsibilities**

The **Audubon School, PS 128M** will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
  - ✓ Using data-driven approach to improving student achievement using item analysis, portfolio assessments, informal observations, checklists, and other indicators to assess, identify and address student needs as well as target areas for instruction. Ongoing assessments include formal and informal tools.
  - ✓ Under the NCLB using an SBRR program, Harcourt Trophies Core Curriculum, ELL, & Intervention supplemental materials.
  - ✓ Understanding By Design(UBD) instructional, standard –based model for Social Studies and Science
  - ✓ Everyday Mathematics as the primary vehicle as stipulated by the NYC Department of Education
  - ✓ ESL instruction in accordance with the New York State ESL Learning Standards which delineates required units of ESL/ELA Instruction based on student's proficiency
  - ✓ Writer's Workshop model(Accelerated Literacy Learning) & standard based writing units
- **Hold parent-teacher conferences** (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: September-October 2008.
  - ✓ Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: November, January, March, June
  - ✓ During open school week parents are encourage to visit classroom during the instructional day to see their children in action.
  - ✓ Parent-teacher conferences will take place on, November, (Afternoon and evening sessions) 20098 and March, 2010, (Afternoon and evening sessions).
  - ✓ The Parent Compact will be distributed as part of the first Parent Orientation held at the beginning of the school year.

- **Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follow:**

Staff will be available for consultation with parents during pre-scheduled appointments during specified preps, before and after school and individualized telephone conferences in addition to the regularly scheduled Parent Teacher Conferences.

- **The school will provide reports to parents through:**

- ✓ Individual conferences as needed; telephone calls, notes and letters
- ✓ Report cards, progress reports
- ✓ Parent orientation “meet the teacher” meeting (September).
- ✓ Mid-year “meet the teacher” meeting; to update goals and objectives for the remaining of the school year
- ✓ Parent-Teacher Conferences two times a year
- ✓ Progress reports/meetings two times a year
- ✓ Work habits and behavior happy grams
- ✓ Ongoing school-wide parent letters as needed

- **Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows:**

- ✓ Parent Coordinator conducts several sessions at the beginning of the school year to inform, and recruit parents for year round volunteer opportunities; special events, assemblies, trips and fund-raising activities.
- ✓ Many of our parents have been trained by Learning Leaders to do volunteer work in our school. Parents are given the opportunity to volunteer in classrooms helping teachers.
- ✓ Parents participate in weekly workshops and in other parental activities conducted by the Dial-A-Teacher organization, and CBOs that collaborate with the school.
- ✓ Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way.
- ✓ Hold an annual meeting to inform parents of the school’s participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, 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 I, Part A programs (participating students), and will encourage them to attend. During Title1 Program meeting teachers display all program material use to provide academic intervention services.
- ✓ 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 I, 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.
- ✓ On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- ✓ 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.
- ✓ Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

- ✓ Teachers are encourage to select parent leaders and parents are encourage to link-up to their child's class as parents leaders who can accompany classes to special events and assist classes in special activities.
- ✓ Parents who are part of the School Leadership Team are encouraged to take an active role as members of the SLT.

## Parent Responsibilities

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

- **Supporting my child's learning by making education a priority in our home by:**
  - ✓ Making sure my child is on time and prepared everyday for school
  - ✓ Monitoring attendance
  - ✓ Talking with my child about his/her school activities everyday
  - ✓ Scheduling daily homework time
  - ✓ Providing an environment conducive for study
  - ✓ Making sure that homework is completed
  - ✓ Monitoring the amount of television my children watch
  - ✓ Participating, as appropriate, in decisions relating to my children's education
  
- **Promoting positive use of my child's extracurricular time:**
  - ✓ Participating in school activities on a regular basis
  - ✓ 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
  - ✓ Reading together with my child every day
  - ✓ Providing my child with a library card
  - ✓ Taking advantage of the SES provided by the school through Title1 funds. I understand that by applying to the SES my child will receive the extra help he/she might need in reading and math.
  - ✓ Communicating positive values and character traits, such as respect, hard work and responsibility
  - ✓ Respecting the cultural differences of others;
  - ✓ Helping my child accept consequences for negative behavior;
  - ✓ Being aware of and following the rules and regulations of the school and district;
  - ✓ Supporting the school's discipline policy;
  - ✓ Express high expectations and offer praise and encouragement for achievement

## Student Responsibilities (revise as appropriate to grade level)

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

- Come to school ready to do our best and be the best.
- Come to school with all he necessary tools of learning – pens, pencils, books, etc.
- Listen and follow directions.
- Participate in class discussions and activities.
- Be honest and respect the rights of others.

- Follow the school's / class' rules of conduct.
- Follow the school dress code.
- Do homework every day and ask for help when I need to.
- Study for test and assignments.
- Read at least 30 minutes every day outside of school time.
- Read at home with our parents.
- Get adequate rest every night.
- Use the library to get information and to find books that we enjoy reading
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

**SIGNATURES:**

<i>School Staff Print Name</i>	<i>Signature</i>	<i>Date</i>
<i>Parent(s) – Print Name (s)</i>		
<i>Student (If applicable)- Print Name</i>		

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**Rosa Argelia Arredondo, Principal**  
**Lorraine Pacheco, Assistant Principal**  
**Yvette Corporan, Assistant Principal, IA**

## PS 128M LAP NARRATIVE 2009-2010 (Attachment to CEP, Appendix 2)

### Part I: School ELL Profile

#### **A. Language Allocation Policy Team Composition:**

The LAP Team includes the following members: Rosa Argelia Arredondo, Principal; Yvette Corporan, A.P.; Alexandra Sanchez, Parent Coordinator; Delia Flores, Parent; Cary Pantaleon, Bilingual/ESL Coordinator; Rita Carstens-Hall, Special Ed. Coordinator; Maureen Keigher, ESL Teacher; Mildred Tamarez, ESL Teacher; Lolita Bitanga, Guidance Counselor; Fatima Saab, Related Services; Idalia Machuca, Bilingual Teacher; Iris Antonetty, Bilingual Special Education Teacher; and Debra Imbriale, AIS Teacher. The LAP Team met monthly in order to analyze data to ensure high level of rigor and support in the instructional program for English Language Learner (ELL) students.

#### **B. Teacher Qualifications:**

There are three certified ESL teachers; ten certified Spanish bilingual classroom teachers, four certified Spanish bilingual special education classroom teachers, 1 bilingual (F-Status) SIFE teacher, 2 certified bilingual professional developer, 2 certified bilingual SETTS teacher, 1 certified bilingual speech teacher, and 2 certified bilingual counselors.

#### **C. School Demographics:**

P.S. 128M the Audubon school is a Pre-K to grade 5 elementary school. It is centrally located in the Washington Heights area of Manhattan. The ethnicity of our population is as follow: 92.8% are Hispanic or Latino, 5.0% are Black or African American, 1.3% is Asian, and .09% are White. The total number of students registered is 735 of which 315 (42.86%) are English Language Learners, 110 (14.97%) are students with disabilities (SWD) of which 50 (45.45%) are in self-contained classes. There is 49.9% male and 50.1% female in our school. The poverty rate of our school is 89.6%. There are 5 students in temporary housing and 27 students are recent immigrants. The school is comprised of 20 monolingual classes, 8 Transitional Bilingual classes, 2 Collaborative Team Teaching bilingual classes, 3 self-contained bilingual special education classes, 2 self-contained monolingual special education classes, and 1 self-contained ESL class.

## Part II-ELL Identification Process

In order to identify all “other than English” speaking students all new admits complete a home language inventory survey at registration, which includes an oral interview conducted by a licensed Bilingual or ESL teacher. Students who speak a language other than English are screened and assessed with the LAB-R within the first ten school days of attendance to determine their English language skills. If the student is determined to be an English Language Learner (ELL) we ask the parent to make a “Program Choice,” after attending a parent orientation session where the parent views the Program Choice video “The Parent Connection: Orientation Video for Parents of Newly Enrolled English Language Learners.” In order to ensure that the programs offered at PS 128M are aligned with parent request, the parent makes the final decision to place their child in a Transitional Bilingual class setting, a Dual Language program or they may opt for the Freestanding English as a Second Language program. If a parent opts for the Dual Language program we refer him/her to a neighboring school that has a Dual language program. We encourage all families to make the choice that best meets their child’s language proficiency.

All identified ELLs are evaluated annually using the New York State English as a Second Language Achievement Test (NYSESLAT) administered under the Department of Education standardized testing procedures. Upon receipt of the NYSESLAT scores and or the LAB-R, entitlement letters are distributed to parents. Parents are encouraged to complete and return the parent surveys and program selection forms. Students are then placed in accordance to parent choice.

After carefully reviewing the Parent Survey and Program Selection forms for the past few years, we have noticed that parents have been requesting the Transitional Bilingual Program and the Freestanding English as a Second Language program. One hundred percent of parents of students who are newly arrived to this country prefer the Transitional Bilingual Program.

## Part III. ELL Demographics

### A. ELL Programs

#### The Transitional Bilingual Program:

The Transitional Bilingual Education (TBE) Program at P.S. 128M is comprised of 216 students. There are 21 students in the TBE kindergarten class; 46 students in the TBE first grade; 36 students in the TBE second grade; 32 students in the TBE third grade; 55 students in the TBE fourth grade and 26 students in the TBE fifth grade. These 216 students are placed in 8 Bilingual Transitional classes, 3 Bilingual Special Education classes, and 2 Collaborative Team Teaching (CTT) Bilingual classes in first and fourth grade. Our TBE program includes the language arts and subject matter instruction in Spanish and English as well intensive instruction in English as a Second Language (ESL) provided by the classroom teacher. As the student develops English proficiency using the academic skills and strategies acquired in the native language, instruction in English increases and native language instruction decreases. Teachers in Bilingual beginning classes teach content areas in Spanish and later reinforce content and skills in English by teaching content areas during ESL instruction. Teachers in advanced classes teach all content areas, math, social studies and science in English and do reading development in both English and Spanish as well as explicit ESL instruction daily.

## **Free Standing English as a Second Language (ESL) Program:**

The Free Standing ESL Program at PS 128 consists of one self-contained ESL class in grade 3 and 99 ELL students in mainstream classes receiving ESL services. In the self-contained ESL class all content areas are taught in English using ESL methodology provided by the ESL classroom teacher. The remaining 99 ELL students in mainstream classes are serviced by certified ESL teachers via the push-in or pull-out model. These students receive their mandated ESL minutes of instruction as required under CR Part 154 according to their English language proficiency level.

## **B. ELL Years of Service and Programs**

We have 224 ELLs who have been in the English language school system for 3 years or less. Out of these 224 ELLs; 167 ELLs are in Transitional Bilingual classes, of which 11 of these ELLs are Students with Interrupted Formal Education (SIFE), 57 ELLs are in mainstream classes receiving ESL services, and 25 ELLs are in a Special Education setting. Furthermore, we have 90 ELLs who have been in the English language school system between 4 to 6 years. Of these 90 ELLs, 49 ELLs are in Transitional Bilingual classes, 41 ELLs are in monolingual classes with ESL services, and 21 ELLs are in a Special Education setting. We also have 1 Long Term ELLs (LTE), who has been in the English language school system for more than 6 years. This one student is also in a monolingual Special Education class.

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

There are 216 students in the Transitional Bilingual Education program in grades K-5, who have a home language of Spanish. In the Freestanding English as a Second Language program, there are 99 students, of which 97 have a home language of Spanish, 1 has a home language of Arabic and another of Fulani.

## **Programming and Scheduling Information**

Academic instruction is provided in English and Spanish in the (TBE). Classes are organized in accordance to the student's proficiency level as measured by the LAB-R and the NYSESLAT. Beginning ELLs receive instruction in English 40% of the time and Spanish instruction 60% of the time. Intermediate ELLs receive 50% instruction in both English and Spanish and Advanced ELLs receive 70% instruction in English and 30% in Spanish. The English proficiency level of the students is reflected in the classroom instructional model as well as in the differentiated instruction regrouping of students. Teachers are encouraged to practice the diagnostic prescriptive model of instruction in order to meet the needs of all the students.

P.S. 128M believes in equity for all students. The Bilingual Program Supervisor, Mrs. L. Pacheco, oversees all curriculum materials to ensure that all materials are parallel in English and Spanish and are provided to all students in all instructional programs including Special Education and Bilingual programs. Research based instruction is provided in the five dimensions of reading: phonemic awareness, phonics, vocabulary, fluency and comprehension as per the National Reading Panel's recommendation.

All ELLs are afforded equal access to all school age and grade level appropriate programs and resources. Research-based instruction is provided in the five dimensions of reading: phonemic awareness, phonics, vocabulary, fluency and comprehension as per the National Reading Panel's recommendation. This year we continue to be the fortunate recipients of the Reading First Grant and will continue to utilize the Harcourt Brace reading series "Trophies" and "Trofeos" to support literacy instruction. This is a thematic, parallel English-Spanish series. The Balanced Literacy program consists

of a 120-minute block which includes a 30 minute Accelerated Literacy Learning Writers' Workshop session. Students' specific learning or language needs are addressed through individual conferencing, mini-lessons and academic intervention instruction. The components of the Reading First instructional approaches are: read alouds, accountable talk, independent reading and writing, shared and guided reading and writing instruction. The classroom libraries are supplemented by the Voyager's New York Passport Program, the Weekly Reader Series and the Computer Literacy Program. The Everyday Math Program is also used in both languages. Sheltered English is used to teach English in the content areas (interdisciplinary instruction, thematic-based curriculum, ESL strategies).

In the Free Standing ESL program, two certified ESL teachers use the push-in and pull-out model of ESL instruction to service ELLs in mainstream classes in accordance to their language proficiency and the required units of support. In the Push-in model the ESL teachers provide the services co-teaching and co-planning with the mainstream teacher where the lesson is scaffold to develop language proficiency. In the Pull-out model the ESL teachers provide ESL services by level and by grade regardless of class and travel together to an ESL classroom. Beginning and Intermediate level students will receive 360 minutes of ESL per week and Advanced level students will receive 180 minutes of ESL per week. Explicit ESL instruction is facilitated through content area teaching. Teachers in Bilingual beginning classes teach content areas in Spanish and later reinforce content and skills in English by teaching content areas during ESL instruction. Beginning and Intermediate Transitional Bilingual classes teach all content areas (math, literacy, science, and social studies) are taught in Spanish. Teachers in advanced Transitional Bilingual classes teach all content areas, math, social studies and science in English and conduct reading development in both English and Spanish. Additionally, there is one period of ESL through the content area.

In order to ensure that the mandated number of instructional minutes is provided, ESL teachers' schedules are determined based on NYSESLAT levels. The supervisors, coordinators and coaches monitor that the ESL program model is adhered to, and classroom teachers are provided with a lists of students who require ESL services. This list includes the time and frequency of services. Due to the collaborative nature of our school, our classroom teachers and ESL service providers work together to make sure that all students receive the mandated services. Schedules are reviewed and revised as needed throughout the school year.

## **SIFE Plan**

As part of the registration process, SIFE students are identified based on the Home Language Survey, an interview to determine prior schooling experiences, and an informal assessment. Due to age differences and NYCDOE restrictions, students are placed in the age/grade appropriate class. Therefore all SIFE students begin in a bilingual beginning level class. However, within the daily schedule, instruction is modified based on the level of proficiency in their native language. Research based instruction is provided in the five dimensions of reading: phonemic awareness, phonics, vocabulary, fluency and comprehension, as per the National Reading Panel. SIFE students are immediately provided with intervention services according to their needs; this may include mainstreaming with other classes. SIFE students are also targeted for our intervention programs and small group tutoring during and after school. Support staff will use different materials and programs including Estrellita, Wilson, Words Their Way, Voyager Passport and Harcourt Brace Intervention and ELL Kit. In addition, ongoing assessments are used to monitor and adapt instruction and assess learning. As a participating school of SES programs, we encourage parents to register their children in programs to support one to one instructional services.

## **ELLs IN U.S. Schools for less than 3 years (Newcomers)**

As indicated above, all new students are screened as part of the registration process. We also refer to the NYSESLAT test results in order to effectively place new students into the appropriate class. Most newcomers are placed in a beginning bilingual class, receiving 60% of their instruction in Spanish and 40 % in English. As in all our classes, teachers utilize available data as well informal assessments to plan diagnostic prescriptive instruction. They modify activities specifically based on the student's needs. Newcomers and all at risk students are our priority for intervention services. This includes pull-out/push-in reading during the day, as well as after school tutoring programs.

## **ELLs in U.S. Schools for 4-6 years**

Our long-term ELLs are targeted utilizing, through the Reading First Grant, the Harcourt Brace (HB) Reading series, "Trophies and Trofeos" to support literacy instruction. This thematic developmental reading program has a Spanish series paralleled to the English series. The literacy program consists of 90 minutes of balanced literacy. Through individual conferencing, mini lessons and on going assessments, intervention groups will be developed to target children's specific learning and/or language needs. As part of our Inquiry Team Work, Long Term ELLs (LTE) has been our target population. We have focused on the causative agents impeding (LTE) students from reaching a proficiency level in the NYSESLAT. In studying this population, we found that some characteristics of Long Term ELLs include: frequent absences and/or long term absences, interrupted schooling, low socio economic levels, at risk home environment, lack of family support, lack of literacy in the home, illiterate parents, lesser value placed on education, learning disabilities, at risk behavior requiring counseling and other interventions. In addition, one student in Special Education recently admitted in our school, whom we have determined has been in an English Language School System (ELSS) for 8 years who is at an advanced level of English proficiency and presently shows a level 3 in the ELA and Math exams will receive services as determined by the IEP, which includes counseling. We will provide individualized tutoring during the RIE hour 1 period daily and during extended day.

## **ELLs with Special Needs**

ELL students with special needs are diagnosed and serviced in accordance with the determination and specifications of their IEPs. We have on staff bilingual SETSS teachers, bilingual counselors, and bilingual speech providers. These services are provided within the school day as pull-out/push-in models. As a result of our restructuring plan, we have created the "LIFT" Learning Institute For Thought, a Special Education Academy to ensure all students with Special Needs receive additional support toward meeting NY State Standards. The LIFT academy includes a "Reading Is Enlightening" (RIE) literacy period. During this literacy period, AIS teachers push-in to provide support to students with special needs using a variety of materials such as, Wilson, Estrellita, Words Their Way, Voyager Passport, Fast ForWord, and HB Intervention Kit.

## **Former ELLs**

We will continue to support our former ELL students by providing: lower student/teacher ratio for literacy and mathematics in grades K-5. We also maximize instructional opportunity through flexible small group instruction, cooperative learning, various strategies like scaffolding language, TPR "Total Physical Response." We also aim to support the 8 multiple intelligences of Howard Gardener as well as to increase the number of books in a variety of genres. An emphasis is placed on an integrated content area

curriculum instruction to allow more opportunities for practice in the application of language and learning experiences. Former ELLs also participate in the Extended Time Tutoring (ETT).

## **Native Language Instruction**

The LAP is used to guide instruction in all bilingual and ESL classes in our school. The Transitional Bilingual classes provide instruction in English and Spanish based on the students' results on the NYSESLAT scores and in accordance with the NYS and NYC Bilingual Regulations and Guidelines. Bilingual classes provide at least 45 minutes of Native Language instruction in order to continue to enhance skills in reading and writing; since research shows that developing the native language will foster the transition in learning the English language at a higher level (as per research by Jim Cummins). However, as part of our LAP and school policy we enhance our instruction for all ELL students in all classes, monolingual as well as bilingual, by including a language development objective along with the content teaching point.

## **Jump Start Activities (Activities/Programs to assist newly enrolled ELL Students)**

During early registration, incoming students and parents are welcomed and given the opportunity to meet Ms. Arredondo the Principal; Ms. Pacheco, the Assistant Principal/Bilingual Program Supervisor; Ms. Sanchez, the Parent Coordinator, and Ms. Pantaleon, the Bilingual/ESL Coordinator to address any questions and concerns. Parents are also provided with the school brochure, which highlights the school mission and vision, the Parent Handbook, which provide general information about school policies and chancellor's regulations and a copy of the school calendar from the Department of Education Website.

At PS 128M we are aware of the importance of early intervention thus, providing the following programs and/or activities throughout the year:

## **English Language Learners (ELL) After School Program**

The after school program targets ELLs in grades K through 5. The students participate in an intensive supplemental program that focuses on listening, speaking, reading and writing strategies through a guided skills program.

## **Pre-Kindergarten Bilingual Class:**

The Pre-Kindergarten Bilingual class will provide a comprehensive, developmentally appropriate educational program and related services; ensuring an integrated and interdisciplinary approach to learning and the development of the whole child.

The educational setting will introduce an awareness of culture, linguistic and social context that shapes the child's learning experience. The program is aligned to the New York State standards based curriculum.

ELLs are targeted for Academic Intervention Services (AIS) that include supplementary instruction provided by the classroom teacher using ELL support materials, ESL and reading teachers. Eligible ELLs may also receive supplemental instruction through the SETSS, Speech and IEP 50/50 teachers. They also participate in the ETT day program as well as the ELL after school program. These intervention services are provided in accordance to students' performance based on data analysis in the language of need.

## Professional Development and Support for School Staff

All Bilingual and English as a Second Language teachers are appropriately licensed and participate in on-going professional development sessions to augment their instructional skills and practices. All academic programs at P.S. 128M are aligned to the New York State Standards.

Research indicates that professional Development is the key to improve student achievement. We will offer a comprehensive professional development program that will support the Bilingual and ESL teachers in our school. A comprehensive professional development program will address the needs of our new and experienced staff in order to align best teaching practices with research based findings on language acquisition. Experienced teachers will be assessed for their strength and weaknesses based on observation, questionnaires, classroom walkthroughs and supervisory input. In addition, the Professional Developer will present workshops focusing on best practices in five, one and a half hour sessions, during the school year to staff members. During these professional development sessions, the use of pedagogical second language acquisition strategies and techniques such as scaffolding language and meta-cognition processes will be emphasized. Teaching strategies will also include activities and techniques to develop oral language and vocabulary as well as reading and writing skills. Best practices in second language instruction will be modeled, analyzed and implemented in the classroom setting. Classroom inter-visitations will be arranged to share ideas and strategies, and self-reflection sharing sessions will be included in our meetings. During our sessions, bilingual as well as monolingual staff is informed that ELLs must meet the same standards as the mainstream population in order to receive a High School diploma. This information is provided so that teachers envision our long term goals for the ELL population. In addition, we have an ELL institute that meets monthly to discuss current research based on the needs of the ELL student. We are also an ELL Lab Site where teachers are welcomed to visit and observe model lessons based on best teaching practices focused on second language acquisition.

## Parental Involvement

Parents are our partners in their children's educational journey. We presently offer weekly parent workshops to engage all parents in our mission to educate our students. The Bilingual Professional Developer will provide 8 one and half hour session parent workshops that address the academic, social and emotional needs of the ELL students. Parents will be informed of the instructional program that the students receive in the bilingual class, as well as, recommended practices that parents can use to assist their child in his or her academic growth. Through the use of flyers, letters to parents, the Bilingual Professional Developer will keep parents informed of meetings, test schedules and special projects that are taking place in the bilingual classroom. Regulations and laws that impact the ELL students and their family will also be addressed by the Bilingual Professional Developer during meetings and special workshops. In addition, our school partners with other agencies and Community Based Organization to provide workshops to ELL parents. Some of the organizations that work with our school are: Turn 2 Foundation, Fresh Youth Initiatives (FYI), Healthy Schools Healthy Families, Police Athletic League (PAL), DARE Dance, and NY Presbyterian Hospital Dance Study. The parent coordinator surveys the parents on topics, concerns, and interest they might have in order to evaluate the needs of the parents.

# Part IV. ASSESSMENT ANALYSIS

## NYSESLAT

In the early grades K, 1<sup>st</sup> and 2<sup>nd</sup>, the weakest areas appear to be in the Reading and Writing strands. In grades 3, 4 and 5, most of the ELLs test out of the program. Those remaining are mainly at the advanced level of English proficiency. However, this group requires more intensive support in writing.

Intensive ESL instruction in the content areas will be provided to all students at the Beginning, Intermediate and Advanced levels of English proficiency. Lower student/teacher ratio for ESL instruction in grades K-5 will facilitate more interaction and a greater opportunity for diagnostic prescriptive instruction. Small group instruction as well as flexible grouping, cooperative learning strategies and techniques will help address individual needs. Reading and writing in the areas of math, science and social studies will augment the students' opportunity to develop vocabulary and concepts in the academic areas.

Careful analysis of the data indicates that ELL students in the Bilingual Program that began at our school in kindergarten or the first grade become proficient in approximately three years. After 3 years, those that do not show proficiency reach the advanced level. They are also able to perform better in assessments administered in their native language – Spanish. However, we have also noticed a trend for students that enter our school at any grade later than second grade. It appears that these ELL students do not “test out” or become “proficient” according to the NYSESLAT test in a three year period.

## PERIODIC/INTERIM ASSESSMENTS

Periodic assessments are used as a tool to guide student learning. It helps teachers identify students' strengths and weaknesses in order to plan for targeted instruction. The Periodic assessment predicts student performance on the New York State exams to ensure that all students meet or exceed State Learning Standards. It helps teachers measure student learning on an on going basis. The School Leadership Team analyzes the data to better understand the needs and academic progress within our school.

## REVIEW OF NYS MATH

In closely examining the NYS Math scores the following is revealed by the data patterns across proficiency levels and grades. Of the 395 students tested, 189 (45.57%) were ELL students. Of These 189 ELL students, 75 (39.68%) were in grade 3, 54 (28.57%) were in grade four, and 60 (31.75%) were in grade five. Of the 189 ELLs tested, 56 (29.63%) took it in Spanish. Of these 58 ELLs, 26 were in grade 3, 18 in grade 4 and 14 in grade 5. In examining the results of the ELLs, we noticed similar patterns between the ELLs who took the exam in English versus the ELLs who took it in Spanish. There is clearly a pattern that supports the notion that the higher a student's language proficiency is in either language, the higher a student's performance level will be. We realized that grade 3 has the most progress in scoring at the level 3 range. However, in the fourth and fifth grades a high percentage of students scored in the Level 3 and Level 4 range. In reviewing the NYS Math, we realized that in recent years the new format of the Math test changed from primarily computation in a multiple choice format to problem solving, where students must read and write out explanations. The results of the ELL students' scores were profoundly affected by the revised focus of the NYS Math test. We recognized that because the NYS Math Test measures a combination of math, reading and writing abilities; instructional decisions based on best teaching practices must be modified. Professional development has been revisited so that all staff including AIS is effectively servicing the ELL students deficient in these content areas.

## **REVIEW OF NYS ELA**

Upon close analysis of the 2009 ELA scores the following information has been identified: Of 386 students tested, 168 (43.52%) students were ELLs. Of these 168 ELL students, 63 (37.50%) were in grade 3, 51 (30.36%) were in grade 4, and 54 (32.14%) were in grade 5. The majority of the ELLs in grades 3 to 5 are in the level 2. In the past few years, the numbers of ELLs in level 1 have decreased. For winter 2009, grade 3 had the greatest percentage of level 3.

## **REVIEW OF SOCIAL STUDIES EXAM**

Upon reviewing the Social Studies exam, the following was noted. Of 138 fifth grade students, 59 (42.75%) were ELLs, of which 13(22.03%) took the exam in Spanish and 46 (77.97%) in English. In analyzing the scores of the ELLs who took the exam in Spanish, 6 (46.15) scored level 3, 2 (15.38%) scored level 2, and 5 (38.46%) scored level 1. After carefully analyzing these eleven level 1 scores, we realized that 3 of the 5 students who scored level 1 were in self-contained Special Education classes with severe learning disabilities and the other 2 students were SIFE students. The remaining ELLs who took the Spanish version scored level 2 and level 3 as did the mainstreaming ELLs who took the exam in English. This indicates that the student's proficiency in either language is highly correlated to his/her performance.

## **REVIEW OF SCIENCE EXAM**

Similar patterns were noted when analyzing the Science exam. Of approximately 119 fourth grade students, 43 were ELLs. Of the 43 ELLs, 11 took the exam in Spanish and 32 took it in English. In looking at the scores, the ELLs who took the exam in Spanish scored 3 (27.27%) in level 3, 8(72.72%) scored level 2 and 1 (.01%) scored level 1. The one ELL, who scored level 1, is a student with severe special needs. Once again, this reveals that ELL's performance is parallel to their language proficiency.

## **ELLs TAKING TEST IN ENGLISH VS. NATIVE LANGUAGE**

In addition to taking the ELA exam, ELLs in bilingual classes also took the ELE (Spanish reading test). In comparing ELA scores with ELE scores, we realized that we can only compare the scores of those ELL students who have been in an English language school system for the same number of years. In grades 3 through 5, the students who have scored within Quartile 3 ((51-75 percentile) and Quartile 4 (76-99 percentile) in the ELE, scored level 2 and level 3 and 4 in the ELA. This **clearly** shows a correlation between the level of native language skills and English language proficiency because students who have low native language skills also have a low English Language proficiency. The goal in the bilingual classes is to increase native language skills through effective daily instructions so that ELLs can transfer these acquired skills to English. Recent research done by the CREDE and NLP, show that literacy and other skills and knowledge transfer across language. This means that if a skill is learned in one language, it is easier to learn it in another language because you only learn to read once (American Educator, 2008).

## **B. Reviewing and Analyzing Assessment Data**

PS 128 utilizes many assessment data to assess the early literacy skill of our ELLs including ECLAS 2, ELSOL, DIBELS, IDEL, Fountas and Pinnel, PPVT, Terra Nova and EPAL. ECLAS 2 and ELSOL assess the strands of early literacy skills, such as: Alphabet/Sight Words, Phonemic Awareness (PA), Listening/Speaking, Reading and Writing Mechanics. DIBELS and IDEL, assess Phonemic awareness, phonics and oral reading fluency. PPVT assesses students' receptive vocabulary in English. Fountas and Pinnel assesses the child's independent, instructional and frustration reading level. Terra Nova assesses comprehension, vocabulary and word analysis in English. EPAL assesses writing in regards to reading/writing comprehension and listening/writing comprehension as well writing mechanics.

In analyzing the ELSOL assessment we notice that grades K, 2 and 3 are deficient in writing comprehension and mechanics. The scores show that more than 33% scored below the benchmark expectations for their grade level. We have noticed that our K-3 ELL population is also struggling in the ability to meet benchmark expectations in regards to writing in the ECLAS2, which is an English literacy assessment equivalent to ELSOL. We also observed that grades K, 1 and 2 have met or exceeded the benchmark expectations of PA in ELSOL, but the same population had difficulty meeting benchmark expectation in the same strand in the ECLAS2 assessment. In the area of reading, the data shows that ELL students are meeting grade mark expectations in regards to Spanish reading however are unable to transfer their reading skills when they read in English.

PS 128M provides PD to teachers after each assessment cycle to analyze the data in order to help teachers provide additional and differentiated instruction to students who have not met the benchmarks. We also provide students who have met benchmark additional resources to help them maintain and/or exceed benchmark. Students who are below benchmark are also given priority for intervention services.

## **SCHOOL LEADERSHIP TEAM**

The school leadership team and teachers use the results of all assessments as well as other data to plan for programs and differentiated services to meet students' individual needs. The Assessment data will be used as one of the criteria in forming classes for the following school year. It will also be used to determine additional services available such as intervention for reading, and the type of reading intervention to be used. At the beginning of the school year and at various intervals during the year, we provide continuous data assessment to classroom teachers. It is then used, along with other available information, to plan diagnostic prescriptive instruction. During the school year, teachers and the leadership team revisit the assessment data in order to modify intervention goals and instructional practices.

## **RESOURCES AND SUPPORT**

All our ELL students receive the same curriculum materials as all our students. In addition, the learning of ELLs is supplemented by ELL kits specifically developed by the Reading First Program to meet the second language learners' needs. As a Reading First school, the Harcourt Brace reading program, Trophies, provides diagnostic prescriptive instruction opportunities to meet the areas of deficiency in the four language strands: reading, writing, listening and speaking.

During the school year we will provide five sessions devoted to best practices in teaching the ELL student. Staff will also share ESL methodologies during faculty conferences, and monthly grade meetings.

The Literacy Coordinators, the Content Area Coordinator and the Bilingual/ESL Coordinator will support peer coaching sessions, after school workshops, and study groups. All newly appointed teachers serving ELLs will be provided with a mentor to assist them in planning, in the delivery of instruction and the interpretation of assessment data. Inter-visitations will be arranged to support teachers' needs. The ELL Institute will provide Bilingual and ESL teachers an opportunity to research, learn and implement second language development strategies that support ESL instruction in content area.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K–8 LANGUAGE ALLOCATION POLICY  
WORKSHEET**

**DIRECTIONS:** This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

SSO/District <b>06</b>	School <b>PS 128M</b>
Principal <b>Rosa Argelia Arredondo</b>	Assistant Principal <b>Lorraine Pacheco</b>
Coach <b>Cary Pantaleon Bilingual/ESL</b>	Coach <b>Stacey Capella, Reading First</b>
Teacher/Subject Area <b>Maureen Keigher, ESL Teacher</b>	Guidance Counselor <b>Lolita Bitanga</b>
Teacher/Subject Area <b>Mildred Tamarez, ESL Teacher</b>	Parent <b>Delia Flores</b>
Teacher/Subject Area <b>Idalia Machuca, Bil. Teacher</b>	Parent Coordinator <b>Alexandra Sanchez</b>
Related Service Provider <b>Fatima Saab</b>	SAF <b>Dr. Richardson</b>
Network Leader <b>Marlene Wilks</b>	Other <b>Debra Imbriale, AIS</b>

### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	<b>3</b>	Number of Certified Bilingual Teachers	<b>17</b>	Number of Certified NLA/FL Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>3</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>735</b>	Total Number of ELLs	<b>315</b>	ELLs as Share of Total Student Population (%)	<b>42.86%</b>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native

language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

## Part III: ELL Demographics

### A. ELL Programs

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
Transitional Bilingual Education <small>(50% 40% → 50% 50% → 75% 25%)</small>	22	45	36	34	52	27				216
Dual Language <small>(50% 50%)</small>										0
Freestanding ESL										
Self-Contained				16						16
Push-In	16	17	8	2	26	14				83
<b>Total</b>	<b>38</b>	<b>62</b>	<b>44</b>	<b>52</b>	<b>78</b>	<b>41</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>315</b>

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	315	Newcomers (ELLs receiving service 0-3 years)	224	Special Education	47
SIFE	11	ELLs receiving service 4-6 years	90	Long-Term (completed 6 years)	1

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

ELLs by Subgroups										Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	

TBE	167	11	19	49	0	14	0	0	0	216
Dual Language	0									0
ESL	57	0	6	41	0	7	1	0	1	99
Total	224	11	25	90	0	21	1	0	1	315

Number of ELLs in a TBE program who are in alternate placement: \_\_\_\_\_

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	21	46	36	32	55	26				216
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
<b>TOTAL</b>	<b>21</b>	<b>46</b>	<b>36</b>	<b>32</b>	<b>55</b>	<b>26</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>216</b>

Dual Language (ELLs/EPs)																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP
Spanish	N/A																		0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian Creole																			0	0
French																			0	0
Other																			0	0

TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): <u>    </u>	Number of third language speakers: <u>    </u>	
Ethnic breakdown of EPs (Number)		
African-American: <u>    </u>	Asian: <u>    </u>	Hispanic/Latino: <u>    </u>
Native American: <u>    </u>	White (Non-Hispanic/Latino): <u>    </u>	Other: <u>    </u>

**Freestanding English as a Second Language**

Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	15	17	8	17	26	14				97
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic	1									1
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Other				1						1

**Programming and Scheduling Information**

TOTAL	16	17	8	18	26	14	0	0	0	99
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1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day



50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>

### Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year

### Schools with Dual Language Programs

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?
- What Dual Language model is used (side-by-side, self-contained, other)?
- Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

### Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

### Parental Involvement

- Describe parent involvement in your school, including parents of ELLs.
- Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
- How do you evaluate the needs of the parents?
- How do your parental involvement activities address the needs of the parents?

## Part IV: Assessment Analysis

### A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	21	41	19	12	25	9				127
Intermediate(I)	10	15	11	20	19	19				94

Advanced (A)	8	9	12	16	36	13				94
Total	39	65	42	48	80	41	0	0	0	315

NYSESLAT Modality Analysis										
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8
LISTENING / SPEAKING	B	19	12	8	7	7	2			
	I	10	15	6	5	10	2			
	A	10	30	13	22	36	13			
	P	0	8	15	14	27	24			
READING / WRITING	B	19	34	8	15	24	13			
	I	10	25	19	23	29	12			
	A	10	6	15	10	27	16			
	P	0	0	0	0	0	0			

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	14	28	21	0	63
4	17	22	11	1	51
5	3	32	17	2	54
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1	1	4	11	42	14	2	0	75
4	3	3	11	7	15	7	7	1	54
5	3	2	11	6	29	5	3	1	60
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4	1	10	8	13	3	4		43
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	16	6	9	2	19		7		59
8	0								0
NYSAA Bilingual Spe Ed									0

Native Language Tests									
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)				
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	
ELE (Spanish Reading Test)	15	27	24	35					
Chinese Reading Test	0								

- B. After reviewing and analyzing the assessment data, answer the following**
- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights does the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
  - What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
  - How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
  - For each program, answer the following:
    - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
    - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
    - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
  - For dual language programs, answer the following:
    - How are the English Proficient students (EPs) assessed in the second (target) language?
    - What is the level of language proficiency in the second (target) language for EPs?

- c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

## Part V: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lorraine Pacheco	Assistant Principal		10/28/09
Alexandra Sanchez	Parent Coordinator		10/28/09
Maureen Keigher Mildred Tamarez	ESL Teacher		10/28/09
Delia Flores	Parent		10/28/09
Idalia Machuca Bilingual Teacher	Teacher/Subject Area		10/28/09
	Teacher/Subject Area		10/28/09
Cary Pantaleon Bilingual/ESL Coordinator	Coach		10/28/09
Stacey Capella Reading First	Coach		10/28/09
Lolita Bitanga	Guidance Counselor		10/28/09
Lena Richardson	School Achievement Facilitator		10/28/09
Marlene Wilks	Network Leader		10/28/09

Debra Imbriale	Other		10/28/09
Idalia Machuca	Other		10/28/09
Iris Antonetty	other		10/28/09
<b>Signatures</b>			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

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