



P.S. 132 JUAN PABLO DUARTE

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 132 JUAN PABLO DUARTE
ADDRESS: 185 WADSWORTH AVENUE, MANHATTAN, NY, 10033
TELEPHONE: 212-927-7857
FAX: 212-568-8163

MARCH 2010

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 06M132 **SCHOOL NAME:** P.S. 132 Juan Pablo Duarte

SCHOOL ADDRESS: 185 WADSWORTH AVENUE, MANHATTAN, NY, 10033

SCHOOL TELEPHONE: 212-927-7857 **FAX:** 212-568-8163

SCHOOL CONTACT PERSON: Xiomara Nova **EMAIL ADDRESS:** xnova@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**
SCHOOL LEADERSHIP TEAM
CHAIRPERSON: Ruanlisa Seignious

PRINCIPAL: Xiomara Nova

UFT CHAPTER LEADER: Jackie Endelson

PARENTS' ASSOCIATION
PRESIDENT: Marlene Frias

STUDENT REPRESENTATIVE: N/A
(Required for high schools)

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 06 **SSO NAME:** Integrated Curriculum and Instruction Learning Support Organization

SSO NETWORK LEADER: Wilks, Marlene

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Xiomara Nova *	Principal	Electronic Signature Approved.
Ruanlisa Seignious	UFT Member	Electronic Signature Approved.
Jackie Endelson *	UFT Chapter Leader	
Wende Poveda	UFT Member	
Miguelina Guerrero	UFT Member	
Angel Guillermo	Parent	
Flor Santa Maria	Parent	
Marlene Frias *	Parent	
Laura Sitkiewics	Parent	
Martha Rivera	Parent	

* 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.

VISION STATEMENT:

We envision our school as a community of learners where all members (students, staff and parents) are actively engaged in the educational process. We believe that by addressing the needs, interests and abilities of all students, through the delivery of a balanced, comprehensive and rigorous data driven curriculum, we will empower them to develop their academic, social decision making and critical thinking skills thus enabling them to further their educational goals and become active, responsible members of society. All members of our community will share the responsibility and accountability for creating a positive and supportive learning environment as well as for achieving successful student outcome.

MISSION STATEMENT:

As a school community dedicated to achieving high standards of academic excellence, our mission is to provide a rigorous, standards driven, instructional environment that addresses the educational needs of all students (in general, special and bilingual education), while affording them with the experiences necessary to create the foundation needed to function as productive members of society and life-long learners.

P.S. 132's population, like most other District Six (6) schools reflects the varied language and ethnic groups of the community at large. The predominant population of the school is Hispanic with Dominicans being the largest group. This year, P.S. 132 has a total population of 785 students in grade K-5. There is an almost equal distribution of students, i.e. 50.4% males and 49.6% females. This population is housed in the oldest school building in the district which is over 100 years old. The school is named after Juan Pablo Duarte, one of the "founding fathers" of the Dominican Republic. P.S. 132 houses students in grades K-5 in two academies; The Literacy Through the Arts (LTA) and The Bilingual Excellence Preparatory Academy (BEPA). In the Literacy Through the Arts Academy, the curriculum is delivered by integrating the arts and tapping into the multitude of talents that our students have. In the BEPA academy, we offer parents Transitional Bilingual and a side-by-side Dual Language immersion program. The dual language program at our school is an enrichment program that adheres to a 50/50 time allocation in which students receive instruction, on alternate days, in English and Spanish, following a 10 day cycle.

The LTA Academy consists of 19 classes in grades K-5 in general education and special Ed. There are currently 17 classes in the BEPA academy 4 of which are transitional bilingual, 12 Dual Language

and 1 Transitional bilingual collaborative team teaching class in second grade. The average class size is 23 in K, 25 in grades 1-3, and 25 in grades 4 and 5. Students are heterogeneously grouped within each grade. Although the majority of students are from low-income families, all students participate in the universal free lunch program.

As part of the school's effort to address the implementation of a least restrictive environment, we have two Special Education Teacher Support Services Teachers (SETSS), and three (3) Collaborative Team Teaching (CTT) classes in kindergarten, third and fifth grade. We also offer related services such as speech and language, hearing, special education guidance counselors, occupational therapy(O/T), physical therapy(P/) and adaptive physical education(APE). We have on-going Professional Staff Development support for Special and General Education teachers in Wilson, Foundations and Basic Writing.

Our Academic Intervention Services for our "at risk" population include the following

SAPIS	Collaborative Team Teaching
Reduced Class Size Teachers	A.I.S. Teachers
Speech Teachers	
ELL's Academy	
Hearing Teachers	
Extended Day Program	
Guidance Counselors (regular/special education)	
Peer Mediation/Peer Leadership	

The greatest accomplishments over the last couple of years at the Juan Pablo Duarte School, as stated in our school's Quality Review are that we "functions as a true community. Parents, students and staff work together for the benefit of all concerned and consider themselves one family. This ensures a safe, orderly school in which staff members use their expertise to produce very good instruction that meets students' needs." Our parents support the school in all that we do and support all events enthusiastically. "Students enjoy their lessons, behave well and make good progress." There is an environment of mutual trust and respect between all staff members and students."

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	P.S. 132 Juan Pablo Duarte				
District:	06	DBN #:	06M132	School BEDS Code #:	06M132

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Pre-K	0	0	0		92.2	92.2	94.0		
Kindergarten	147	116	132						
Grade 1	179	155	137	Student Stability: - % of Enrollment					
Grade 2	159	166	137	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	157	157	156		91.9	94.2	92.94		
Grade 4	162	150	148						
Grade 5	161	167	142	Poverty Rate: - % of Enrollment:					
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	0	0	0			91.9	94.2		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	0	0	0		10	9	44		
Grade 12	0	0	0						
Ungraded	1	0	0	Recent Immigrants: - Total Number					
Total	966	911	852	(As of October 31)	2006-07	2007-08	2008-09		
					5.0	6.0	7		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number					
(As October 31)	2006-07	2007-	2008	(As of June 30)	2006-	2007-	2008-		

		08			07	08	09
# in Self-Contained Classes	49	47	47				
# in Collaborative Team Teaching (CTT) Classes	13	20	20	Principal Suspensions	29	38	TBD
Number all others	67	68	75	Superintendent Suspensions	3	6	TBD
<i>These students are included in the enrollment information above.</i>							
				Special High School Programs: - Total Number:			
English Language Learners (ELL) Enrollment (BESIS Survey)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	187	201	306	Early College HS Participants	0	0	0
# in Dual Lang. Programs	296	179	179				
# receiving ESL services only	154	198	198	Number of Staff: - Includes all full-time staff:			
# ELLs with IEPs	30	0	1	(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	72	77	74
				Number of Administrators and Other Professionals	13	26	26
Overage Students: # entering students overage for grade							
(As of October 31)	2006-07	2007-08	2008	Number of Educational Paraprofessionals	N/A	4	4
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008	% fully licensed & permanently assigned to this school	100.0	98.7	100.0
American Indian or Alaska Native	0.1	0.0	0.0	Percent more than two years teaching in this school	73.6	81.8	83.8
Black or African American	1.1	1.1	0.7	Percent more than five years teaching anywhere	70.8	70.1	75.7
Hispanic or Latino	97.6	97.6	97.1				
Asian or Native Hawaiian/Other Pacific Isl.	0.7	0.8	0.8	Percent Masters Degree or higher	86.0	87.0	91.0
White	0.4	0.6	0.8	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.4	100.0	99.2
Multi-racial							
Male	51.1	50.4	53.5				

Female	48.9	49.6	46.5
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2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Student groups making AYP in each subject	5	5	4	0	0	0
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CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	85.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10.0	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)	19.9	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)	49.6	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	6.0	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

A summary of Reading 3D and running records results by class and grade indicate that at the kindergarten, first and second grade levels, we need to continue to provide students with support in phonemic awareness, writing, vocabulary development and fluency.

Data Analysis/Findings—ELA

An analysis of ELA assessment results, over a two year period from 2007-2009, indicates the following:

- Results for all tested students indicate a decrease of 5.0% (from 13.0% to 8.8%) of students performing at level 1 and an increase of 11.0% (from 45.0% to 56.0%) of students performing at levels 3+4.
- Results for special education students indicate a decrease of 4.0% (from 36.0% to 32.0%) of students performing at levels 3+4.

Results for English Language Learners (ELL'S) indicate an increase of 14% (from 22.0% in 2008 to 36.0% in 2009) of all tested ELL's performing at levels 3+4.

A preliminary review of the ELA data indicates that there has been an 11.0% increase in the number of students meeting standards (level 3 and 4). The third grade had an increase of 14.0%, the fourth grade had a 9.0% increase and fifth grade had a 9.0% increase.

A review of the Math data indicates that there has been an increase of 5.0% (from 80% in 2008 to 85% in 2009) in the third grade in the number of students meeting standards (levels 3 and 4). The fourth grade had a 15.0% increase (from 67.0% in 2008 to 82% in 2009) and our fifth grade had a 14.0% increase (from 60% in 2008 to 74% in 2009).

According to our most recent School Quality Review (SQR), the most significant aids to our school's continuous improvement are:

- The principal has a very competent cabinet and administration team who are working hard to continue to develop all aspects of assessment. This team continues to involve all the staff in this process in order to keep them well informed. The principal is well aware of the challenge this poses in a school with such a large staff and is continuously striving to ensure all lines of

communication are utilized to full effect .

- Further develop differentiated instruction as members of staff have access to more data training.
- Ensure that all members of staff are given every opportunity to share good practice by visiting each others' classrooms.
- Provide opportunities for regular coordination between teachers and support staff.
- Continue to develop effective lines of communication so that the school goals are established effectively across the whole community.

To ensure that we accelerate the learning of all students, our school has implemented the following measures:

- We are consistently following the learning walk protocol. Our learning walks have aided teachers by giving them exposure to best teaching practices throughout the building.
- The restructuring team developed a new schedule enabling teachers to have longer periods of time to collaborate during professional development.
- The establishment of the Inquiry Team allows teachers and coaches to review school-wide, grade, class and individual student progress over time and plan accordingly.
- Collaborative work takes place as Inquiry Team Members identify a cohort of ELLs with similar academic needs and discuss implementation of a variety of strategies that will support this group's academic achievement.
- Communication has improved as the Principal encourages the use of e-mail to receive school information through newsletters.

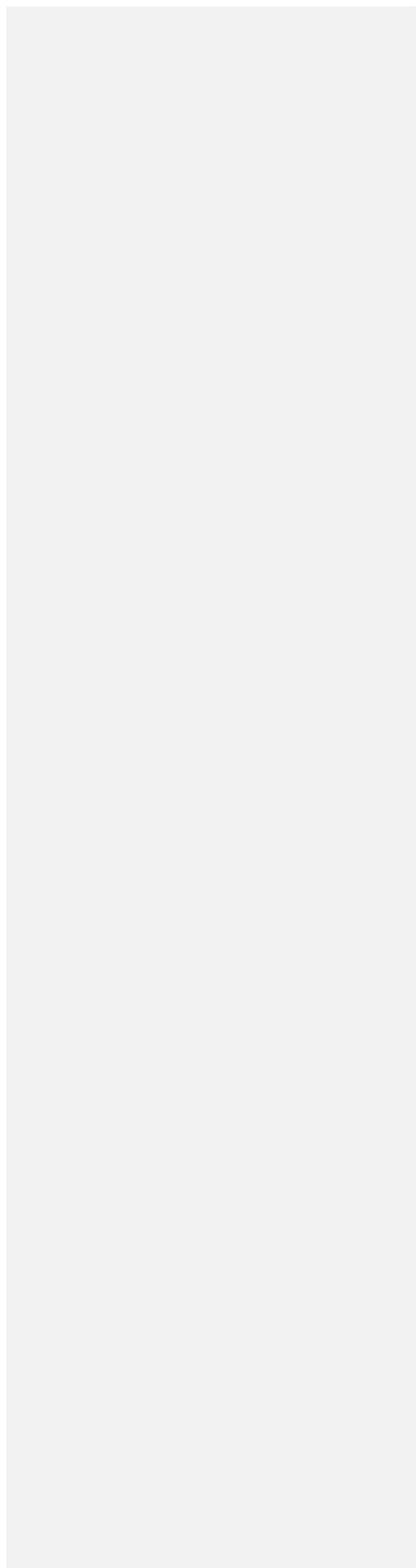
Barriers to continuous school improvement are as follows:

- Mobility/turn-over of student population
- Limited language (English and Spanish) ability which impacts on student achievement in the area of "critical thinking".
- Large number of teachers with limited knowledge on second language acquisition and how to scaffold instruction for second language learners
- Large number of teachers with limited knowledge on differentiation of instruction

SECTION V: ANNUAL SCHOOL GOALS

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

Annual Goal	Short Description
#1 By June 2010, 10% of students with disabilities will show improvement within or above their current performance levels as measured by improved scale scores on the NYS ELA exam.	After conducting our needs assessment, the SLT found that the students with disabilities group had underperformed all the other subgroups for the past three years. As a result, we have made progress for our students with disabilities subgroup a priority goal for the 2009-10 school year.
#2 By June 2010, there will be a 10% increase in the number of teachers who can use data to plan for instruction.	After conducting our needs assessment, we found that a large number of our teachers needed support in using data to differentiate their instruction. As a result, we made this a priority goal for the 2009-10 school year.
#3 By June 2010, the number of students performing at Level 4 on the ELA will increase by 8%	After conducting our needs assessment, we found that our higher performing students were not making enough progress in ELA, as a result, we have made movement among our highest performing students a priority goal for the 2009-10 school year.



SECTION VI: ACTION PLAN

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

**Subject Area
(where relevant) :**

ELA\Writing

<p>Annual Goal #1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 10% of students with disabilities will show improvement within or above their current performance levels as measured by improved scale scores on the NYS ELA exam.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Special education teachers and other support staff members will engage in regular professional development (Aug. -May), provided by the ELLs coach, on the use of 6+1 Writing Traits and Basic Writing program in order to improve the writing skills of students with disabilities. Teacher teams will be formed to work on how the strategies in these two programs can be infused into our current Writer’s Workshop Units of Studies Sept. - June) Our Administrative staff, teachers and Network Support Specialists will conduct “learning walks” to monitor implementation of instructional strategies (Sept. - May). An AUSSIE consultant and a data specialist will provide teachers with multiple means of professional development opportunities during bi-weekly PD sessions, grade level meetings and Lunch and Learns on data analysis and strategies that positively impact student’s learning (Sept. - June). Teachers will use regular formative assessment, for example, conferencing to determine and plan for individual student needs (Sept. - June)</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Special education teachers and other support staff members will engage in regular professional development on the use of 6+1 Writing Traits and Basic Writing program in order to improve the writing skills of students with disabilities. Teacher teams will be formed to work on how the strategies in these two programs can be infused into our current Writer’s Workshop Units of Studies. Our Administrative staff, teachers and Network Support Specialists will conduct “learning walks” to monitor implementation of instructional strategies. An AUSSIE consultant and a data specialist funded through C4E, will provide teachers with multiple means of professional development opportunities during bi-weekly PD sessions, grade level meetings and Lunch and Learns on data analysis and strategies that positively impact student’s learning. Teachers will use regular formative assessment, for example, conferencing to determine and plan for individual student needs.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Data Analysis among teachers and identification of targeted students (Sept. 2009-June 2010)</p> <p>Planning Sheets for Grouping students (Sept. 2009-June 2010)</p> <p>Increased student performance on ELA ITA’s (Nov. 2009, March 2010)</p> <p>Teacher conference notes reflect individual attention to student needs (Sept. 2009- June 2010)</p> <p>Formative school-wide assessments that show that students are making the required progress (Sept. 2009 – June 2010)</p> <p>Student work in reading and writing reflect improvement as reflected in monthly review of published pieces in student’s ELA portfolios (Oct. 2009 – May 2010)</p> <p>Formation of teacher team to focus around this particular goal (Oct. 2009)</p> <p>10% increase in the number of students with disabilities who have made improvement within or above their current reading performance level as measured by the NYS ELA exam (May/June 2010)</p>

Subject Area
(where relevant) :

Using Data to Drive Instruction

<p>Annual Goal #2 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, there will be a 10% increase in the number of teachers who can use data to plan for instruction</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>A weekly newsletter will be available on the first day of the work week in which staff members will be informed, in a timely manner, as to what will be taking place in and out of the school during the week as it affects the staff's work (Sept. - June 2010)</p> <p>Teachers will receive an assessment calendar at the beginning of the school year with due dates and scheduled meetings with colleagues and administrators to discuss data results and next steps (Sept. 2009).</p> <p>A schedule will also be developed that allows teachers time for professional goal setting and reflective discussion with administrators (Sept. 2009)</p> <p>Teacher teams will be establish that will work with administrators to collaboratively make decisions that will improve academic performance and improve instructional practices (Sept. 2009 - June 2010)</p> <p>Teachers will be provided with the opportunity to communicate their lack of understanding about pertinent issues or specific topics during grade meetings or faculty</p>

	<p>conferences (1x/month Sept. 2009 - June 2010)</p> <p>Teachers will have opportunities during planning sessions or “Data Talk” to clarify their understanding of what the expectations are for their performance and student performance as specified in our assessment calendar (Sept. 2009 - June 2010)</p> <p>Teachers will provide written feedback in a quick survey three times a year to reflect on the quality of communication in the school (Dec. 2009, March 2010, June 2010).</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Teachers will receive an assessment calendar at the beginning of the school year with due dates and scheduled meetings with colleagues and administrators to discuss data results and next steps (Sept. 2009).</p> <p>A schedule will also be developed that allows teachers time for professional goal setting and reflective discussion with administrators once a month (Oct. 2009 – June 2010)</p> <p>Teacher teams will be establish that will work with administrators to collaboratively make decisions that will improve academic performance and improve instructional practices (Sept./Oct. 2009).</p> <p>Teachers will be provided with the opportunity to communicate their lack of understanding about pertinent issues or specific topics during grade meetings or faculty conferences (Sept. 2009 – June 2010).</p> <p>Teachers will have opportunities during planning sessions or “Data Talk” to clarify their understanding of what the expectations are for their performance and student performance (Oct. 2009 – June 2010).</p> <p>Teachers will provide written feedback in a quick survey three times a year to reflect on the quality of communication in the school (Nov. 2009, March 2010, June 2010).</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Increase number of teachers demonstrating understanding of academic expectations as reflected in the 2010 Teacher Environment Survey.</p> <p>Increased number of staff members accessing the Weekly Newsletter on a timely</p>

	<p>manner as evidence in receipt confirmation of e-mail (Sept. 2009-June 2010)</p> <p>Established teacher teams</p> <p>Schedule Assessment calendar</p> <p>Teacher written feedback</p>
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Subject Area
(where relevant) :

Reading/Writing

<p>Annual Goal #3 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, the number of students performing at Level 4 on the ELA will increase by 8%</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>School-wide assessment will be used to determine the students who are currently performing at or above grade level to help determine the kind of enrichment activities that will be used to accelerate their learning. (Sept. 2009, Jan. 2010)</p> <p>Teachers and coaches will identify the students that are performing at level 3 and above as reflected in the Spring 2009 ELA scores. We will group these students in order to</p>

	<p>provide differentiated accelerated instruction during the after-school clubs (Sept. 2009).</p> <p>Classroom teachers will participate in Renzulli training in order to provide students with an enriched curriculum and differentiated instruction (Sept. 2009 - May 2010).</p> <p>Teachers will also be afforded opportunities to analyze data results and develop strategies that will result in improved academic performance (Sept. 2009 - June 2010).</p> <p>Teachers will be provided with common planning time at least three times a week to help develop the capacity of the group to collaborate on how to improve student performance (Sept. 2009 - June 2010).</p> <p>The Network Support Specialists will provide insights and additional training for teachers on how to use assessment results to identify and plan for students individual needs (Sept. 2009 - Jan. 2010)</p> <p>Administrators and support staff will engage in daily "Instructional Walks" to provide feedback to teacher on identified areas of strengths and needs for each grade level (Oct. 2009 - May 2010).</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>School-wide assessment will be used to determine the students who are currently performing at or above grade level to help determine the kind of enrichment activities that will be used to accelerate their learning. In addition, the teachers and data specialist will identify the students that are performing at level 3 and above as reflected in the Spring 2009 ELA scores. We will group these students in order to provide differentiated accelerated instruction during the after-school clubs. Classroom teachers will participate in Renzulli training in order to provide students with an enriched curriculum and differentiated instruction. Teachers will also be afforded opportunities to analyze data results and develop strategies that will result in improved academic performance. Teachers will be provided with common planning time to help develop the capacity of the group to collaborate on how to improve student performance. The Network Support Specialists will provide insights and additional training for teachers on how to use assessment results to identify and plan for students' individual needs. Administration and teachers will engage in regular Learning Walks to provide feedback on teacher and student progress.</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

Agenda and minutes of “Data Talk” sessions in which teachers analyze assessment results and group for instruction (Oct. 2009, Feb. 2010, April 2010, June 2010)

An Assessment calendar for the year that builds in time for teacher to share assessment findings and develop enrichment strategies to target higher performing students (Sept. 2009).

Monthly Student created academic goals in all content areas (Oct. 2009 – June 2010)

Monthly written feedback to teachers on their performance and student progress (Oct. 2009 – June 2010).

After school clubs providing enrichment activities (Sept. 2009 – June 2010)

Common planning time allocated for teacher to meet (Sept. 2009)

Student work exemplifies improved performance.

The results of the ITA’s indicate that students in the identified groups are consistently performing in Tiers 3 and 4 (Nov. 2009, March 2010).

An additional 8% of the students have progressed to Level 4 as measured by the NYS ELA exam (May/June 2010).

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A	20	1		
1	22		N/A	N/A	27			
2	13	13	N/A	N/A	23			1
3	26	26	N/A	N/A	5		1	5
4	35			6	7			3
5	6		25		10			2
6								
7								
8								
9								
10								
11								
12								

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

o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.

- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>Push-in services by AIS teachers to support the current curriculum, in small groups, during the school day Small group instruction using Guided Reading/Shared Reading strategies during after school (37 ½ minutes)</p> <p>Basic Writing and 6+1 Writing Traits to scaffold writing instruction</p>
Mathematics:	<p>Differentiated(small group) during the school day and after school</p> <p>Second through Fifth Grades “NYS Coach –Mathematics,” “March to March.”</p> <p>Partner games and everyday math games.</p>
Science:	<p>Push in services for Fourth and Fifth Grade students provided by AIS Teachers, during the school day, using the following resource: Non-fiction texts from the bookroom for science and social studies guided reading</p> <ul style="list-style-type: none"> • National Geographic series • I-Openers (Leveled Guided Reading Sets) <p>Additional supports:</p> <ul style="list-style-type: none"> • Websites • Graphic organizers • Writing responses on science/social studies related topics • Build vocabulary of Tier II and Tier III words to support comprehension • Inquiry process • Peer activities • Text Structures Analysis <p>Non-fiction comprehension strategies</p>

Social Studies:	<p>Push in services for Fourth and Fifth Grade students provided by AIS Teachers, during the school day, using the following resource:</p> <ul style="list-style-type: none"> • Non-fiction texts from the bookroom for science and social studies guided reading • National Geographic series • I-Openers (Leveled Guided Reading Sets) <p>Additional supports:</p> <ul style="list-style-type: none"> • Websites • Graphic organizers • Writing responses on science/social studies related topics • Build vocabulary of Tier II and Tier III words to support comprehension • Inquiry process • Peer activities • Text Structures Analysis <p>Non-fiction comprehension strategies</p>
At-risk Services Provided by the Guidance Counselor:	<p>Small Group Counseling during school hours (push in) One-on-One Counseling during school hours (pull-out) Small-Group Counseling during after school hours (Friendship Club)</p> <p>Crisis Intervention Intervention/Prevention during lunch</p>
At-risk Services Provided by the School Psychologist:	<p>One-to-one counseling services during the school day</p>
At-risk Services Provided by the Social Worker:	<p>One-to-One services during the school day</p>
At-risk Health-related Services:	<p>Whole class and small Group sessions during school hours provided by the school nurse on health related issues</p> <p>Nutrition Club, during school day with Healthy Families/Healthy School</p> <p>Peer Mediation/Peer Leader Leadership Interventions during school hours provided by our SAPIS counselor.</p>

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)
NCLB/SED requirement for all schools

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

District 6
P.S. 132
Language Allocation Policy
2009-2010

Comment [N1]:

P.S. 132 The Juan Pablo Duarte School is located in a low income, predominantly Dominican area in the Washington Heights section of Manhattan. The majority of our new arrivals are Spanish speaking English Language Learners (ELLS). These students present challenges to our school due to their limited experiences with formal education and lack of English proficiency. In addition, since Spanish is the sole language spoken in most of these households, the school becomes as the primary and in many instances the only source for language development.

P.S. 132 has a population of 781 students in grades K-5, 455 of which are ELLs thus making up 59% of our student population. We currently have five Transitional classes in grades K-4, 12 Dual Language classes and 21 classes that receive ESL services.

We have a highly qualified staff of 22 bilingual and four (4) ESL teachers that service our ELL population. All our ESL and bilingual teachers are fully certified.

The breakdown of our ELLs is as follows: 358 of our ELLs are newcomers with 3 or less years in the school system, 7 of these students are in special education classes and 6 are identified as SIFE. A total of 83 students are classified as ELLs with 4-6 years in our school system, 17 of which are in special education. Finally, 14 students are "long term" ELLs with more than 6 years in the system, 3 of which is in special education and 1 SIFE student.

Parent Program Choice

In accordance, New York State's Part 154 mandates for ELL parent program selection regulation on identification and placement of ELLs, several structures have been put in place. Upon registration of newly arrived enrolled students to the New York City Department of Education, parents are given a Home Language

Identification Survey (HLIS). Trained school staff members meet with parents to assist them in filling out the HLIS form, when needed. Once school staff collect the HLIS from parents and determine that a language other than English is spoken in a child's home, then the child is administered a Language Assessment Battery-Revised (LAB-R), which is a test that establishes English proficiency level. Those children that score below proficiency on the LAB-R become eligible for state-mandated services for ELLs.

Parents of children are deemed eligible to ESL services are invited for an orientation and program selection meeting. An ESL teacher along with the Parent coordinator invite the incoming kindergarten parents to a Parent Orientation Workshop in which parents view the parent orientation video provided by the NYC Department of Education, and receive more detailed information about the programs available at our school. After viewing the video, parents have an opportunity to ask questions about each program.

Parents then fill out the Parent Selection Form in which they indicate their program of choice. Based on parental choice, students are placed in programs. If no parent selection is made by the parent, the student is placed in the Transitional Bilingual program by default.

The trend in program choices is a higher demand for Dual Language programs in kindergarten through second grade choosing Dual Language over Transitional Bilingual Programs and ESL during the 2008-2009 school year, evidence being that we had to open up a third Dual Language class at the Kindergarten level.

Our ELLs are housed within two academies, Bilingual Education Preparatory Academy (BEPA) and the Literacy through the Arts Academy (LTA). The Transitional Bilingual Education and Dual Language programs are contained within BEPA and the Free-Standing ESL program are housed within LTA.

NYSESLAT Assessment Analysis

A total of 332 students were tested with NYSESLAT in 2008-2009. We currently have 88 students that scored B, 110 students scored I and 134 students scored A.

Overall NYSESLAT proficiency Results for 2008-2009							
	K	1	2	3	4	5	
Beginner(B)	1	51	11	12	9	4	88
Intermediate (I)	0	26	27	22	17	18	110
Advance (A)	0	0	20	27	55	32	134
Total	1	77	58	61	81	54	332

All The classroom teachers were provided with their class NYSESLAT scores and were asked to plot each individual student according to the listening/speaking and reading/writing modality combination. The teachers used the tool provided by the New York State Education Department to determine the scale score ranges for the New York State English as a Second Language Achievement Test (NYSESLAT) 2008 along with guidance and information concerning the interpretation of the scale scores. The following is a NYSESLAT Modality Analysis:

Overall NYSESLAT proficiency Results for 2008-2009							
Modality Aggregate	K Proficiency Level	K	1	2	3	4	5
Listening / Speaking	B	0	11	6	7	4	4
	I	0	27	5	5	4	3
	A	0	37	34	9	23	8
	P	0	10	23	40	50	39
Reading/ Writing	B	0	48	18	11	8	4
	I	0	21	25	22	18	18
	A	0	10	21	27	55	32
	P	0	6	5	0	0	0

The data reveals what research has proven time and time again, regarding English language learners. The reading and writing combination of modalities is the last to develop in each English Language Learner. The instructional implication is that we need to further develop both of these modalities through the use of explicit ESL strategies in all subject areas.

NYS 2008-2009 Math Assessment Analysis

A total of 446 students in grades three, four and five took the NYS ELA exam in 2009. The table below provides a visual representation of the data:

Grade	Level 1	Level 2	Level 3	Level 4	
3	4	19	103	26	152
4	9	18	89	34	150
5	6	31	92	15	144

NYS 2008-2009 ELA Assessment Analysis

A total of 419 students in grade three, four and five took the NYS Math exam in 2009. The table below shows a visual representation of the data:

Grade	Level 1	Level 2	Level 3	Level 4	
3	19	51	70	6	146
4	13	52	77	0	142
5	2	48	79	2	131

PLANNING FOR ELLs

In order to successfully plan instruction for our ELLs, every teacher and administrator analyzes and interprets the New York State English as a Second Language Achievement Test (NYSESLAT) and the Modalities report

for every student at the beginning of the school year. This activity allows the teachers to plan programs that best fit ELL needs by allowing them to group students for tailored learning activities, pair students at different proficiency levels in class, or determine how much instructional time should be spent in the native language and English as dictated by the State's Language Allocation Policy for transitional bilingual and ESL programs.

Transitional Bilingual

Students in the Transitional Bilingual program are grouped according to proficiency levels on the NYSESLAT. At the beginning of the school year teachers are asked to develop a daily schedule that reflects the required number of minutes for instruction in native language arts, and ESL following the 60/40, 50/50 or 25/75 program models. Administrators are responsible for monitoring adherence to the established schedule.

In Transitional Bilingual programs, the native language is used as a means of further developing literacy skills in the student's native language so that these skills could be later transferred to the English language. The amount of time that the student receives instruction in his native language is determined by his proficiency level in English as identified by the NYSESLAT with students at the Beginners, Intermediate and Advance levels receiving instruction 60%, 50% or 25% of the time in Spanish.

Dual Language

In our school we follow the side by side dual language model. In the Dual Language program, students receive instruction for 50% of the time in their native language (Spanish) and 50% in English throughout their participation in the program. Instruction in the native language is imparted in literacy as well as all other content areas (mathematics, science social studies, technology and art).

There is a trend to increase the number of Dual Language classes as well as increasing the focus on developing language skills among ELLs across all grades. This will be accomplished through a more child-centered environment in which students are given more opportunities to speak and share their ideas and processes with their peers. Teachers will develop listening skills and vocabulary through read-alouds, read-alouds with accountable talk, morning meetings and interactive reading and writing. In addition, all K-5th grade teachers will receive professional development on scaffolding instruction for English language learners by the ELLs Coach.

English as a Second Language

In the ESL program all instruction is received in English with additional support in ESL following the push-in model for all students. The students were grouped according to their NYSESLAT scores when possible. On every grade there is a class with the B's and I's and in the other class the A's were grouped in order to better serve the students needs.

ELLs in all grades, scoring low in listening skills have been identified and targeted for intervention during the additional **37 1/2 minutes** of extended day. ELLs scoring low in the reading and writing strands of the NYSESLAT are being provided with additional support by the reading, ESL or classroom teachers during the extended day.

Students with Interrupted Formal Education

Our SIFE population of 7 students in grades 3-5, is in the Transitional Bilingual program. They are placed in the beginners group which receives instruction 60% of the time in Spanish. Since these students lag behind in their native language skills, they are placed in Transitional Bilingual programs where teachers can capitalize on the student's listening and speaking skills in order to further develop their reading and writing skills. By being placed in the same class with other bilingual students that are literate in their native language, SIFE students are able to get additional support and learn from their peers who serve as positive language models in Spanish. Our SIFE students are also pulled out for one or two periods a day by our Native Language Academic Intervention Services teacher. In the Spanish Language Lab, these SIFE students are instructed using a variety of strategies and scaffolds to accelerate the native language deficiency of the students with the hopes that those acquired skills transfer into the English language.

Implications for Teaching

Students in the early grades are assessed in English using the NYSESLAT, Reading 3D and DIBELS. In the upper grades, student progress is measured through the NYSESLAT, DRA and Interim Assessments.

The English proficiency level of each student in kindergarten through 5th grade is measured every year through the administration of the NYSESLAT. Teachers use data given to them at the beginning of the school year (Lab-R & NYSESLAT and modality report) to differentiate instruction (i.e. whole group, small group, one-on-one) and group students according to areas of strength and weaknesses as well as levels of English and native language proficiency. Throughout the year teachers use informal assessments and interim assessments to plan for instruction. They also use EDEL (Spanish version of DRA) to identify reading levels in the native language.

This year we have a total of 14 Long-Term ELLs, 11 of these students are in regular education programs and 3 are in special education. All 14 students have been identified and are currently receiving additional support services by their classroom teacher, ESL and/or reading intervention specialists during the extended day session of 37 $\frac{1}{2}$ minutes of small group targeted intervention, Mondays - Thursdays. The areas of weaknesses have been identified and all 14 students need to further develop their reading and writing skills in order to achieve proficiency level in the NYSESLAT.

We currently have 27 ELLs with special needs. In order to support these students, the ESL teachers and the LSO support person for special education have been working with the classroom teachers in order to differentiate instruction and make learning more comprehensible for this population. These students are struggling mostly with phonemic awareness. For this reason, we have been implementing "Foundations", a multi-sensory approach to developing phonemic awareness and word attack skills. In the upper grades, the classroom teachers and bilingual SETTS teachers are using the "Wilson" program.

In order to assure that the mandated number of instructional minutes are being provided according to proficiency levels in each program various measures have been implemented. In the Dual Language classes, we have an immersion program in which students alternate between languages (one day Spanish, one day English) in different classrooms with a Spanish dominant teacher being responsible for instruction in Spanish for 50% of the time and an English dominant teacher being responsible for instruction in English for the other 50% of the time. All content areas are done in both languages. Teachers follow a ten (10) day alternating cycle which assures that students are being instructed during the required number of minutes in each language as specified in CR Part 154. In the Transitional Bilingual classes, ESL instruction is delivered by the classroom teacher, via a thematic approach, using ESL methodologies. The number of required ESL units taught at each level is

determined by the student's proficiency level in English as per the NYSESLAT assessment. Teachers use a variety of ESL strategies to accommodate the needs of our ELLs, i.e. total physical response, songs and chants, artifacts, graphic organizers, etc. in order to scaffold instruction.

Explicit ESL instruction is delivered to our ELLs in our Free-Standing ESL program by fully certified ESL teachers. Students at the Beginners and Intermediate levels are grouped as much as possible, to assure the maximized time is imparted according to the number of units required for beginner and intermediate students. Advance level students are also homogenously grouped in a grade for the same reason.

Explicit ELA is delivered by the classroom teacher as per CR Part 154, 180 minutes per week of ESL instruction with the remainder of the 40% of the time instructing in English in the content areas (social studies and science). Teachers also deliver explicit ELA instruction through various components of the balanced literacy such as read-alouds, shared reading and writing. Intermediate and Advance level students receive instruction in ELA by their classroom teacher in all content areas. As students move closer to reaching proficiency level, the amount of English language instruction is increased in the Transitional Bilingual program.

In the Free-Standing ESL program, explicit ELA is delivered by the classroom teacher. All instruction including all components of balanced literacy are taught in English.

Explicit Native Language Arts (NLA) is taught by the classroom teacher adhering to the time allocation previously mentioned for students at the Beginners, Intermediate and Advance levels. All components of balanced literacy are taught in Spanish for beginning level students. As students move from level to level, native language arts continues to be taught with an increase amount of English instruction being done in content areas (mathematics, social studies and science).

As a school, all staff members working with ELLs need to integrate reading and writing into all content areas and provide multiple opportunities for ELLs to write in their Native language as well as in English. By focusing our efforts on all three programs that service our ELLs, with special emphasis on the Transitional Bilingual program our English Language Learners will be provided with high quality educational experiences, which will lead to better academic achievement among all our students.

Resources and Support

The following resources and instructional materials are used to support ELLs in Spanish and English:

- Basic Writing
- 6+1 Traits
- Cancionero (K-2nd)
- Foundations (K-2)
- Imagine Learning
- Achieve 3000
- Graphic Organizers
- Good Habits, Great Readers
- Implementation of Juicy Words
- Spanish Language Lab
- Academic Intervention Services

Professional Development

The professional development plan for our all pedagogues working with ELLs at our school is as follows:

- a) From September 2009 to June 2010, the ELLs Specialist will offer a series of mandated professional development sessions. Additionally, the teachers and administrators will be invited on a weekly basis in the spring to attend Lunch and Learn professional development sessions on Vocabulary Development and English Language Learners. These trainings will take place on Tuesdays and Thursdays.

 - b) From September 2009 to June 2010, the Network Support Specialist from our LSO will work along the ELLs Specialist to best meet the needs of the teachers and administrators. These meetings will take place on Tuesdays and Thursdays.
-

c) Selected teachers, administrators and the ELLs Specialist will attend a series of ESL workshops hosted by the LSO to be held at neighboring schools. The participating staff will have the opportunity to experience first hand best ESL practices at peer schools. The teachers that attend the workshops have made the commitment to turn-key the information with the rest of the staff that works with ELLs. These workshops will take place monthly.

LAP Team

NAME	TITLE
Ana R. Bonifacio	Assistant Principal
Nelson Rojas	Parent Coordinator
B. Rodriguez	ESL Teacher
Nancy Torres	ESL Teacher
Mengi Yang	ESL Teacher
Christine Fitzgibbons	ESL Teacher
Marlene Frias	P.A. President
Angel Guillermo	P.A. Treasurer
Gladys Ortiz	Guidance Counselor
Miriam Feliciano	Literacy Coach
Flor Santamaria	Parent
Xiomara Nova	Principal

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)

1st grade to 5th grade

Number of Students to be Served:

LEP 250

Non-LEP 0

Number of Teachers 15

Other Staff (Specify) (1)Guidance Counselor, (1)Supervisor, (1)School Aide

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.

In alignment with the State's Title III funding for Limited English Proficient students, P.S. 132 will implement an After-School ELLs Academy. A total of 250 students will be invited to participate in the program: 70 students from 1st grade; 45 students from 2nd grade; 45 students from 3rd grade; 45 students from 4th grade and 45 students from 5th grade. Instruction will be on Tuesdays and Thursdays from 3:10 pm to 5:10 pm. The duration of the program will be from December 8, 2009 – April 29, 2010 for a total of 34 sessions. There will be a staff of 15 bilingual or ESL certified teachers, 1 bilingual guidance counselor, 1 supervisor, and 1 school aide. The supervisor will monitor the overall functioning of the program. The bilingual guidance counselor will hold weekly parent workshops and work with newly

arrived students to offer support in cultural and classroom assimilation. The school aide will be responsible for arranging and distributing the snacks for the children as well as, the collection and logging of the attendance for the classes.

The goal of the program is to accelerate reading, writing, listening and speaking skills in English of ELL students in grades 1-5 grades (including SIFE students), who demonstrate a need according to the results of the NYSESLAT and other summative and formative assessments. This year, we will place a heavy emphasis on science and social studies vocabulary oral language development of our ELLs and how can we scaffold and support the transfer into writing for those content areas specifically.

Instead of keeping each class intact, this year the ESL teachers meticulously disaggregated available data and arranged the classes according to English language proficiency in order to maximize differentiated instruction. The new arrivals will be placed together, stagnate A's (based on the NYSESLAT) will be grouped together, but separated by grade level and the stagnant B's and I's will be arranged in the same manner.

Each instructional session will be divided into two parts; an academic component and a multicultural experience component.

- The academic piece will address the language needs of the students. From Santillana Publishing, we will purchase two programs to address the specific language needs of the students. For the lower proficient students and new arrivals we will purchase *Camp Can-Do!*. *Camp Can-Do!* develops and reinforces social and academic language skills through student-centered, content-based lessons. Each kits contains picture cards, vocabulary cards, language prompts, cd's, a classroom library, and lessons based on social studies and science themes.

Spotlight on English, is an Elementary English Language Development program, that focuses on developing language for literacy and content. The program teaches Academic English through content-driven lessons, while addressing the proficiency needs of every student. Each lesson can be adapted according to the language proficiency of each group, there for facilitating differentiated instruction for the teacher.

- The multicultural experience piece will develop multicultural competence for all students in our program which will result in improved self-esteem and cross-cultural attitudes. The lessons will expose students to all four language modalities (listening, speaking, reading and writing) through hands-on grade specific cultural experiences.
 - o First Grade – Dances from Latin America
 - o Second Grade – Foods from Latin America
 - o Third Grade – Diversity within Our Community (Washington Heights)
 - o Fourth Grade – Folktales and Legends from Latin America
 - o Fifth grade – Customs/Arts and Crafts from Latin American

During our End-of-the-Year ELLs Academy celebration week, the culminating activities, the dances, food, crafts and newspaper, will be presented to our families and neighborhood supporters at day and evening open-houses, as a way for our children to give back to the community.

The materials to be ordered for the program are as follows:

For the new arrivals and stagnate B's and I's, we will order *Camp Can-Do!*

- o Level 1: 5 kits @ 611.44 = \$3057.20
- o Level 2: 1 kit @ 612.53 = \$612.53
- o Level 3: 2 kits @ 623.43 = \$1,246.86
- o Level 4: 1 kit @ 638.69 = \$638.69
- o Level 5: 1kit @ 668.12 = \$668.12

For the A's in the second, third, fourth and fifth grades, we will order *Spotlight on English*

- o Level 2: 3 kits @ 1,482.35 = \$4,447.05
- o Level 5: 1 kit @ 1,573.91 = \$1,573.91

In addition, we will order consumable supplies for the academics portion of each session and arts and crafts materials for the fifth grade and groceries for the second grade:

- o notebooks; folders; pencils; index cards; chart tablets; copy paper; chart markers \$3000.00
- o general arts and craft supplies, food preparation \$835.56

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.

All teachers working in the ELLs Academy will receive two (2) two-hour professional development sessions, provided by Santillana Publishing, on how to instruct using the specific programs selected for the ELLs Academy and ESL strategies to use in the classroom.

Form TIII – A (1)(b)

-

School: P.S. 132 M
BEDS Code: 310600010132

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	59,300.08	ELLS Academy Teachers' Instructional Time Per Session: 15 teachers x 68 hours @ 49.89 = 50,887.80 Guidance Counselor Per Session: 1 GC x 68 hours @ 53.47 = 3,635.96 Program Supervisor Per Session: 1 Supervisor x 68 hours @ 51.34 = 3,491.12 School Aide: 1 SA x 68 hours @ 18.90 = 1,285.20 Total \$ 59,300.08

Purchased services - High quality staff and curriculum development contracts	0	none
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$16,079.92	<p><i>Camp Can-Do!</i></p> <p>Level 1: 5 kits @ 611.44 = 3057.20 Level 2: 1 kit @ 612.53 = 612.53 Level 3: 2 kits @ 623.43 = 1,246.86 Level 4: 1 kit @ 638.69 = 638.69 Level 5: 1kit @ 668.12 = 668.12</p> <p>Spotlight on English</p> <p>Level 2: 3 kits @ 1,482.35 = 4,447.05 Level 5: 1 kit @ 1,573.91 = 1,573.91</p> <p>Consumable supplies: notebooks; folders; pencils; index cards; chart tablets; copy paper; chart markers, general arts and craft supplies, food supplies. 3,835.56</p>
Educational Software (Object Code 199)	0	none
Travel	0	none
Other	\$800	<p>Consumable materials (folders, pens, chart tablets, copy paper, markers) and refreshments for Weekly Parent Workshops;</p> <p><u>Parental Involvement</u></p> <p>The bilingual guidance counselor will offer 20 sessions on Thursdays to parents on, parenting skills, learning strategies to use at use at home, assimilation to the American culture, community resources, etc.</p> <p>The topics of the workshops are as follows:</p>

		<ol style="list-style-type: none"> 1. How to Help your child Succeed academically 2. Connecting the Home and School 3. How to Help Your Child with HW 4. How to help Your Child Become a Better Reader 5. Celebrate Learning 6. Self-Esteem and the family 7. Domestic Violence Prevention 8. Child Abuse Prevention 9. Stress Management
TOTAL	0	10. Time Management

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	59,300.08	ELLs Academy Teachers' Instructional Time Per Session: 15 teachers x 68 hours @ 49.89 = 50,887.80 Guidance Counselor Per Session: 1 GC x 68 hours @ 53.47 = 3,635.96 Program Supervisor Per Session: 1 Supervisor x 68 hours @ 51.34 = 3,491.12 School Aide: 1 SA x 68 hours @ 18.90 = 1,285.20 Total \$ 59,300.08
Purchased services - High quality staff and curriculum development contracts	0	none
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$16,079.92	Camp Can-Do! Level 1: 5 kits @ 611.44 = 3057.20 Level 2: 1 kit @ 612.53 = 612.53 Level 3: 2 kits @ 623.43 = 1,246.86 Level 4: 1 kit @ 638.69 = 638.69 Level 5: 1kit @ 668.12 = 668.12 Spotlight on English Level 2: 3 kits @ 1,482.35 = 4,447.05 Level 5: 1 kit @ 1,573.91 = 1,573.91 Consumable supplies: notebooks; folders; pencils; index cards; chart tablets; copy paper; chart markers, general arts and craft supplies, food supplies. 3,835.56
Educational Software (Object Code 199)	0	none

Travel	0	none
Other	\$800	<p>Consumable materials (folders, pens, chart tablets, copy paper, markers) and refreshments for Weekly Parent Workshops; <u>Parental Involvement</u></p> <p>The bilingual guidance counselor will offer 20 sessions on Thursdays to parents on, parenting skills, learning strategies to use at use at home, assimilation to the American culture, community resources, etc.</p> <p>The topics of the workshops are as follows:</p> <ol style="list-style-type: none"> 1. How to Help your child Succeed academically 2. Connecting the Home and School 3. How to Help Your Child with HW 4. How to help Your Child Become a Better Reader 5. Celebrate Learning 6. Self-Esteem and the family 7. Domestic Violence Prevention 8. Child Abuse Prevention 9. Stress Management 10. Time Management
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

We analyzed the Home Language Identification Surveys (HILS) and the Parent intake form that is completed upon registering a student for the first time in the public school system. As a result, we identified that the following percentage of our parents speak a language other than English: 96.28% Spanish, 0.9% Arabic and 0.2 % Chinese.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Our findings indicated that since so many of our parents speak only Spanish, all correspondence sent home and official school documents (CEP, Parent Compact, Parent Involvement Policy, Etc.) need to be translated into Spanish. We also have translators available for those parents that only speak Chinese. As a result, we assure that translators/interpreters are available at all PA meetings, Parent/Teacher conferences and that workshops for Parents are offered in both English and Spanish

The findings were shared with the staff at a faculty conference and with parents at PA meeting.

Part B: Strategies and Activities

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

Staff members will be used for written translation of extensive documents such as the CEP, Parent Compact and Parent Involvement Policy. Parents that speak a language other than English are provided with translated Bill of Parents Rights and Responsibilities. We also post Bill of Parents Rights and Responsibilities signs in designated areas that are frequented by parents. Forms in required languages are kept in the parent coordinator's office and also in the main office of our school.

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

Oral interpretation services will be provided by in-house school staff and/or parent volunteers to translate at general meetings and Parent/Teacher Conference.

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>.

Our school fulfills Section VII of Chancellor's Regulations A-663 by informing parents in written form of their rights regarding translation services in the appropriate languages represented at our school. Signs are posted in English, Spanish, Chinese and Arabic informing parents of their rights. All curricular and written communication to parents are sent home in English and Spanish. For speakers of other languages, translations are made available from the Department of Education.

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:	\$861,700	\$153,238	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$8,617.00		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$1,532.00	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$43,000		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$7,661	
6. Enter the anticipated 10% set-aside for Professional Development:	\$86,170		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$15,323	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year:
100% of our teachers are highly qualified according to our school's 2008-2009 BEDS report.

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.

100% of teachers are highly qualified according to the 2008-2009 BEDS report. As a result, the 5% allocation that was set-aside will be used to provide additional professional development activities for teachers in the areas needed in order to reach the goals that were previously identified in our 'Annual school Goals'.

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

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

Title I Parent Involvement Policy

2009-2010

I. General Expectations

P.S. 132, the Juan Pablo Duarte School, 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

The Juan Pablo Duarte School will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:

- Publish, distribute and make available the School's Parent Involvement Policy to parents of children in our school in a language they understand.
1. P.S. 132, the Juan Pablo Duarte School, will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
 - Actively recruit parents in order to increase the number of parents that actively participate in the decision making process at the school
 - Conduct monthly Parent's Association meetings to provide information to parents on school issues
 - Keep parents informed by providing information and materials in their native language

2. P.S. 132, the Juan Pablo Duarte School, will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - Provide workshops to parents to enhance their ability to work together effectively and engage in activities that involve the entire school community
 - Provide parents with resources and information to enhance their skills and ability to assist their child at home. Materials will be made available in their native language whenever possible.

3. P.S. 132, the Juan Pablo Duarte School, will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs: by:
 - Provide parents with information about the school
 - Discuss role of parents in the school
 - Distribute School –Parent Compact
 - Distribute handbook to Parents and Students

5. P.S. 132, the Juan Pablo Duarte School, 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 the quality of its Title I Part A program. 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 of 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.
 - Parents will revisit this Parent Involvement Policy yearly to insure it remains an effectual policy serving the best interest of increasing and maintaining parent involvement
 - Parents will revisit the School-Parent Compact yearly to insure it remains an effectual policy serving the best interest of increasing and maintaining parent involvement
 - Identify barriers to parental participation and develop new strategies and revise accordingly

4. P.S. 132, the Juan Pablo Duarte School, will build the parents’ capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. The State’s academic content standards;
 - ii. The State’s student academic achievement standards;
 - iii. The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators:
 - Literacy/ Math Family Nights

- School based parent workshops at least once a month
 - Translation of materials as available and needed
 - Provide information on Title I
- b. P.S. 132, the Juan Pablo Duarte School , will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
- Provide on-going learning opportunities during and after school hours to parent and families through coordination of school, and community organizations
 - Develop parent literacy through hands-on activities/arts and crafts
 - Provide information on Internet safety at home and school
 - Provide opportunities where parents can expand their skills and understanding of technology and the Internet
- c. P.S. 132, the Juan Pablo Duarte School will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:
- Distribute our School-Parent Compact to parents each October
- d. P.S. 132, the Juan Pablo Duarte School will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:
- Organize parents meetings where school staff are available to answer the questions and concerns of parents and families with children entering kindergarten and Middle School
 - Extend invitations to parents to attend workshops and meetings scheduled at School site
- e. P.S. 132, the Juan Pablo Duarte School will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I 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:
- Provide parents with information pertaining to school performance on an on-going basis
 - Disseminate information to parents in various ways; workshops, parent orientation meetings, Parent/Teacher Conferences, SLT meetings, letters

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 phone conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Marlene Frias. This policy was adopted by P.S. 132, the Juan Pablo Duarte School on Oct. 23, 2009 and will be in effect for the period of 2009-2010 school year. The school distributed this policy to all parents of participating Title I, Part A children on Oct. 30, 2009.

Principal's Signature: *Gianna Noya* Date: 10-26-09

Explanation : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must

outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

SCHOOL-PARENT COMPACT

The P.S. 132, Juan Pablo Duarte School 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.

School Responsibilities

The P.S. 132 (Juan Pablo Duarte School) will:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the States student academic achievement standards as follows:

- 1) Convene an annual meeting for Title I parents to inform them of the Title program and their right to be involved.**
- 2) Actively involve parents in planning, reviewing and improving the Title I programs and the parent involvement policy.**
- 3) Provide parents with timely information about all programs.**

- 4) Provide performance profiles (portfolios) and individual student assessment results for each child and other pertinent individual and school district education information.
- 5) Provide high quality curriculum and instruction by following the DOE's comprehensive balance literacy and mathematics programs.
- 6) To deal with communication issues between teachers and parents through:
 - Parent-Teacher conferences at least annually
 - Frequent reports to parents on their children's progress
 - Reasonable access to staff
 - Monthly Newsletter
 - Opportunities to volunteer and participate in their child's class
 - Observation of classroom activities.
- Hold parent-teacher conference (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:
 - Fall Conferences – November 10, 2009
 - Spring Conferences – March 16, 2010
- Provide parents with frequent reports on the their children's progress, specifically, the school will provide reports as follows:
 - 1) On-going throughout the year – parents are given a copy of the classroom teacher's preparation schedule so that they may schedule appointments with them.
 - 2) During the mandated fall and spring parent-teacher conferences parents are provided with their child's report card.
 - 3) In January and in June educational evaluation meetings are scheduled with parents of "at risk students"
 - 4) ESL, Title I Reading and Math teachers also provide interim progress reports to parents.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - 1) Parent Orientation Meeting at the beginning of the school year between parents and individual teachers to discuss curriculum and classroom goals and objectives.
 - 2) Regularly scheduled Parent- Teacher conferences in the Fall/Spring.
 - 3) On-going meetings with the Literacy and Mathematics Coaches that are grade specific, at least four times in the year.
 - a) As needed during the teacher's regularly scheduled preparation periods.

b) Other meetings will be scheduled either before/after or during the school day with:

1. Guidance counselors
2. AIS teachers
3. School Psychologist and /or Social Worker
4. Supervisory Personnel
5. Parent Coordinator

• provide parents opportunities to volunteer and participate in their child's and to observe classroom activities, as follows:

- 1) Learning Leaders will provide training for all parents interested in volunteering at the school. Follow-up meetings and training will be provided by Learning Leaders through-out the year.
- 2) The Parents' Coordinator will schedule classroom visitations for parents after consultation with classroom teacher.
- 3) ELLs coach will meet monthly with parents to provide workshops on the literacy programs used at the school.
- 4) Parents will be encouraged to observe and volunteer in the classrooms after training with the ELLs coach.

Parent Responsibilities

P.S. 132 JUAN PABLO DUARTE-PARENT COMPACT

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:
 - a) making sure my child is on time and prepared everyday for school
 - b) monitoring attendance
 - c) talking with my child about his/her school activities everyday
 - d) scheduling daily homework time
 - e) providing an environment conducive for study
 - f) making sure that homework is completed
 - g) monitoring the amount of television my children watches
- volunteering in my child's classroom
- participating, as appropriate, in decisions relating to my children's education
- promoting positive use of my child's extracurricular time
- 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 via my child or by mail and responding, as appropriate

- reading together with my child every day
- providing my child with a library card
- communicating positive values and character traits, such as respect, hard work and responsibility
- respecting the cultural differences 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

P.S. 132 JUAN PABLO DUARTE SCHOOL STUDENT COMPACT

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 the 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's dress code
- ask for help when we don't understand
- do our homework every day and ask for help when we 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 find books that we enjoy reading
- give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.

The P.S. 132 Juan Pablo Duarte School will:

- involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way

- involve parents in the joint development of any school wide program plan, 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;
- 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 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 Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

ADDITIONAL SCHOOL RESPONSIBILITIES

To help and develop a partnership with parents to help their children achieve the State's high academic standards, the P.S. 132, The Juan Pablo Duarte School will:

- Recommend to the local educational agency (LEA), the names of parents of participating children in Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams
- Notify parents of the school's participation in Early Reading First, Even Start and Family Literacy Programs operating within the school and the District.
- Work with the LEA in addressing problems, if any, in implementing parental involvement activities in Section 1118-Parental involvement of Title I, Part A

- Work with the LEA to ensure that a copy of the SEA’s written complaints procedures for resolving issues of violation(s) of a Federal statute or regulation of Title I, Part A programs are provided to parents of students and to appropriate private school officials or representatives

SIGNATURES		
School Staff-Print Name	Signature	Date
Parent(s)–Print Name(s)		

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.

As a SWP school, we conducted a comprehensive needs assessment that addresses the needs of all students at PS 132. Our needs assessment addressed the concerns of parents, teachers and staff members to ensure that we are focused on providing opportunities for all students to achieve academically and to grow into productive members of our society. As our mission states, we are dedicated to providing a rigorous, standards-driven instructional environment that addresses the educational needs of all students. We are implementing the following needs assessment activities to assess our strengths and areas of concern:

- a. Survey staff and parents
- b. Examine student achievement data (standardized assessment results and formative and summative assessments)
- c. Conduct learning walks that will inform us of program needs
- d. Review staffing patterns and class size
- e. Review parental involvement
- f. Review adequacy and effectiveness of professional development activities

We use assessments in all grades to provide us with information on how our students are progressing

- g. Dibels and Idels
- h. Reading 3-D

- j. DRA and EDL
- k. Student Portfolios
- l. Running Records
- m. Predictive Assessments
- n. ELA and Math Interim Assessments

This information will allow us to understand the subject and skills which need to be targeted in order to improve teaching and learning in our school as well as allow for the design of an effective educational program that will ensure high standards for all students and that students are making adequate progress towards meeting proficiency in all content areas.

2. School-wide reform strategies that:

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

Our school implements school-wide instructional strategies to meet the needs of all students at PS 132. Our school currently identifies students who are at risk of not meeting New York State's academic content standards and provides them with additional support through focusing instruction on meeting their needs, differentiating instructional strategies, use of data analysis to identify and support areas of strength and areas of weakness, AIS, and extended day activities. The analysis of student progress data is utilized to modify and improve instruction.

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

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

During our extended day time, which is 37.5 minutes per day, we expand the instructional day using specific skills to target students with academic needs. English Language Learners are provided the opportunity to attend a twice a week after school program to improve their speaking, writing, listening, and reading skills in the English language. They also have the opportunity to share and learn about Latin American cultures through dance, cooking, singing, drama, and folk tales.

- Help provide an enriched and accelerated curriculum.

We scaffold the curriculum in order to support and differentiate the diverse needs of our student population. We use 6 + 1 Traits of writing to improve students' writing, which is an area of concern at PS 132. Based on a careful review of our data, the use of the Basic Writing Program has become an initiative that supports students with difficulties in writing. The analysis of student progress data is utilized to modify and improve instruction in all content areas. In mathematics, we use the Coach program, which focuses on strategies and skills based on NYS performance indicators which will be covered during the year.

- Meet the educational needs of historically underserved populations.

Students in the top 10% of our school population were given the opportunity to participate in after - school programs in the areas of: science, literacy, critical thinking (chess) and math.

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

Our school provides a myriad of services for those at risk of not meeting the State academic content standards and are members of the target population. These services include at-risk counseling, at-risk SETTS and at risk-speech.

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

By providing these at-risk services, we will attempt to reduce the referral rate to Special Education programs.

3. Instruction by highly qualified staff.

According to our 2008-2009 BEDS report, our staff is 100% highly qualified. Therefore, instruction to our students is provided by highly qualified pedagogues.

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

academic standards.

Teachers, administrators, and paraprofessionals attend ongoing professional development both on site and outside of the school community. Professional development is provided in-house by our coaches, consultants (e.g., AUSSIES), and our Learning Support Organization/Integrated Curriculum and Instruction (ICI) content area specialists. In addition, our coaches and other staff members attend external PD provided by ICI. Parents at PS 132 participate in weekly workshops designed to support content area instruction in ELA, the use of non-fiction literacy materials in social studies and science, math, writing support, and workshops on providing information and empowering the parents to understand the instructional programs at PS 132 and how to become viable partners in the school community to support their children's education.

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

We work directly with our Human Resources partner at the Integrated Service Center (ISC) to ensure that we have highly qualified certified teachers working at PS 132. We enlist the support of our Human Resources liaison to fill all vacancies at our school and to support us with areas of concern regarding certification. We attend the hiring fairs sponsored by the New York City department of education to recruit teachers. We provide opportunities for teachers to participate in professional learning to support their growth and development. We have support staff such as coaches and administrators to work with our new teachers and teachers who need additional support. With support from the New York City Department of Education New Teacher Induction Mentoring Program, we have implemented a quality teacher-mentoring program on-site to support new teachers and provide them with the tools and strategies needed to effectively serve our student population.

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

We are implementing the following initiatives and strategies to increase parental involvement:

- a. We have a balanced representation of parents on our School Leadership Team (SLT) and they provide information on an ongoing basis to the parent constituency.
- b. We conduct literacy and math family nights so parents are aware of the curriculum and are able to help their children at home.
- c. We provide family literacy, and parenting skills workshops on a weekly basis based on the results of our parent surveys, where parents participate in workshops designed to support content area instruction in ELA, the use of non-fiction literacy materials in social studies and science, as well as Everyday math, and our school-wide writing initiatives.
- d. We have monthly student of the month assemblies where parents actively participate.

- e. We have class parents who meet and discuss strategies and ways to support the teachers in the classroom. Many of our these parents disseminate information and some class parents act as volunteers, reading in the classroom and actively working with students under the guidance and direction of the teacher.
- f. We translate all materials into the native language of parents, whenever possible, so that they are full partners in our work.
- g. All parents receive the translated instructional plans by grade so that they have the units and the curriculum and understand the expectations for the students.
- h. Parents of students involved in the Inquiry Team study are partners involved in goal setting for their children. This will eventually be expanded to all students in all grades to support school-wide change.

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 contact our local universal pre-k programs informing them of registration days. We hold informational sessions for all parents as well as parents interested in enrolling their children in our dual language program.

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

To ensure that our teaching staff is involved in the decision-making processes teachers are provided with opportunities to self-select PD to address their professional learning needs. Teachers have a weekly PD meeting where they plan and discuss academic assessments, student work, and share best practices. Teachers are represented on the School Leadership Team and participate in the Consultation Committee to meet with the principal on a monthly basis to address concerns, suggestions, and ideas to support student achievement. In addition, teachers at PS 132 are dedicated professionals as exemplified by the fact that several voluntary grade level meetings occur after school and teachers voluntarily participate in lunch-and-learn sessions. Teachers are engaged in reflecting on areas of strength and areas of need and are active with planning for school improvement. Teachers initiated the creation of the PS 132 Student Handbook. The teachers at PS 132 are a critical resource to target the students who are at risk for not meeting State standards.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Our school engages in myriad activities to ensure that our Level 1 and 2 students and students who are at risk academically and due to social/emotional needs receive support to achieve at state standards. These services include Academic Intervention Services, differentiated instructional strategies, push-in academic support, at-risk intervention support services to address the issue prior to referring the child to Special Education, on-site partnership with Columbia Presbyterian mental health clinic to provide small group or individual counseling services and parent support, and partnerships with outside agencies to support at risk students and their families.

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.

As a SWP school we integrate our Federal, State, and local services to support all students in achieving the state standards. We have two violence prevention programs: Project Wisdom and Peace Builders which build character education and support the exploration of resolution to conflicts. Our peer leadership group program engages students who are at-risk to become involved in activities such as visiting our local nursery home to read to senior citizens and spend quality time, as well as other activities to encourage students to act as good citizens and leaders. Columbia Presbyterian Hospital provides workshops to our parents on healthy eating and nutrition as well as other counseling and support services. Our staff members provide parenting skills and content area workshops to support adult literacy.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

NA

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

NA

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;

NA

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

NA

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

NA

4. Coordinate with and support the regular educational program;

NA

5. Provide instruction by highly qualified teachers;

NA

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

NA

7. Provide strategies to increase parental involvement; and

NA

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

NA

(TO BE REVISED FOLLOWING CONVERSATION WITH SED ABOUT TIMELINE FOR IMPLEMENTATION OF NEW DIFFERENTIATED ACCOUNTABILITY REQUIREMENTS)

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:

Good Standing

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

Part B: For Title I Schools 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.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

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

-English Language Learners.

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

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

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

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

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

Conversations with teachers of ELLs is the first step in finding out whether or not they feel engaged in proper planning for their students and if they are aware of the New York State Standards for ESL. Other steps to digging deeper in the findings are looking back at the Professional Development offerings for teachers of ELLs across all three programs offered at our school - Freestanding ESL, Dual Language, and Transitional Bilingual. We have reflected on the Professional Development workshops that our teachers were sent to on the district/regional levels in the past three years, giving them opportunities to share their leanings with their colleagues at Grade Level meetings. There will also be opportunities this year to share at school-wide professional development sessions.

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

- Applicable
- Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

At our school, there is current evidence that for the most part dispels this key finding concerning ELLS. We have provided, (and continue to provide), weekly sustained professional development and grade planning sessions for all teachers regardless of the program. These professional development sessions are built into the school day and teachers are expected to attend every session. Two years ago, as part of our Restructuring Plan, we established the position of ELLs Coach to aid classroom and out of classroom teachers with the teaching and learning of ELLs.

Our ELLs Coach continues to offer Lunch and Learn sessions on a weekly basis for all teachers, in and out of classrooms. These sessions provide teachers with professional development in various ESL strategies ranging from second language acquisition to vocabulary development, as well as implementing the 6 + 1 Writing Traits to enhance the writing process. Although attending these sessions are on a voluntary basis, many teachers have taken the opportunity to attend and have put in place many of the strategies explored.

The key finding did mention that there is a lack of general awareness of the New York State Learning Standards for ESL across city schools. At our school, we have offered professional development on this work and the teachers are aware that the ESL standards are available, but

most lack the knowledge of how to apply the performance indicators into their lessons. Our challenge for our ESL professional development plan is to encourage teachers to plan their lessons around the standards and performance indicators because of the challenge of educating the large amount of ELLs in our classrooms.

There is a written curriculum, Accelerated Literacy Learning, for both the reading and writing with the standards clearly listed for each unit of study correlated to the NCEE. There is also a Foundations program used for word work in the K-2 classes which addresses the seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) as well as the five different areas of writing (spelling, handwriting, text production, composition, and motivation to write).

There are curriculum maps which were developed collaboratively with the grade level teachers. These curriculum calendars are aligned to the standards based curriculum and indicate expected outcomes for students that are based on NYS Standards and are time-bound.

In reading, the taught curriculum is aligned to the standards. The ALL curriculum is designed around the meta-cognitive reading strategies. The taught curriculum provides specific standards with critical reading experiences and focuses on a variety of genres.

In writing, the taught curriculum is aligned to the standards. Teachers have specific expected outcomes. For example, periodic written publications that represent a variety of genres embed a variety of writing skills and build on writing strategies. (See attached K-5 maps). There are alternate forms of publications embedded in the curriculum. This year we have begun to implement school-wide the 6 + 1 Writing Traits which help the students to focus on specific aspects of the writing process, as well as Basic Writing, which helps the students the students to improve their writing mechanics.

There are school-wide resources such as our book room with a variety of books in both Spanish and English that correlate with the reading and writing units of study. Teachers have classroom libraries leveled using the Fountas and Pinnel and/or Teacher's College leveling system and labeled by genres. There is a supplemental intervention program provided during Extended Day. Professional Development has been or will be provided school-wide for 6 + 1 Traits and Basic Writing.

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.

NA

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.

We have assess and will continue to assess alignment and/or instructional practices of New York State process and content strands to our mathematics program (Everyday Mathematics) through the use of ACUITY ITAs and Predictives (grades 3-5), and standards based portfolio tasks (all grades), and staff created student goal sheets. We created baseline exams based on performance indicators which the students should have mastered the previous years for grades K-2. Teachers will be able to analyze the progress of their students through the use of teacher created unit progress checklists aligned to unit tests and NYS performance indicators.

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

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Most process and content strands are addressed in Everyday Mathematics. Professional Development has been and will continue to be provided to address those performance indicators which are not covered in Everyday Mathematics. The program has many activities which provide reasoning, communication, connections, representations, and problem solving activities. These activities are often found in Part 3 of the Everyday Mathematics lessons-Differentiation Options. Professional development has been and will continue to be provided on how to use Part 3 to incorporate alignment of the NYS process strands within the daily lessons.

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.

NA

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.

We will analyze the data from various assessments provided throughout the year, helping the teachers to interpret that data so that they can effectively differentiate instruction for students at all grade levels.

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

Applicable Not Applicable

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

There is data-driven instruction where we use results from the DRA, Dibels, and Reading 3D assessments, as well as conferring notes. We use the instructional approach of the workshop model. The process model for instruction is Balanced Literacy where teachers deliver lessons that are comprised of read alouds, shared, guided and independent reading, and shared, modeled and guided writing. There are 15 minute mini lessons with independent/group practice, and shared time.

We also use small group instruction, (which is data-driven), and conferring with individual students. Some teachers use a guided reading program called Good Readers Great Habits.

We have an ESL team which provides instruction for our ELL students as well as Dual Language and Transitional Bilingual programs.

We have weekly professional development which is led by coaches, AUSSIE consultants, LSO network specialists, and/or teacher led grade level collaborative meetings. Teachers engage in differentiated instruction, which is encouraged throughout the PD sessions. They have their students gather in a meeting area and white boards and charts are used for modeling. This year most of our classrooms have been provided with Smart Boards to enhance the teachers' instruction.

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.

NA

2B – Mathematics Instruction

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

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

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

Our school has assessed and will continue to assess the type of instructional practices in mathematics by conducting learning walks, (consisting of administrators, coaches, and teachers-classroom and out-of-class), and through formal and/informal observations by assistant principals and the math coach. We have also begun to do daily walkthroughs within individual grades, focusing on specific aspects of math instruction/environment in each class.

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

Applicable Not Applicable

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

Our teachers, as seen on learning walks and formal as well as informal observations, actively use the workshop model in mathematics. Most teachers are incorporating hands-on activities, use of manipulatives, and collaborative learning during the active engagement part of the

workshop model. There is a designated student share portion at the end of each lesson. Classrooms are arranged with desks in small groups to facilitate collaborative learning.

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.

NA

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

We have analyzed the CEP School's Demographics and Accountability Snapshot in order to assess the information teacher turnover rate at our school.

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

Applicable Not Applicable

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

83.8% of our teachers have been teachers at our school for more than two years and 75.5% for over five years. The trend is the percentage of teachers who have taught in our school for more than five years is increasing.

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.

NA

KEY FINDING 4: PROFESSIONAL DEVELOPMENT - ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city,

district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

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

The school administrators and coaches are aware that professional development opportunities are offered through the Office of English Language Learners (OELL), particularly QTEL training. We have decided not to send our teachers to these trainings for various reasons discussed in 4.4

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

Applicable Not Applicable

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

Our teachers are not attending the QTEL professional development trainings offered by OELL. QTEL trainings are tailored specifically to middle schools and high schools. Offerings at the elementary level are currently not available to schools. We can, although, offer our teachers sustained professional development on the QTEL Six Scaffolding Strategies developed by Dr. Aida Walqui, Director of Teacher Professional Development Program at WestEd.

We do, on the other hand, send our teachers and coaches to ELL professional development workshops offered by our Learning Support Organization. Additionally, we applied for and received funding via the NYCDOE's ELL Success Grant last spring. A select number of teachers, coaches, and administrators attended various PDs offered by OELL. The sessions were paid for by the grant.

Although we do have a Language Allocation Policy Team that meets regularly, most teachers are not aware of the team's role in developing the actual document and discussions at our meetings. We need to put in place a system of communication where the work of the team is shared with the entire school staff, for example, via a Lap Team newsletter or a few minutes set aside at each faculty conference.

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.

We feel that OELL can support us by providing schools with QTEL elementary level professional development workshops (school-based and off-site) for teachers, coaches and administrators.

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.

At the beginning of the school year teachers receive the NYSESLAT class data. Along with the data they receive Professional Development on how to disaggregate the data, from flexible groups according to language and modality proficiency. Teachers can now go into ARIS and we are in the process of supporting them in the use of the ARIS system to disaggregate their students' data and analyze assessment results across all subject areas.

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

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

All classroom and out-of-classroom teachers and support teachers have data binders for their students. Teachers continually update the data for their students and use this data to inform instructional decisions.

In accordance to the recent initiative by NYCDOE, all teachers have access to ARIS, which provides not only assessment data, but also includes home language, first date of entry into NYCDOE, admission and discharge dates and attendance. This year they've added the type of program in which each ELL student has been enrolled since their first admission into the NYCDOE.

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.

NA

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.

Our school currently has 136 students with IEPs. The majority of our special education students are sitting in 29 regular education classes. The rest of the students are sitting in 4 self contained classes and 3 CTT classes.

We will continue having ongoing conversations, 1-1 information sessions and will create a special education survey to find out how much understanding or how capable they feel to implement the instructional strategies which will improve student performance.

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

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Last year's Special Education teachers and service providers received training in Creating Quality IEPs. Teachers worked on creating IEPs that were aligned to the NYS standards and instructional objectives. Professional Development addressed various instructional approaches which allowed students to achieve the promotional criteria with the various modifications specified.

In addition, all paraprofessionals (classroom assistants and crisis paraprofessionals) completed the Nonviolent Crisis Intervention Program, monitored by Crisis Prevention Institute, Inc. This training provided all paraprofessionals with the opportunities for recognition, advancement and the opportunity to excel. Paraprofessionals feel confident in how to create an atmosphere that promotes care, welfare, safety and security. At the same time they can successfully help students to improve in their academic performance. Training will be ongoing annually.

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.

NA

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.

- All special education teachers and service providers have been reviewing old IEPs as well as IEPs of new students in our school to make sure that the IEPs' goals, objectives and modified criteria are aligned in order to ensure students high academic performance on grade-level state tests.

- We will continue with our quantitative analysis of IEPs in order to create quality IEPs.

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

- Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- Students' IEPs have alignments between the goals, the promotional criteria and the content on which these students are assessed.
- Most IEPs include accommodations and/or modifications which are implemented when the student takes standardized exams. Instruction, and academic modifications and adaptations are also written in students' IEPs in order to support the students' learning process.
- All IEPs, when needed, include environmental modifications in order to support students' social/emotional and/or health/physical needs.
- Currently during an IEP review, the SBST along with the District Representative make sure that during the process of completing an IEP, all IEPs have accommodations and modifications for the classroom environment (including instruction). Also during the process of completing the IEPs, the team makes sure there is alignment between the goals, objectives and modified promotional criteria that are included in student IEPs.
- During all IEP reviews we continue to reinforce the need to align the modified promotional criteria with the content on which these students are assessed on grade level state tests. It is on the student's grade level.
- The Safety Coordinator continues to work with all the students with a crisis paraprofessional creating or updating the behavior intervention plan which includes behavioral goals and objectives. She creates behavior intervention plans for students with no IEPs in order to decrease our special education referrals (keeping the students in the least restrictive environment with support). The intervention plan is reviewed every 3 months.
- Teachers have been trained on how to properly implement the accommodations and modifications on students' IEPs.
- We continue our one to one support sessions with teachers in need of support
- We will continue to provide professional development support from our IEP specialist (Wendy Dreisman) from the ISC to train our teachers.

- The majority of our paraprofessionals have been trained in the Non Violent Crisis Intervention Program by our Safety Coordinator who has been certified as a CPI (Crisis Prevention Institute) Instructor. Every year the paraprofessionals do a refresher training consisting of 18 hours through out the school year in order to maintain their certification by CPI.

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

NA

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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

Part A: For Title I Schools

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

6

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

In accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780 our school identifies, serve, and report on students living in temporary housing (STH). The pedagogues aware of Students in Temporary Housing are responsible in providing support services to students in order to adequately fulfill any educational and emotional needs they might have or other services they are in need of.

Our Guidance Counselors contact teachers on a monthly basis to address any concerns they might have regarding these students. They also meet with the students to provide emotional support. The students participate in the *Friendship Club* which takes place every Tuesday from 3:10 p.m. to 5:10 p.m. The purpose of this club is to motivate students and to elevate their self-esteem. They also develop strategies in conflict resolution. *Guidance Counselors* helps ensure the rights of Students in Temporary Housing (STH).

They assist students and parents by writing letters to the New York City Department of Housing to help them expedite the process in getting permanent homes for these families. In addition, the counselors and the principal encourage staff members to make anonymous monetary donations to these families, especially when they are placed in their permanent homes. The monies collected go towards the purchasing of basic home essentials. Also the *Bilingual Guidance Counselor* created our annual P.S. 132 *Angel Tree Program* that provides students with a Holiday Gift and let them know that our school staff is supporting them in the midst of their needs.

Our SAPIS (Substance, Abuse, Prevention and Intervention Specialist) Counselor assesses the family needs according to each individual situation. Students receive all year round support including the participation in a summer camp program as well as in the SAPIS after school program. The counselor also provides a Research Based Intervention program which highlights Positive Alternative Services such as, participation in special trips, sports, peer mediation, conflict resolution, student of the month and other reinforcement activities. In addition, parents are provided with workshops to address parenting skills, mental health and how to get support and services from outside agencies. The SAPIS counselor also provides parents with referrals for outside agencies.

Our Family Worker is responsible for monitoring students' attendance. She calls parents when students have poor attendance or frequent latenesses. She also addresses whether students are coming to school with their uniform and assesses if the child needs the school to purchase the uniforms.

Our Pupil Accounting Secretary facilitates the attendance of STH to the on site contact. She also keeps an updated ATS list for students in temporary housing and distributes it to all the pedagogues, who are aware of the students in temporary housing. The *Pupil Accounting Secretary* also distributes the residency questionnaire during registration and to every student, and asks that the residency questionnaire be completed by the parent in order to determine services the student may be eligible to receive.

Our Parent Coordinator strongly emphasizes to parents the availability of Supplemental Educational Services and how they can help their children. He also works closely with parents by motivating them to become active members in their children's education. In addition the Parent Coordinator provides the McKinney-Vento Act Guide for Parents to parents in homeless shelters or in temporary housing. Outside the Parent Coordinator's office we display posters that set forth the basic rights of homeless students and provide information about the STH Liaison(s).

Our Safety Coordinator provides support to students in temporary housing when in need of behavior interventions. She also offers parents workshops on behavior management strategies. With the assistance of the Safety Coordinator, the parents build a behavior intervention plan that can be established in the home.

In addition our school is committed to provide services for our STHs which is comparable to services offered to the other students in the school including, all educational services for regular education and special education students, free school meal, and free transportation.

In overall, P.S. 132 Juan Pablo Duarte makes sure that all students in temporary housing (STH) receive all the necessary supports and services in order to help them emotionally and academically so that they can function as productive members in the school and community.

Part B:
For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
NA
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
NA
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.
NA