



P.S. 187 HUDSON CLIFFS

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 187 HUDSON CLIFFS
ADDRESS: 349 CABRINI BOULEVARD, MANHATTAN, NY,
10040
TELEPHONE: 212-927-8218
FAX: 212-795-9119

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 06M187 **SCHOOL NAME:** P.S. 187 Hudson Cliffs

SCHOOL ADDRESS: 349 CABRINI BOULEVARD, MANHATTAN, NY, 10040

SCHOOL TELEPHONE: 212-927-8218 **FAX:** 212-795-9119

SCHOOL CONTACT PERSON: Ms. Cynthia Chory **EMAIL ADDRESS** cchory@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**
SCHOOL LEADERSHIP TEAM CHAIRPERSON: Ms. Nilda Marrero

PRINCIPAL: Ms. Cynthia Chory

UFT CHAPTER LEADER: Ms. Dawn Powell-Douglas

PARENTS' ASSOCIATION PRESIDENT: Ms. Francesca DiMauro

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 06 **SSO NAME:** Empowerment Support Organization

SSO NETWORK LEADER: Mr. Lawrence Harvey

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
Ms. Cynthia Chory	Principal	
Leoniza Ardizzone	Parent	
Victoria Frye	Parent	
Susan Seitner	Parent	
Amy Wittner	UFT Member	
Tara Robinson	UFT Member	
Michael Palmieri	UFT Member	
Lambrini Luna	UFT Member	
James Goldwasser	Parent	
Kathy Brito	Parent	
Nilda Marrero	Admin/CSA	

* Core (mandatory) SLT members.

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

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.

P.S. / I.S., Hudson Cliffs School, is located in the Washington Heights Community of Manhattan. This geographic area has a rich mixture of cultures, races, resources and history. It is an area of varied economic levels. It also has been a "gateway community" to New York City for many decades, incorporating groups of recent immigrants as well as a stable middle class population.

P.S. / I.S. 187 is composed of 779 students, enrolled in Grades Pre K through Grade 8. The population is comprised of a variety of races and ethnic groups: 58.5% are Hispanic, 31.9% are White, 5.1% are Asian, and 2.9% are Black. Special Education students are 12% of the population and English Language Learners are 11.2% of the population. Currently on staff are 2 administrators, 59 Teaching Professionals, 11 Para-Professionals, and 10 Office Staff and Aides.

The mission of the 187 community is to enable each student to achieve his/her individual best academically, socially, and personally. The school alone cannot achieve these objectives, so we enlist the full partnership of parents and community to assist the staff in preparing literate, responsible, self-reliant young people who are ready to take advantage of every opportunity that they may encounter. This is the result of a shared vision of high expectation accompanied by high accountability and commitment to hard work. In the spirit of embracing a school culture where staff and families work closely together, in our recent collaboration the SLT has revised the vision statement as follows:

"The Hudson Cliffs School is anchored in tradition while openly embracing our diverse evolving community. We are committed to serving our children by tailoring education for each child. We challenge them academically and artistically; nurture them through creative child centered pedagogy; and provide an innovative stimulating learning environment where they may freely explore and strive for their maximum potential. Collectively we develop ways to instill in our students, from early childhood to early teen, a lifelong love of learning. Through collaboration and community integration we seek to provide a unique learning environment exemplary in its preparation of responsible, independent, and inquisitive students equipped to succeed in the 21st Century."

Students know how to be successful because expectations are clearly articulated, practices are consistently modeled, and everyone in the school community is "on board". P.S./I.S. 187 is truly a community school where every child is noticed, every name is known, and where students return as parents, teachers, and even as a principal.

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.

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		P.S. 187 Hudson Cliffs							
District:		6	DBN:	06M187	School BEDS Code:		310600010187		
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7	√	11		
	K	√	4	√	8	√	12		
	1	√	5	√	9		Ungraded		
	2	√	6	√	10				
Enrollment					Attendance - % of days students attended :				
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08*	2008-09		
Pre-K	0	29	33		95.0	95.0	95.1		
Kindergarten	72	72	87	Student Stability - % of Enrollment:					
Grade 1	82	74	76	<i>(As of June 30)</i>	2006-07	2007-08	2008-09		
Grade 2	68	83	74		96.7	98.4	98.8		
Grade 3	79	80	76	Poverty Rate - % of Enrollment:					
Grade 4	71	80	76	<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
Grade 5	76	70	78		62.4	61.1	60.4		
Grade 6	97	81	84	Students in Temporary Housing - Total Number:					
Grade 7	127	98	84	<i>(As of June 30)</i>	2006-07	2007-08	2008-09		
Grade 8	109	130	98		1	8	12		
Grade 9	0	0	0	Recent Immigrants - Total Number:					
Grade 10	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
Grade 11	0	0	0		5	4	11		
Grade 12	0	0	0	Suspensions (OSYD Reporting) - Total Number:					
Ungraded	0	0	0	<i>(As of June 30)</i>	2006-07	2007-08	2008-09		
Total	781	790	769		0	0	0		
Special Education Enrollment:				Special High School Programs - Total Number:					
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of October 31)</i>	2006-07	2007-08	2008-09		
# in Self-Contained Classes	0	0	30	CTE Program Participants	0	0	0		
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Early College HS Program Participants	0	0	0		
Number all others	15	22	55	Number of Staff - Includes all full-time staff:					
<i>These students are included in the enrollment information above.</i>									
English Language Learners (ELL) Enrollment:				<i>(As of October 31)</i>					
<i>(As of October 31)</i>	2006-07	2007-08	2008-09		2006-07	2007-08	2008-09		
# in Transitional Bilingual Classes	0	0	0	Number of Teachers					
# in Dual Lang. Programs	0	0	0		49	59	56		
# receiving ESL services only	125	101	89						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	2	13	9	Number of Administrators and Other Professionals	8	15	14
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	2	1
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	67.3	61.0	67.9
				% more than 5 years teaching anywhere	61.2	50.8	55.4
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2006-07	2007-08	2008-09		78.0	75.0	77.0
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	94.2	98.4	98.1
Black or African American	2.4	1.7	2.1				
Hispanic or Latino	60.0	52.8	60.5				
Asian or Native Hawaiian/Other Pacific Isl.	6.2	6.6	5.2				
White	31.4	38.9	31.2				
Male	50.3	48.9	49.3				
Female	49.7	51.1	50.7				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	IGS			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		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		√	√	-			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		6	6	4	0	0	0
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	78.7			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment: <i>(Comprises 15% of the Overall Score)</i>	10.8			Quality Statement 2: Plan and Set Goals			
School Performance: <i>(Comprises 30% of the Overall Score)</i>	19.1			Quality Statement 3: Align Instructional Strategy to Goals			
Student Progress: <i>(Comprises 55% of the Overall Score)</i>	42.8			Quality Statement 4: Align Capacity Building to Goals			
Additional Credit:	6			Quality Statement 5: Monitor and Revise			
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			
				◊ = Outstanding			
				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							

SECTION IV: NEEDS ASSESSMENT

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

Student performance trends that we have identified for ELA and MATH are:

- While 58% of all students Grades 3-8 achieved 1 year of growth on the 2008 ELA exam, three subgroups **outperformed** all other sub-groups in this area. These were ELLs (81%), Special Ed (74%), and Black (71%).
- While 43% of all students Grades 3-8 achieved 1 year of growth on the 2008 MATH exam, three subgroups **outperformed** all other sub-groups in this area. These were ELLs (57%), Special Ed (65%), and Black (65%).

Based on this analysis, we can say that our school is making gains in closing the achievement gap for these at-risk sub-groups.

Based on our survey of the parent community, the major areas of concern include the incorporation of technological resources into the curriculum and the school infrastructure; the quantity and quality of after-school enrichment offerings; the limitations of the physical education program; underdeveloped curriculum in Art, Science, and Writing, as well as the absence of Foreign Language instruction.

The school's physical plant, in addition to its safety and security measures, received strong expressions of approval.

The most significant barriers to the school's continued improvement are: budget restrictions, class-size, and the minimal lateral space afforded by uniform curriculum requirements and test-prep.

Among the greatest accomplishments contributing to the school's continued improvement during the last two years are: augmented collaborative efforts among administration, staff, and parents; enhanced focus on professional development; and an increasingly active parent community.

Four Proposals for SMART School Goals:

1. Form a committee / working group on technology. Consisting of staff and parents, this group will address a range of issues including: networking of the school; website development; integration of the Library with classroom libraries; implementation of computer technology in classroom instruction; optimizing children's hands-on experience and development of computer-literacy; technology in the service of school – community communication.

2. Re-fit and activate middle-school Science Room. Implement creative re-scheduling to ensure that a functional science lab is a consistent active center of regular instruction. Science is an important component of the school's identity and the annual Science Fair is a highlight of the school year. Continued improvement warrants that we move beyond the event-based approach and strive instead to have the Science Fair represent an active Science Program in the upper grades. Fundraising should be possible for this.
3. Fund an F-Status art teacher in the elementary school.
4. Create a user-friendly school web page.

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
To develop a coherent curriculum with coherent forms of assessment across the grades.	100% of our grade level teams will be engaged in a curriculum mapping effort to vertically align curriculum in ELA, Math, Science, and Social Studies.
To develop teachers' expertise in the effective utilization of data in order to expand their teaching repertoire in terms of differentiated instruction.	<p>50% of teachers will engage in professional development around differentiated instruction that addresses the needs of all students, with a particular emphasis on students with IEPs, English Language Learners (ELLs), struggling readers, and accelerated students.</p> <p>50% of teachers will demonstrate differentiated instruction strategies in observed lessons and walkthroughs.</p> <p>50% of classrooms will reflect resources to support differentiated learning.</p>
To maximize the use of technology in the middle school.	75% of all middle school teachers will use technology in instruction.

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) :**

Curriculum

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	To develop a coherent curriculum with coherent forms of assessment across the grades.
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>	100% of the staff will have weekly common planning periods in their schedule. 50% of our professional development half-days will be used for curriculum planning and articulation across grades and content areas. 50% of our faculty conference time will be used for curriculum planning and articulation across grades and content areas. The budget will be used to offer teacher per session hours to plan subject area/grade specific curriculum after school, based on availability of funds.
Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	Fair Student Funding
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Vertically aligned curriculum map at each grade level that is shared and posted school wide – teacher to teacher, with parents, with students, and in online communities. Teacher observations that exhibit units of study that are grade appropriate. Agendas from professional development. Agendas from faculty conferences. Common Planning log books by grade containing: Group Goal

Selection Forms, Common Planning Forms used to attain each Group Goal. Assessment data building-wide.

Subject Area
(where relevant) :

Enhance Data Inquiry

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To develop teachers’ expertise in the effective utilization of data in order to expand their teaching repertoire in terms of differentiated 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>Training teachers in the use of ARIS, and how to interpret the data and use it to inform instruction. Meet with teachers and the literacy coach in regards to how their data from Periodic Assessments/classroom assessments should design/determine targeted lesson planning for students. Provide side-by-side professional development with a focus on differentiated instruction by AUSSIE: 50% focus on literacy across the content areas pinpointing differentiated strategies, 50% focus on science and technology to help bring students closer to 21st century learners. Utilize the 8 half day afternoons of professional development to deliver AUSSIE workshops on differentiated instruction, tiering lessons, modifying content, process, and product for targeted instruction. Utilize the 8 half day mornings to for AUSSUE to work side by side with the teachers in the classroom using data to inform instruction in the content areas. Embed technology into the differentiated instruction. Capture and document best practices from intervisitations, demonstration lessons, teacher small discussion groups and lab site activities.</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>Fair Student Funding. Children First Inquiry Team.</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>Teacher lessons/units are evidently planned with differentiated strategies which consider students with IEPs, English Language Learners (ELLs), struggling readers, and accelerated students. Administrative formal observations of teachers using technology in their instruction. Common Planning logs with plans for differentiation.</p>
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**Subject Area
(where relevant) :**

Technology

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To maximize the use of technology in the middle school.</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>Provide differentiated professional development on the use of SMARTBoards (beginner / intermediate / advanced.) Provide professional development on the use of computer laptops in the classroom. Implement Mobile Science Lab by A+ Technology Solutions.</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>GE Middle School Grant</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>80% of all classrooms will have a SMARTBoard. Photographs of SMARTBoards and laptops being used in the classroom. Lesson plans. Digital lessons such as SMARTBoard Notebook and/or PowerPoint files. Agendas from professional development. Administrative formal observations of teachers using technology in their instruction.</p>

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

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

<p>Name of Academic Intervention Services (AIS)</p>	<p>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.).</p>
<p>ELA:</p>	<p>ELA intervention is provided through the use of small groups. Literacy specialists service , these reduced sized Literacy classes for each grade. AIS are provided for the students during the day as well as during the extended time of 37.5 minutes, four days a week. After school program intervention is also offered for one hour for all student levels. The Wilson Program and Foundations Program are used for intervention throughout the grades. We have incorporated the Teachers College Curriculum which differentiates instruction.</p>
<p>Mathematics:</p>	<p>Math Intervention is provided through the use of small groups. The Math coach services these reduced sized classes during the school day using Kaplan Test Prep to support the Every Day Math Program in addition to the Impact Math Program. Math Intervention is also provided for AIS students four days a week during the extended time of 37.5 minutes. After school intervention is offered for grades 3 – 8 for one hour a week in Mathematics.</p>
<p>Science:</p>	<p>Science Intervention is provided during the regular school day using the workshop model, individualized instruction, and peer tutoring.</p>
<p>Social Studies:</p>	<p>Social Studies Intervention is provided during the regular school day using the workshop model, individualized instruction, and peer tutoring.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>The Guidance Counselor provides small group counseling and individual counseling to address emotional, peer, and family issues that arise and impact the students in the school setting. She gives information regarding resources in the community that are available for further assistance. Where necessary, she provides counseling or referral to outside resources.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>The School Psychologist makes recommendations based on testing (and observation) using psychometric exams for special education services. We also use the services of an outside consultant from NY Presbyterian Hospital for family and individual therapy.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>The school Social Worker works with both the School Psychologist and Guidance Counselor to provide services as stated above. The Social Worker is also a member of the School Based Support Team to coordinate and monitor the services provided to students.</p>

At-risk Health-related Services:

Not applicable

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.
See Attached LAP and LAP Worksheet at the end of the document

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

Form TIII - A (1)(a)

Grade Level(s)

K - 8

Number of Students to be Served:

LEP 87

Non-LEP 0

Number of Teachers 4

Other Staff (Specify) 0

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program

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

P.S. / I.S. 187 currently services a total of 87 English Language Learners (ELLs) during regular school hours. A pull-out model is used to service grades K-4, while both a pull-out and push-in model are used to service grades 5-8. Our ELL students receive small group English as

a Second Language classes (100% English immersion with native language support as needed). Students also participate in after school clubs centered on subjects and activities other than ESL, but which are infused with ESL methodologies and employ a project-based inquiry approach.

The purpose of the Title III after school program is to supplement the mandated ESL program described above as follows:

- Program will be delivered by 4 certified teachers.
- **Fifty** ELL students will participate in the program, 8 to 9 each in Grades 3 - 8.
- ELLs will receive ESL instruction in small groups of approximately 4-5 students from each grade.

These students will meet with their instructors once a week for fifteen weeks, Mondays or Wednesdays, from 3:20 p.m. to 4:20 p.m. The duration of this program is from January, 2009 through April, 2010.

January – February: ELA Test Preparation

This program will include ESL instruction and test preparation for the New York State ELA exam, using the Fundamentals Program by Schoolwide, Inc. This program prepares students for standardized tests using proven, research-based instruction and authentic children's literature. It systematically teaches the skills and strategies students need to effectively answer questions from the four major question categories appearing on standardized test, including Finding Word Meaning in Context (Vocabulary), Literal Questions (Paying attention to detail), Determining Importance (Finding the Main Idea), and Inferential Questions (Reading the Unwritten Word). Teachers model reading comprehension strategies by reading and thinking aloud from touchstone texts in a whole group setting. Students are provided multiple opportunities for both guided and independent practice to reinforce the skills and strategies taught. Lessons explicitly link the reading strategies and skills needed to effectively answer questions presented during test-taking situations, effectively building a bridge between reading instruction and test preparation. In addition to becoming better readers, students learn to become test savvy and to recognize common testing "tricks and traps".

This program will meet for a total of seven 60-minute sessions, scheduled to meet from 3:20 p.m. to 4:20 p.m. on Mondays or Wednesdays. The duration of this program is seven weeks. There will be four classes with four certified teachers.

March– April: ESL Math Academy

In March, this program will include ESL instruction and test preparation for the New York State Math exam. ELL students in grades K-8 will be given the opportunity to participate in our Math Academy. The Math Academy offers engaging hands-on activities geared toward mastering the performance indicators established for their grade in mathematics. Students will be given opportunities to apply mathematics in real-world scenarios, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, and probability. Activities

may also include visits to skill-building websites using our portable laptop carts. Above all, ELLs will receive direct instruction on key math-related terminology in English, to support their ability to comprehend and solve word problems.

During the month of April, this program will be devoted to test preparation for the New York State English as a Second Language Assessment Test (NYSESLAT) using Attanasio’s “Getting Ready for the NYSESLAT and Beyond” study guides.

This program will meet for a total of eight 60-minute sessions, scheduled to meet from 3:20 p.m. to 4:20 p.m. on Mondays or Wednesdays. The duration of this program is eight weeks. There will be four classes with four certified teachers.

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.

To be determined as more funds become available. Last year's plan was:

A budget was allocated for one ESL teacher to receive ESL professional development through Teacher’s College. That ESL teacher turnkeyed the training over to the other three ESL instructors. Sessions were typically 60 minutes long, and were delivered outside of regular school hours. Topics covered included:

- **November, 2008: Understanding the Difference Between BICS (Basic Inter-Communication Skills) and CALP (Cognitive Academic Language Proficiency)**
- **January, 2009: Identifying Four Levels of Language Acquisition and Proficiency**
- **February, 2009: Understanding Goals for ELL Education**
- **April, 2009: Comparing the Bilingual Education and Freestanding ESL Program Models**
- **May, 2009: Providing Optimal Conditions for Second Language Acquisition**

Form TIII – A (1)(b)

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School: P.S. / I.S. 187
 BEDS Code: 310600010187

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	\$3,056	<ul style="list-style-type: none"> Per-session, after school program: January - April 4 teachers x \$49.73/hr. x 15 hours = \$2,984
Purchased services - High quality staff and curriculum development contracts	\$0	TBA
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$0	TBA
Educational Software (Object Code 199)	\$0	TBA
Travel	\$0	TBA
Other	\$72	Parent Involvement: Monies allocated for refreshments: \$72
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.
 - **As stated in our school's Language Allocation Policy, 88% of our ELL students come from Spanish – speaking households.**
 - **As stated in our school's report card issued by the Department of Education, over 73% of our overall student population is comprised of students of Hispanic origin – a significant statistic as compared to similar schools (26%) and other city schools (37%).**
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 major finding, therefore, is that Spanish is a high frequency language in our school community. As in the past, we continue to provide written translations of outgoing school communications in the Spanish language, in addition to English. We have numerous Spanish – English bilingual staff members present in the building to meet oral interpretation needs. The school and parent community is fully aware of the need for Spanish language translations, as the principal's monthly Parent Bulletin and other outgoing notices are always provided in English on one side, and in Spanish on the reverse side.

As for the low – frequency languages spoken in our school community, namely Russian (7%), Chinese (3%), Albanian (1%), and Arabic (1%), we rely on parent and community volunteers to assist in meeting translation needs, wherever and whenever the need arises.

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.

When available, we make use of foreign language translations as provided by the Translation and Interpretation Unit, for critical communications regarding a child's education, including, but not limited to: registration, application and selection, standards and performance, conduct, health and safety, legal and disciplinary matters, special education and related services, transfers and discharges, permission slips, and consent forms. Where such approved translations are not available, outgoing written communications are translated in-house by fully qualified English – Spanish Bilingual staff members. Our school budget has money allocated to pay assigned staff members for their work in this area. In the case of low – frequency languages, we reach out to parent / community volunteers to provide written translations, if and when required.

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.

We have a number of fully qualified English – Spanish bilingual staff members available to provide oral interpretation services, either in person or by telephone, on an ad-hoc basis. In the case of low – frequency languages, we reach out to our parent / community volunteers and arrange a time that is convenient for all parties involved to meet, where and oral interpretation is provided by the parent / community volunteer at that time.

Oral interpreters described above are available on the premises during all designated Parent / Teacher conferences.

Upon request, our region provides us with an electronic translation service, for use in large groups, such as the Parents Association meetings. This service allows meeting attendees to fully participate, by wearing earphones through which a spontaneous oral interpretation is fed. Spontaneous oral interpretations, as with written translations, may be provided by a qualified staff member or a parent / community volunteer. This method also allows participants to ask questions and offer their comments and ideas in their native language, in which case, the translator will spontaneously translate their utterances into English, so that they may be fully understood by all those in attendance.

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 will provide each parent whose (a) primary language is one of the eight covered languages (as defined by the DOE), and (b) requires language assistance services, with written notification of their rights regarding translation and interpretation services, along with instructions on how to obtain such services.**
- **We will post a sign in each of the covered languages indicating the office / room where a copy of such written notification can be obtained. This sign will be posted in a conspicuous location at or near the primary entrance of the building.**
- **Our School's safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.**

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$458,071	\$139,307	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,580.71		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$1,393.07	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$22,903.55		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$6,965.35	
6. Enter the anticipated 10% set-aside for Professional Development:	\$45,807.10		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$13,930.70	

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

98.4%

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.

All teachers who did not possess a Masters Degree last year have either completed their program, or are currently enrolled in a program with the expectation of completing their Masters Degree by their expected completion date. Please note that specialty teachers such as Library Media Specialist and Physical Education do not appear on BEDS as highly qualified.

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.

School Parental Involvement Policy :

I. General Expectations

P.S./I.S. 187 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 using 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, 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% 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

1. **P.S./I.S. 187 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:**
 - Draft school parental involvement plan as School Leadership Team with parent and school representation;
 - Input from Parents' Association members and parent surveys.

2. **P.S./I.S. 187 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:**
 - Draft school parental involvement plan as School Leadership Team with parent and school representation;
 - Input from Parents' Association members and parent surveys.

3. **P.S./I.S. 187 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:**
 - Schedule regular monthly Parents' Association meetings and activities.
 - Update annually and continue to distribute *The PS/IS 187 Parent Handbook*.
 - Schedule monthly Café 187 Friday morning meetings/workshops.
 - Provide volunteer opportunities during class trips and special events, assemblies, County Fair, festivals, presentations, visits, etc.
 - Schedule regular School Leadership Team meetings.
 - Publish a bi-weekly parent newsletter.
 - PA will continue to publish *Backpack News*, a monthly communiqué.
 - PA will continue to expand its outreach efforts to increase membership in the PA and assistance with fundraising efforts.

4. **P.S./I.S. 187 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: Learning Leaders and Book Pals by:**
 - Developing a mentoring/tutoring program, pairing students with community business owners, professionals, and leaders.
 - Continuing to support and extend PA sub-committees to plan enrichment, fundraising and other school activities.
 - Continuing and increasing partnerships with community institutions to develop mentoring and sponsorship opportunities.
 - Continuing the grant writing committee
 - Establishing a parent "donation center" to gather needed supplies.
 - Continuing to develop the Class Parent program.

- Continuing the *Learning Leaders* and *Book Pals* programs.
 - Ensuring ongoing professional development training for new Parent Coordinator
5. **P.S./I.S. 187** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
- Success will be measured by increased parent involvement, measured by PA and SLT attendance, number of volunteers and resources donated/given.
 - Parent Involvement Policy will be revised as necessary by School Leadership Team with parent input.
6. **P.S./I.S. 187** will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities 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: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, employing such methods as literacy training, and using technology, as appropriate, to foster parental involvement by: scheduling monthly Café 187 Friday morning meetings/workshops to address academic needs and questions, offering workshops conducted by Literacy and Math coaches in at-home assistance, and continuing to professionally develop our Parent Coordinator.
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, and by seeking professional development opportunities in this area through Region 10 and outside providers, where appropriate.
 - d. The 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 preschool and other programs, and conduct other activities, such as parent resource centers, that

encourage and support parents in more fully participating in the education of their children, by continuing to seek parental involvement opportunities such as Parents as Arts Partners and Yoga Kids.

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

Dissemination and translation of:

- Parent Handbook
- Regular Parent Bulletins
- Parent Involvement Policy
- Parents Association *Backpack News*

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, may 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;
- arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school, in order to maximize parental involvement and participation in their children's education,
- 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;
- 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 our School Leadership Team. This policy was adopted by* P.S./L.S. 187 on September 26, 2008 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 15, 2008.

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.

Please see School Parental Involvement Policy above.

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.

Needs Assessment: It was created in collaboration with SLT and distributed to all parents in March of 2007. The survey was sent out to parents and additionally distributed to parents during the Parent Teacher Conferences in March. The survey responses

were then collected and tabulated. The results were grouped and prioritized by areas of concern. The summary is herein attached. (See attachment 1)

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. **All students in P.S./I.S. 187 are encouraged to meet and exceed the state's level of proficiency in academic achievement. To this end, students are involved in planning to meet their individual needs and assume ownership of their education. This shared planning is especially important in conducting small group sessions (Personalized Learning Instruction) which are programmed before and after regular school sessions and also during Saturday school.**

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

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

Instruction at 187 largely follows the Workshop model, consisting of a short teacher led "mini-lesson" of direct instruction, followed by small group and paired learning sessions, and culminating with a shared outcome time. During these workshops, hands-on activities are stressed, and games and technology are utilized to enhance the workshops. These methods help to provide a full educational program for all students. At risk students receive small group counseling and family involvement is encouraged, especially through parent seminars. Parent Volunteers conduct small group, intensive instruction to further encourage parent and community involvement.

One major school-wide reform this year is to incorporate differentiated instructional strategies in our lesson delivery to target groups at various levels, with a focus on students with IEPs, English Language Learners (ELLs) and accelerated students.

o Help provide an enriched and accelerated curriculum.

In addition to the academic areas, P.S./I.S. 187 has a full sports program. Physical Education classes are taught to encourage self-esteem and establish team spirit. Inter- and Intra-grade team games provide challenging, enjoyable experiences. "Spirit Week" is an event both the staff and students look forward to each year. Good sportmanship is emphasized at all levels and all students are encouraged to participate.

o Meet the educational needs of historically underserved populations.

Roughly 15% of our student population consists of English Language Learners (ELLs) which is an historically underserved population. A number of these ELLs also have Individualized Education Plans (IEPs). We aim to meet the unique educational needs of these groups in the following way:

We have three to five classes within each grade in the elementary and intermediate schools. Each class has a handful of ELLs. While we schedule push-in services wherever feasible, it is often difficult to ensure that each student receives the number of ESL instructional minutes in their current grouping. Therefore, we most often pull the ELLs out of the classes and bring them together for small group instruction in rooms that are designated for ESL, and are equipped with the materials needed for second language instruction. For reading and writing instruction, ESL is generally delivered using the Workshop Model, with TESOL strategies infused throughout.

- For Grades K – 4, we have implemented *Rigby's On Our Way to English*. This is a comprehensive program for ELLs that focuses on language, literacy, and content. Based on scientifically proven and effective research, *On Our Way to English* assures that students will learn to read and write as effectively as their English-speaking peers.
- For Grades 5 – 8, we have implemented *Sheltered Instruction*. *Sheltered Instruction* (also referred to as *Sheltered English Instruction*) is an approach in which students develop knowledge in specific subject areas through the medium of their second language. Language objectives are paired with content-area objectives in each lesson.
- Our current funding is derived from the following sources:
 - One ESL teacher – Title I School-Wide Program Funding
 - Two and a half additional ESL teachers – Fair Student Funding
 - After School ELL Programs - Title III Funding (\$17,570)

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

Upon analyzing students' scores on the NYS ELA and MATH exams, at-risk target populations are identified for specific sub-skills within a content area. An inquiry team is then formed to conduct research that addresses the specific needs of each target group, and then develops SMART goals that define how the appropriate change strategies should be implemented to help the targeted students improve in the area of focus. A detailed profile for each targeted student is created, and baseline data is collected prior to the intervention so that we can measure the efficacy of the change strategy. The change strategies are delivered in a small group setting, usually meeting twice weekly for ninety minutes, in ten-week intervals. Upon completion of the inquiry work, we examine our findings and determine if revisions to the change strategy are required. If the change strategy proves particularly successful for the target population, it is likely to be adopted on a broader basis to help other populations school-wide.

P.S./I.S. 187 consistently has a high number of graduates who continue on to high education. High school preparation classes offer assistance in testing strategies and preparing for specialized high schools. Students in both the seventh and eighth grades receive guidance and help with selecting high schools and with the application process.

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

N/A

3. Instruction by highly qualified staff.

187 engages in selection of more highly qualified staff upon entry. This means that staff selection consists of more highly qualified and, where possible, experienced staff are selected in favor of less experienced new teachers. In order to continue professional growth, the school regularly conducts ongoing staff development sessions. Topics are chosen with staff input so as to best serve the needs of the school.

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

Staff development begins with the Principal participating in the Cahn Ally Program and both Assistant Principals have participated in ELI workshops. Professional Development continued using the AUSSIE for Mathematics, Science, and Differentiated Instruction. Teachers of other subjects were encouraged to pursue other options for professional development.

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

(Answer above in number 3)

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

Parent Involvement is a key to children's literacy achievement. We offer open library one afternoon a week...Pajama Night--where parents are shown how to read aloud to their child...,as well as book swaps. We currently have parents volunteering as Learning Leaders and Book Pals in the classroom. This is a growing group.

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.

This year we completed our first Pre-K class, and they have already assimilated into the 187 environment. To assist children not in this pre-school, 187 conducts a Kindergarten Open House and Orientation. An annual "Spaghetti Dinner" is used as a get-to-know-you event. These events assist both students and parents to make the sometimes difficult transition between home and school.

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.

Teachers have been working during the past two years on collecting and organizing their students' data. As of June of 2008, we have established a minimum standard for that data and the frequency of formalized assessments as well as a method of sharing the data with the students.

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.

Use of the ECLAS, Interim Assessments, T.C. Assessments and Star Reading assist teachers in identifying long and short term goals for students. Additional assistance is offered to those students who have difficulty mastering proficient or advanced levels of academic achievement. At risk students are identified through test scores and teacher observation. These children participate in academic Intervention Periods, and small group tutoring periods are offered during the school day. The groups are conducted by subject specialists.

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.

187 has received a grant to provide Service Learning, a program which stresses school service activities before and after the regular school day. This program fosters relationships between students in the Intermediate School Division and Elementary Division, as well as giving older students a sense of responsibility for a job. Additionally, an after school technology course for enrichment is also in place.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

N/A

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

N/A

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
N/A
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
N/A
 - c. Minimize removing children from the regular classroom during regular school hours;
N/A

4. Coordinate with and support the regular educational program;
N/A

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

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

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

-English Language Learners.

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

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

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

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

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

- Ask Grade Teachers in a meeting,
- Administrative Walk throughs and / or
- Learning Walks
- Student work review through portfolio assessment and bulletin boards

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?

- K – 2 Use of Foundations to supplement Teachers College needs more content instruction
- Underdeveloped curriculum resources in Grades 6 - 8

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.

Grade and department-wide common planning to adapt curriculum to standards with the support of Literacy Coach

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.

- Ask Grade Teachers in a meeting,
- Administrative Walk throughs and / or
- Learning walks
- Student work review through portfolio assessment and bulletin boards

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?

Middle school teacher's feedback on Impact math.

Teachers often supplement Impact Math curriculum in order to teach a skill or unit in depth.

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.

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.

- Ask Grade Teachers in a meeting,
- Administrative Walk throughs and / or
- Learning walks
- Student work review through portfolio assessment and bulletin boards.

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?

- Learning walk; Admin walk through
- Formal and informal observations

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.

Grade and department-wide common planning to adapt curriculum to standards with the support of Literacy Coach.

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.

- Ask Grade Teachers in a meeting,
- Administrative Walk throughs and / or
- Learning walks
- Student work review through portfolio assessment and bulletin boards.

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?

Teachers often supplement Impact Math curriculum in order to teach a skill or unit in depth.

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.

Grade and department-wide common planning to adapt curriculum to standards with the support of Lead Math Teachers.

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.

- Data on teacher turn over
- School report card

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?

- Data on teacher turn over
- School report card

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.

N/A

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.

- Ask Grade Teachers in a meeting,
- Administrative Walk throughs and / or
- Learning walks
- Student work review through portfolio assessment and bulletin boards.

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?

ELL Teachers and Grade Level Teachers. Issue becomes ELLs with learning disabilities don't test proficient.

Teacher feedback regularly reflects a lack of knowledge in modifying curriculum to meet the needs of ELLs, particularly those ELL students with learning disabilities.

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.

Professional Development is provided through district / city workshops, master teachers. Common planning to discuss the needs of ELL students and develop strategic plans

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.

ELL Teachers and Grade Level Teachers. Issue becomes ELLs with learning disabilities never test out.

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?

ELL Teachers and Grade Level Teachers. Issue becomes ELLs with learning disabilities don't test proficient.

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.

Professional Development is provided through district / city workshops, master teachers. Common planning to discuss the needs of ELL students and develop strategic plans.

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.

Special Education Teachers and Grade Level Teachers.

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?

- Ask Grade Teachers in a meeting,
- Administrative Walk throughs and / or
- Learning walks
- Student work review through portfolio assessment and bulletin boards.

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.

Professional Development is provided through district / city workshops, master teachers. Common planning to discuss the needs of ELL students and develop strategic plans.

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.

Special Education Teachers and Grade Level Teachers

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?

- Ask Grade Teachers in a meeting,
- Administrative Walk throughs and / or
- Learning walks
- Student work review through portfolio assessment and bulletin boards.

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.

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

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

ATTACHMENT I – Language Allocation Policy (LAP) Narrative

I. School ELL Profile

Language Allocation Policy Team Composition:

SSO/District: Children First Network 3 / District 6

School: P.S. / I.S. 187 Hudson Cliffs School

Principal: Cynthia Chory

**Assistant
Principal:** Nilda Marrero

**Parent
Coordinator:** Denise Rosa
Ms. Rosa has been a member of P.S. / I.S. 187's community for many years, and is considered to be an asset to our school and to our LAP team. She is also fully trained to use the EPIC Toolkit, which contains many resources for school-to-parent communications.

Parent: Kathy Brito
Ms. Brito is the PA Vice President and an active school volunteer. Her eldest son graduated from our school, and her two younger ones are currently enrolled.

Coach: Francesca Burns
Ms. Burns is the Literacy Coach for the Elementary School. She has taught ELA at the elementary and middle school levels since 1989. She uses multi-sensory teaching methods and has been trained by the Reading Reform Foundation. Her Master's Degree is in Reading Diagnosis.

**Data
Specialist:** Alexandria Jimenez
Ms. Jimenez is a sixth-year New York City Teaching Fellow and has her professional certification in TESOL (Teaching English as a Second or Other Language). She is moderately fluent in Spanish.

She is our school's Data Specialist and is also the co-ESL Coordinator for our school.

Teachers:

Carmen Baez

Ms. Baez is a seasoned ESL teacher, with extensive experience in using ESL strategies. She is also a co-ESL Coordinator for our school. She is fully bilingual in English and Spanish. She is certified in Common Branches, ESL, Special Education, and Bilingual Education.

Leola Brady-Price

Ms. Brady-Price is a fourth-year New York City Teaching Fellow and is awaiting her professional certification in ESL. She is also awaiting her certificate from the BETLA Program (Bilingual/ESL Teacher Leadership Academy) at Bank Street College, Winter 2009.

Rose Ellen Neidish

Ms. Neidish has been teaching ESL for three years. She is certified both in TESOL and as a Library/Media Specialist.

**Guidance
Counselor:**

Dawn Powell

Ms. Powell is a seasoned teacher and counselor. She has extensive experience working with the families of students who have special needs, including ELLs.

**Related
Service
Provider:**

Nicole Scariano

Ms. Scariano is a second-year New York City Teaching Fellow. She works very closely with our students who have learning disabilities, some of whom are ELLs.

SAF:

Monica George Fields

**Network
Leader:**

Lawrence Harvey, CFN3

100% of teachers who are teaching ESL have ESL licenses. 11% of all teachers in the building, most of whom have contact with ELLs, have an ESL license or Bilingual extension.

Out of 779 students who are enrolled in our school, 87 (11.17%) are ELLs.

ii. **ELL Identification Process**

The steps followed for the initial identification of those students who may possibly be ELLs are as follows:

Administration of the Home Language Identification Survey (HLIS).

During the registration process, the *Home Language Identification Survey (HLIS)* is completed by the parent/guardian of a new entrant to the New York City school system. This HLIS is available in the following languages: Albanian, Arabic, Bengali, Chinese, English, French, Hebrew, Haitian Creole, Hindi, Korean, Polish, Punjabi, Russian, Spanish, and Urdu. The HLIS elicits information about the new entrant's use of a home language other than English (if any) as well as the student's prior schooling. During high-volume registration periods, such as at the beginning of the school year, Ms. Baez and/or Ms. Jimenez (trained ESL coordinators) are included in the registration process to informally interview parents and assist them in completing the HLIS. During low-volume registration periods, such as an ad-hoc registration that may occur on any weekday, Ms. Baez or Ms. Jimenez are summoned to the main office to informally interview and assist the parent in completing the HLIS.

The general guideline for determining if a student may be an ELL is based on the responses to eight critical questions on the HLIS. This guideline suggests that if there are one or more responses of 'yes' to questions 1-4, plus two or more responses of 'yes' to questions 5-8, then the child is a potential ELL and should be tested. While the informal interview with the adult may reveal that the child really is not an ELL, and therefore overrides the aforementioned guideline, if we are in doubt we will still test the child to make sure.

Once the HLIS has been reviewed by Ms. Baez/Ms. Jimenez, the home language code is determined. If the home language is indeed English, a code of 'NO' is entered on the HLIS. If the home language is one other than English, the code assigned to that language is entered on the HLIS. The HLIS is then signed and a copy is made. The original HLIS is stored in the student's cumulative folder, and the copy is stored in the ELL Parent Communications Binder, located in Room 209.

Administration of the Language Assessment Battery-Revised (LAB-R).

If the child is determined to be a potential ELL, the Language Assessment Battery-Revised (LAB-R) is administered within the first ten days of enrollment. The results are used to determine initial identification of ELL status, and therefore their entitlement to ELL services.

Most of our potential ELLs are in grades K– 1, and are administered the LAB-R by our grade K– 1 ESL teacher, Ms. Baez within the first ten days of enrollment. The balance of our potential ELLs in grades 2 – 8 are administered the LAB-R by Ms. Jimenez within the first ten days of enrollment. After administration, the assessments are hand-scored and reviewed.

If the child scores at or above a level of proficiency designated for that grade by the State of New York, the student is identified as a non-

ELL. In this case, the parent/guardian is notified in writing via the **Non-Entitlement Letter**. This letter informs them of their child's score on the LAB-R, and the resulting non-entitlement to ELL services.

If the child scores below a level of proficiency designated for that grade by the State of New York, the student is identified as an ELL. In this case, the parent/guardian is notified in writing via the **Entitlement Letter**. This letter informs them of their child's score on the LAB-R, the resulting entitlement to ELL services, and a brief description of the three programs available to their child in the City of New York. This letter also invites them to a group **ELL Parent Orientation Session** scheduled to take place in our elementary school library in mid-September. Contact information is provided so that individual parent orientations may be scheduled in the event that the parent cannot attend the scheduled group orientation meeting, or the date has already passed. In this event, the parent orientation will take place individually with Ms. Jimenez in her office, Room 209, at the parent/guardian's earliest convenience.

Attached to the Entitlement Letter is the **Parent Survey and Program Selection Form** which should be reviewed and brought to the ELL Parent Orientation Session.

The Non-Entitlement Letter, Entitlement Letter, and Parent Program Selection Form are all available in the following languages: Albanian, Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Polish, Punjabi, Russian, Spanish, and Urdu. Copies of all letters sent to parents of ELLs are stored in the ELL Parent Communications Binder, located in Room 209, with attached acknowledgements signed by the recipients.

The original LAB-R assessment is mailed to the designated location for loading into the system, while a copy is stored in the ELL Parent Communications Binder, located in Room 209.

New York State English as a Second Language Assessment Test (NYSESLAT)

The New York State English as a Second Language Assessment Text (NYSESLAT) is used to determine if an ELL continues to be entitled to ESL services in the next academic year or now. Those scoring a **(B)**eginner, **(I)**ntermediate, or **(A)**dvanced will continue to be entitled. Those scoring as **(P)**roficient will no longer be serviced, but will still be supported during their two-year transition into the mainstream.

If the child scores below a level of proficiency designated for that grade by the State of New York, the student is identified as a continuing ELL. In this case, the parent/guardian is notified in writing via the **Continued Entitlement Letter**. This letter informs them that their child's score on the NYSESLAT indicates that they are still entitled to ELL services.

If the child scores at or above a level of proficiency designated for that grade by the State of New York, the student is identified as no longer entitled. In this case, the parent/guardian is notified in writing via the **Non-Entitlement/Transition Letter**. This letter informs them that their child scored well on the NYSESLAT and that they are no longer entitled to ELL services.

Both the Continued Entitlement Letter and the Non-Entitlement/Transition Letter are available in the following languages: Albanian, Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Polish, Punjabi, Russian, Spanish, and Urdu. Copies of all letters sent to parents of ELLs are stored in the ELL Parent Communications Binder, located in Room 209, with attached acknowledgements signed by

the recipients.

ELL Parent Orientation Session

A start-of-year ELL Parent Orientation Session is scheduled to take place in the elementary school library in mid-September, although individual orientation sessions are also scheduled at the parent/guardian's convenience on an ongoing basis throughout the school year. Evening and weekend sessions may be scheduled to accommodate the needs of working ELL parents. Sessions tend to last anywhere between 30 and 90 minutes, depending on attendance and the level of discourse.

At this orientation ELL parents:

01. receive a walk-through of the Parent Survey and Program Selection Form which was attached to the aforementioned Entitlement Letter,
02. receive the **ELL Parent Brochure** – *“Transitional Bilingual Education Programs: A Guide for Parents”* (available in Arabic, Bengali, Chinese, English, Haitian Creole, Korean, Russian, Spanish, and Urdu),
03. view the **Orientation DVD for Parents of Newly Enrolled ELLs** (available in Albanian, Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Polish, Punjabi, Russian, Spanish, and Urdu),
04. are presented with the highlights of CR Part 154, so that they are informed of their child's rights and their rights as parents of ELLs,
05. are provided an opportunity to ask questions about available bilingual/ESL services and program models, and
06. are provided individual assistance, if necessary, in completing the Parent Survey/Program Selection Form.

Our legal obligation is to inform parents about, and answer their questions pertaining to, the three programs available to their child - Transitional Bilingual Education (TBE), Dual Language (DL), and Freestanding English as a Second Language (ESL). We do not make recommendations or in any way try to sway the parent/guardian into choosing one program over another. Parents/guardians are informed that if a total of 15 requests for TBE or DL are made in two consecutive grades for a specific native language (such as Spanish or Russian), then our school is legally compelled to open such a program. We now keep a formal record of such requests. In the event that a TBE or DL program is opened, we will be able to use this record to call back parents who may have requested such programs in the past. Parents who wish to enroll their child in a program that we do not currently offer understand that their child may still attend our school while enrolled in another program, and that their preference for TBE or DL is duly noted and they will be called back in the event of that program being offered in the future. However, if a parent/guardian wishes to move their child to another school that offers a program that we do not, we assist them by providing a hard copy list of local schools (obtained from the Office of English Language Learners' website) that can immediately satisfy their request.

The original Parent Survey and Program Selection Form is stored in the student's cumulative folder, and a copy is stored in the ELL Parent Communications Binder, located in Room 209.

Once our new ELLs have been identified, Ms. Jimenez assembles the Entitlement Letters (one copy in English and one copy in the home language, if available) and the Parent Survey and Program Selection Form (one copy in English and one copy in the home language, if available.) The packet is stapled together with an acknowledgement slip for the parent to sign and return, indicating that the Entitlement Letter was received. Copies of the packets are made and stored in the ELL Parent Communications Binder, located in Room 209. Some

students return only the acknowledgment, which is stapled to the corresponding copy of the Entitlement Letter packet that is stored in the Binder. Some students return the entire packet, in which case the originals replace the copied packet stored in the Binder.

For those parents who attend an ELL Parent Orientation Session, the Parent Survey and Program Selection Form is collected at that time. For those parents who did not complete the form, we reach them during dismissal or place a call to the home encouraging them to come in and receive individualized help to complete it, if necessary.

Once an ELL has been identified, they are placed in the appropriate program. Currently we offer Freestanding ESL. The student will be placed depending on their grade and proficiency level. In this case, the parent/guardian is notified in writing via the **Placement Letter**, informing them of their child's program placement for the entire school year, and a brief explanation of the NYSESLAT exam as the vehicle for exiting the program.

After reviewing the Parent Survey/Program Selection Forms for the past few years, the trend in program choices that parents have been requesting for their children clearly indicates that the freestanding ESL model is preferred. Not enough requests for either TBE or DL have accumulated to justify the opening of such a program as this time.

The Freestanding ESL program we offer is fully aligned with parent requests. Our ESL program is also in full compliance with New York State and New York City mandates for providing English Language instruction to ELLs.

iii. **ELL Demographics**

Freestanding ESL Program:

The pull-out model is used to service grades K-4:

K	Beginners & Intermediates	1 class	360 min/wk
1	Beginners & Intermediates	1 class	360 min/wk
K& 1	Advanced	1 class	180 min/wk
2 & 3	Beginners & Intermediates	1 class	360 min.
2 & 3	Advanced	1 class	180 min.
4	All levels	1 class	360 min.

Both the pull-out and push-in models are used to service grades 5-8:

All Beginners & Intermediates (1 period = 45 minutes):

4 periods push-in

4 periods pull-out

Advanced (1 period = 45 minutes):

6th Grade 4 periods pull-out

7 th Grade	3 periods push-in / 1 period pull-out
8 th Grade	3 periods pull-out / 1 period push-in

For the 2009-10 school year, we are currently servicing a total of eighty-seven ELLs across grades K – 8. Sixty students (67%) are Newcomers (ELLs receiving services for 0-3 years), twenty students (23%) are ELLs receiving services for 4-6 years, and nine students (10%) are Long-Term ELLs (who have already completed at least 6 years of service.) Fourteen of our ELLs (16%) are Special Education students, and none of our current ELLs are SIFE (Students with Interrupted Formal Education).

Of our ELLs who are also in Special Education, four are Newcomers, five have been receiving services between 4-6 years, and five are Long-Term ELLs.

Number of ELLs by Grade in Each Language Group

By far, our high-incidence language is Spanish (82%), followed by Russian (6%), Albanian (4%), Arabic (3%), Chinese(3%). The remaining 2% is comprised of one student each who speaks German, Portuguese, and Georgian respectively at home.

Delivery of instruction takes place using the following organizational models. For grades **K-4**, we implement the pull-out model of ESL instruction. For grades **5-8**, all levels have at least 1 pull-out period. The push-in program for grades 5-8 is more heterogeneous with some grouping based on language and content area needs. The program model for each pull-out ESL class is usually a homogeneous group consisting of one grade with students who fall into one or two adjacent proficiency levels.

Our beginner and intermediate level students are programmed for ESL instruction for two back-to-back periods, each 45 minutes in length. Therefore, each ESL block is 90 minutes long. They are serviced in this way 4-5 days a week, ensuring that their 360 minutes of instruction are fulfilled.

Our advanced level students are programmed for ESL instruction for one period, or 45 minutes. They are serviced in this way 4-5 days a week, ensuring that their 180 minutes of instruction are fulfilled.

In addition, our teacher’s contract mandates that we teach an additional 37 ½ minutes in an Extended Day Program for at-risk students. ESL teachers are working with ELLs during this time as well.

The content areas for ELLs are delivered in the following way. In ESL, each lesson has a double objective. The first objective is a content area objective (science, social studies, literature, etc.). The second objective is to learn and practice a new English language structure (spoken and written). This new English language structure is taught within the context of the content area objective, which gives students an opportunity to reinforce new academic vocabulary and concepts while learning to speak, listen, read, and write in English. While Freestanding ESL is usually considered to be a 100% English immersion program, our ESL teachers do provide native language support as needed.

The instructional approaches and methods used to make content comprehensible and to enrich language development include accountable talk, use of language cognates, concept mapping (and other graphic organizers), context-embedded language, differentiated

instruction, nonverbal communication, total physical response (TPR), and other strategies in differentiation and scaffolding as they are being acquired via ongoing professional development.

Our plans for differentiating instruction for specific ELL subgroups are as follows:

Students with Interrupted Formal Education (SIFE):

Currently, we have no students with SIFE status. In the event that we were to receive a potential SIFE student, we will use the Academic Language and Literacy Diagnostic (ALLD) tool to ascertain it. It will only be administered to students with a home language of Spanish or English who report more than a two year interruption in their formal education, and are entering grades 6-8. We will use the SIFE Oral Interview Questionnaire to determine the number and length of interruptions. This questionnaire is available in the following languages: Albanian, Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Polish, Russian, and Urdu.

When deemed necessary, SIFE students will meet with the school's guidance counselor to discuss their feelings about being either older than their grade-level peers or having less experience in a school environment. It is important that SIFE students are aware of their situation and that there are staff members who care about them and are available to counsel them.

ELLs in US schools less than three years (Newcomers):

For our newcomers, we use a program called *Reading Rods for English Language Learners – Newcomer Themes*. This kit offers forty lessons organized around ten themes that are immediately useful to newcomer students. Themes such as school, family, food, and clothing help children acquire important vocabulary for day-to-day communication. Other themes pave the way for content-area learning by introducing concepts such as time, money, transportation, and communities.

For children who are **pre-literate**, we emphasize oral language and shared writing activities. We let them practice copying text. We combine language instruction with literacy activities such as phonics and word work.

A website that has proved useful is edhelper.com. This site, among other things, contains a section of basic English language themes, such as objects in the classroom, forms of transportation, colors, shapes, etc. Teachers and students can print a picture word wall with reading and writing activities that utilized the vocabulary within each theme.

ELLs (in NYC school between 4 and 6 years):

These students are at risk of becoming Long-Term ELLs. Extra support is provided in test-taking strategies so that they may be more successful on both the ELA, NYSESLAT, Math, Science, and Social Studies exams. Testing Fundamentals by Schoolwide, Inc. has been incorporated in Grades 2-5 to teach comprehension and strategies to perform well on the exams and develop their test-taking stamina. Grades 5-8 implements the use of previous state tests and test preparation programs such as Kaplan to reinforce and prepare for academic language in all content area exams.

Long-term ELLs (in NYC school six years or more):

For these students, their continuation in ESL may be more of a literacy deficiency rather than an English language deficiency. While they are no longer state funded, we continue to service them and give them access to small group literacy groups in the After School

Enrichment program.

ELLs identified as having special needs:

ELLs identified as having IEPs require specialized education, and social and psychological services in order to maximize their full potential. ESL teachers and service providers collaborate to help these students overcome their learning obstacles.

Our targeted intervention programs for ELLs in the content areas include the implementation of Testing Fundamentals by Schoolwide, Inc. for ELA and Kaplan Test Prep for MATH. The range of services include beginner levels through advanced, to help students (including ELLs) hone their test-taking strategies and improve their test-taking stamina.

Students who reach proficiency in English on the NYSESLAT exam will continue to receive support as needed during their balanced literacy block as well as in content areas, as teachers will continue to infuse ESL teaching methodologies into their lesson delivery. These children will be offered transitional support, when necessary, through the Extended Day program of the After School Enrichment program. Transitional support is also offered through small group instruction within content area classes during push-in sessions.

Improvements that we are considering for the short-term future are smaller group sizes in Grades K & 1. Ms. Brady-Price (ELL teacher in the middle school) pushes in for grades 5-8 in the content areas. We are also implementing more technology in the classrooms by ensuring that every room is equipped with computers, and half of the classrooms have SMART Boards installed.

No Programs for ELLs that are currently in place will be discontinued at this time.

ELLs are afforded equal access to all school programs. They participate fully in programs such as Yoga, Technology, Music and Art. Our Afterschool Enrichment Programs include Ms. Baez's art program, Ms. Neidish's Library program, and the middle school's sports program. All help to foster socialization for ELLs.

Rigby's *On Our Way to English* has been implemented for grades K-4. It is a comprehensive program for ELLs that focuses on language, literacy, and content. Some features of this program include the following:

- Differentiated instruction in every lesson matches the needs of ELLs at all stages of language acquisition.
- Three key strands – thematic units, phonics, and guided reading – offer flexibility to customize instruction to meet whole- or small-group classroom needs.
- Thematic approach, based on TESOL and content standards, meets critical accountability needs. It provides social studies, science, and math content embedded throughout the program.
- Little books, written to a leveling system specifically created for ELLs, use both reading and language learning criteria to deliver vital comprehension strategies.
- Systematic phonics lessons provide a strong foundation for building fluency.
- Interactive, multisensory activities engage children's diverse learning styles.
- Materials include: manipulative charts, chant posters, newcomer books, big books, audio CDs, language learning masters, home-school connection masters, writing resource guides, reading strategy cards, child-friendly computer software, and picture cards.

Grade K – 4 materials from the Florida Center for Reading Research (<http://www.fcrr.org>) have been downloaded to further differentiate instruction in five language learning strands: phonemic/phonological awareness, phonics, vocabulary, fluency, and comprehension. These activities may be independent, pair, or group-work activities that address students' varying learning styles.

ELLs in grades 2-4 have accounts to access www.raz-kids.com, an interactive website that allows students to listen to and record stories at their level and moving at their own pace. Students gain stars with each book read, with which they can “purchase” icons in the raz-rockets gaming area.

A number of websites including funbrain.com, starfall.com, brainpop.com, brainpopesl.com, and brainpopjr.com offer students an engaging interactive way to practice their English.

In addition to pre-fabricated teaching materials, the ESL teachers often create their own teacher-made materials to differentiate instruction and suit the current needs of their students. They are working with AUSSIE professional developers to enhance their differentiated instructional skills through assessment.

Sheltered Instruction has been implemented in grades 5-8. Sheltered Instruction is an approach in which students develop knowledge in specific subject areas through the medium of their second language. Our teachers modify their use of English to teach core subjects, (math, science, and social studies) in order to ensure that the material is comprehensible to learners and that it promotes their second language development. They adjust the language demands of the lesson in many ways, by modifying speech rate and tone; direct instruction of vocabulary and grammar; repeating key words, phrases, or concepts; using context clues and making extensive use of modeling strategies; relating instruction to students' background knowledge and experience; and using certain methods familiar to language teachers (demonstrations, visuals, graphic organizers, or cooperative work) to make academic instruction understandable to students of different second language proficiency levels.

To prepare students for the annual NYSESLAT exams, we offer a test preparation program called *Getting Ready for the NYSESLAT and Beyond*. These workbooks help familiarize students with the content and the format of the test. It also has a new component that will help ELLs to transition to the ELA exam as well.

Native language support, particularly for newcomers, is provided whenever possible. Since Spanish is our high-incidence language, our ESL teachers' Spanish-language ability ranges from functional, to moderate, to natively fluent. For speakers of other languages, there are free websites available to ESL teachers to learn key phrases needed to help a newcomer feel welcome and at home as they begin to acquire English. We may also find another student in the building who comes from a similar language background and pair them up to help ease the transition. We also have utilized free online translation services to help us translate written communications for students and their families.

All forms of resources and support listed above for grades K-8 are age-appropriate and they are based on contemporary research in the field of teaching English to ELLs.

At the beginning of each school year, the Parents Association holds an Orientation Dinner in the cafeteria for new families, including the

families of ELLs.

Our professional development goals for this year include the differentiation of instruction, focusing on ELLs, students with IEPs, and accelerated students. Eight half-day professional development days have been set aside through the 2009-10 school year to work with AUSSIE professional trainers to empower all teachers (not just ESL teachers because all teachers in our building have contact with ELLs) with the tools necessary to differentiate instruction for these three high-need groups.

Being a K-8 school, our grade 5 class serves as a transitional year for elementary school students to make the move to the middle school. While they are housed primarily in one classroom, they are co-located on the same floor with middle school students, and travel to other specialty rooms. They are assigned lockers as are the middle school students, and a foundation of expectations is laid during this critical year. By the time they enter grade 6, they are ready for middle school and know fully what is expected of their behavior both socially and academically.

The minimum 7.5 hours of ELL training for all staff other than those who hold ESL and Bilingual Licenses as per Jose P. will be delivered during 8 half-day professional development days and the monthly faculty conferences. A broad variety of topics will be covered in ten 45-minute sessions throughout the year, with the hope to differentiate instruction to meet teachers' needs.

Each November we have Open School Week, which is a special time set aside for the parents to visit their child's classroom (this includes parents of ELLs.) An "Open School Week" poster and/or "Welcome" sign will be displayed on or outside each classroom door. Chairs are set aside in the back of the room for visitors. Some classroom teachers will train a host or hostess to quietly greet the parents and guide them to their seats. In addition, teachers may present an attractive guest book so that the host/hostess can have visitors sign in.

Throughout the school year, we host several Literacy Celebrations, Music and Art shows and field trips, all of which require parent attendance and participation to make them successful experiences. Parents feel very welcome to come to our school and volunteer their time in and out of the classrooms. PA meetings provide live translations throughout.

Beginning this November, a member of our P.S.187 community will offer her Adult ESL program twice weekly in the mornings. This is in direct response to the needs of ELL parents, as many of them are also second language learners who face challenges in navigating the greater community. In the past, this Adult ESL program serves families of ELLs who came from Spanish-, Arabic-, and Chinese-speaking backgrounds.

We formally evaluate the needs of our ELL parents via a Needs Assessment Survey (designed in-house) and the Learning Environment Survey (provided as part of the Progress Report.) In addition, parents are welcome to informally express their needs to the Principal and Parent Coordinator any morning, as they are both on the steps of the front entrance greeting students and their families as they enter the school.

Our parental involvement activities address the needs of the parents in that they provide parents with easy access to their child's classroom teachers. In addition, we provide translators as needed.

Assessment Analysis

LAB-R or NYSESLAT Results

Our overall data analysis indicates students are moving towards English proficiency throughout the grades. 9.2% of our students in grades K – 8 are performing at the Beginner level, 34.5% are at Intermediate level, and 56.3% of our students are at an Advanced level of English proficiency. Most of the Beginner students fall within the very early elementary grades.

As we continuously unpack data, we are working toward flexible groupings of ELLs based on their strengths and weaknesses in each of the four language modalities – Listening, Speaking, Reading, and Writing.

Content Area Test Results

A total of 58 ELLs took the 2009 ELA exam in grades 3-8. Of that group, 8.6% scored a Level 1, 69.0% scored a Level 2, 22.4% scored a Level 3, and no students scored a Level 4.

General patterns than can be seen in this data analysis is that **almost eighty percent of our Grade 3-8 ELLs struggled to reach proficiency on the ELA.**

A total of 59 ELLs took the 2009 MATH exam in grades 3-8. Of that group, 8.5% scored a Level 1, 23.7% scored a Level 2, 62.7% scored a Level 3, and 5.1% scored a Level 4.

General patterns than can be seen in this data analysis is that **a solid two-thirds of our Grade 3-8 ELLs were proficient in MATH, while one-third continues to struggle.**

A total of 21 ELLs took the 2009 SCIENCE exam in grades 4 and 8 only. Of that group, 9.5% scored a Level 1, 38.1% scored a Level 2, 42.9% scored a Level 3, and 9.5% scored a Level 4. General patterns than can be seen in this data analysis is that **a solid one-half of our Grade 4 and Grade 8 ELLs were proficient in Science, while the other half continues to struggle.**

A total of 14 ELLs took the 2009 SOCIAL STUDIES exam in grades 5 and 8 only. Of that group, 14.3% scored a Level 1, 78.6% scored a Level 2, 7.1% scored a Level 3, and none scored a Level 4. General patterns than can be seen in this data analysis is that **the majority of our Grade 5 and Grade 8 ELLs struggled to reach proficiency in Social Studies.**

Because the students receive numerous assessments throughout the year in ELA and MATH (Acuity and Scantron Performance Series), we have opted out of using the optional Periodic ELL Assessments. We believe their performance on the existing ELA assessments, given three times a year and posted on ARIS, give us a clear lens as to what our students need help in. Also, by opting out of the Periodic ELL Assessment, we are afforded three additional days of valuable classroom instruction.

When evaluating the success of our program for ELLs, we look at the NYSESLAT data for specific trends. First, we look at the overall percentages of ELLs who scored at the Beginner, Intermediate, Advanced, and Proficient Levels. Then for each student who either did not improve in their overall level (or slipped down into a lower level), we take note of how many of these students still made gains in any one or more of the modalities of Listening, Speaking, Reading, and Writing, despite their overall performance. We also take into account the

number of ELLs who may have IEPs. It is also important to know if a student's overall level may have dropped in part due to the transitioning into a more difficult grade band.

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

WORKSHEET

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District	CFN 3 / District 6	School	P.S. / I.S. 187 Hudson Cliffs
Principal	CynthiaChory	Assistant Principal	Nilda Marrero
Coach	Francesca Burns	Coach	
ESL Teacher	Alexandria Jiménez	Guidance Counselor	Dawn Powell
Teacher/Subject Area	Carmen Baez / ESL	Parent	Kathy Brito
Teacher/Subject Area	Leola Brady-Price / ESL	Parent Coordinator	Denise Rosa
Related Service Provider	Nicole Scariano	SAF	Monica George Fields
Network Leader	Lawrence Harvey, CFN3	Other	Rose Ellen Neidish / ESL

B. Teacher Qualifications

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

Number of Certified ESL Teachers	4	Number of Certified Bilingual Teachers	3	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	2	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	62

C. School Demographics

Total Number of Students in School	779	Total Number of ELLs	87	ELLs as Share of Total Student Population (%)	11.17%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

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

Part III: ELL Demographics

A. ELL Programs

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

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
Transitional Bilingual Education <small>(60% 40% → 50% 50% → 75% 25%)</small>										0
Dual Language <small>(50% 50%)</small>										0
Freestanding ESL										
Self-Contained										0
Push-In/Pull-Out	2	2	2	2	1	1	1	1	1	13
Total	2	2	2	2	1	1	1	1	1	13

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	89	Newcomers (ELLs receiving service 0-3 years)	58	Special Education	14
SIFE	2	ELLs receiving service 4-6 years	20	Long-Term (completed 6 years)	9

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	58	0	4	20	0	5	9	0	5	87
Total	58	0	4	20	0	5	9	0	5	87

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish										0
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
TOTAL	0									

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

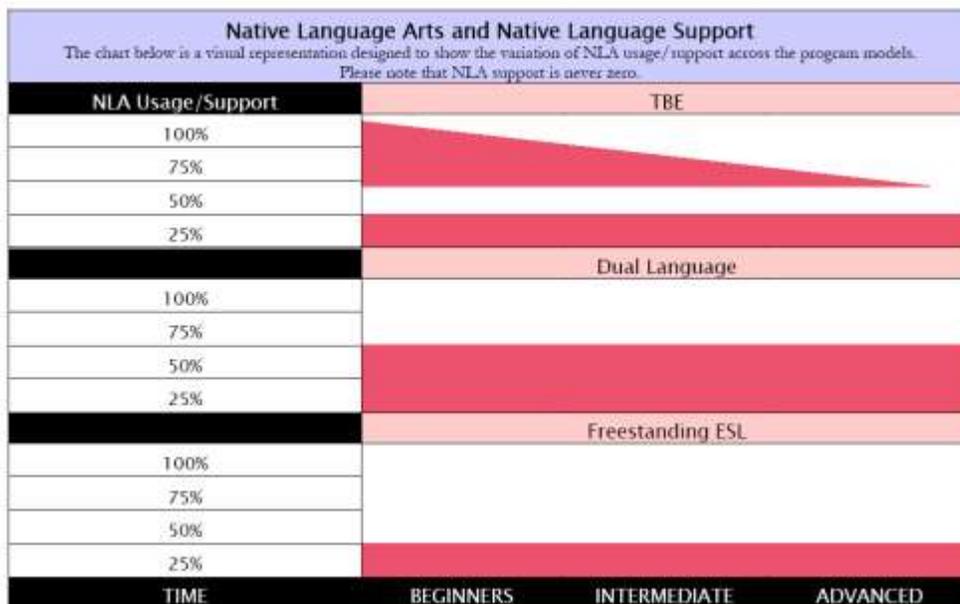
This Section for Dual Language Programs Only
 Number of Bilingual students (students fluent in both) _____ Number of third language speakers: _____

languages): _____	
Ethnic breakdown of EPs (Number)	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	8	9	4	12	9	8	9	9	3	71
Chinese						1				1
Russian	2	1	1	1						5
Bengali										0
Urdu										0
Arabic	1	1		1						3
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian		2	2							4
Other		1		2						3

Programming and Scheduling Information										
<p>1. How is instruction delivered?</p> <p>a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? If pull-out, specify the length of time, group, and plans for moving these students into a push-in model.</p> <p>b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?</p> <p>2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?</p> <p>a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?</p> <p>3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.</p> <p>4. How do you differentiate instruction for ELL subgroups?</p> <p>a. Describe your instructional plan for SIFE.</p> <p>b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.</p> <p>c. Describe your plan for ELLs receiving service 4 to 6 years.</p> <p>d. Describe your plan for Long-Term ELLs (completed 6 years).</p> <p>e. Describe your plan for ELLs identified as having special needs.</p>										
TOTAL	11	14	7	16	9	9	9	9	3	87

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



Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality. If there is a test your school uses that is not listed below, attach your analysis of the results to this worksheet.

OVERALL NYSESLAT® PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	5	3	0	0	0		0			8
Intermediate(I)	0	7	1	8	4	3	3	3	1	30
Advanced (A)	6	4	6	8	4	6	6	7	2	49
Total Tested	11	14	7	16	8	9	9	10	3	87

NYSESLAT Modality Analysis										
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8
LISTENING / SPEAKING	B	0	0	0	0	1	0	0	0	0
	I	1	2	0	0	0	0	0	0	0
	A	0	9	6	3	1	0	4	5	0
READING / WRITING	B	0	3	0	0	1	0	0	0	0
	I	1	6	1	8	3	3	3	3	1
	A	0	3	3	7	3	5	5	4	2

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	3	4	0	10
4	0	8	3	0	11
5	0	3	2	0	5
6	0	10	2	0	12
7	0	6	2	0	8
8	2	10	0	0	12
NYSAA Bilingual Spe Ed	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0		0	1	10		0		11
4	0		2		8		1		11
5	0		0		3		2		5
6	3		5		4		0		12
7	0		1		7		0		8
8	2		5		5		0		12
NYSAA Bilingual Spe Ed	0		0		0		0		0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

4	2		3		4		2		11
8	0		5		5		0		10
NYSAA Bilingual Spe Ed	0		0		0		0		0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		2		1		0		4
8	1		9		0		0		10
NYSAA Bilingual Spe Ed									0

ECLAS-2						
	Level I	Level II	Level III	Level IV	Level V	Level VI
K						
1						
2						
3						

EL SOL						
	Level I	Level II	Level III	Level IV	Level V	Level VI
K						
1						
2						
3						

NATIVE LANGUAGE READING TESTS		
	Percent of ELLs Passing Test (based on number of ELLs tested)	(For Dual Language) Percent of EPs Passing Test (based on number of EPs tested)
ELE (Spanish Reading Test)	%	%
Chinese Reading Test	%	%

B. After reviewing and analyzing the assessment data, answer the following

1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
3. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
4. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
5. Describe how you evaluate the success of your programs for ELLs.

Part V: LAP Team Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Cynthia Chory	Assistant Principal		
Denise Rosa	Parent Coordinator		
Alexandria Jiménez	ESL Teacher		
Kathy Brito	Parent		
Carmen Baez	Teacher/Subject Area		
Leola Brady-Price	Teacher/Subject Area		
Francesca Burns	Coach		
	Coach		
Dawn Powell	Guidance Counselor		
Monica George Fields	School Achievement Facilitator		
Lawrence Harvey	Network Leader		
	Other		
	Other		

Signatures			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	