



**P.S. 192 JACOB H. SCHIFF**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: P.S. 192 JACOB H. SCHIFF**  
**ADDRESS: 500 WEST 138 STREET**  
**TELEPHONE: 212-281-8395**  
**FAX: 212-862-7129**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 06M192      **SCHOOL NAME:** P.S. 192 Jacob H. Schiff

**SCHOOL ADDRESS:** 500 WEST 138 STREET, MANHATTAN, NY, 10031

**SCHOOL TELEPHONE:** 212-281-8395      **FAX:** 212-862-7129

**SCHOOL CONTACT PERSON:** Elizabeth Pacheco      **EMAIL ADDRESS** epachec2@schools.nyc.gov

**POSITION / TITLE**      **PRINT/TYPE NAME**  
**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Wendy Echavarria

**PRINCIPAL:** Elizabeth Pacheco

**UFT CHAPTER LEADER:** Wendy Echavarria

**PARENTS' ASSOCIATION PRESIDENT:** Elizabeth Veras

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

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

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

**SSO NETWORK LEADER:** McDonald, Varleton  
\_\_\_\_\_

**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
Elizabeth Pacheco	Principal	
Angela Tavaréz	UFT Member	
Alba Linarez	UFT Member	
Wendy Echavarria	UFT Chapter Leader	
Margarita Pitre	DC 37 Representative	
Elizabeth Veras	PA President	
Josefina Taveras	Parent	
Rosa Reyes	Parent	
Jany De Los Santos	Parent	
Marianela Martinez	Parent	

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

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

## **SECTION III: SCHOOL PROFILE**

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

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

The Jacob H. Schiff Elementary School is located in the Hamilton Heights section of Manhattan. It serves a population of 380 students in grades Pre-K through 5. We have approximately 161 students that are ELLs or 42% in grades K-5. We have 26 students or 2% that are former ELLs. We have 26 or 6% of students with Special Needs in Self-Contained Classes. We have 68 or 17% of students receiving related services. PS 192 School Progress Report card rating from was a B in 2006 and it is now of A for two consecutive years. P.S. 192 is now identified as a School In Good Standing for the first time in nine years. We are very proud of this accomplishment because it validates that our students are making progress academically.

Our philosophy of teaching and learning is based on the belief that all students can learn when their strengths and weakness are identified and supported through differentiated instruction embedded in an integrated curriculum. At the center of our instructional philosophy is the acknowledgement that language and literacy development must be integrated across the curriculum. To that end, we have worked collaboratively to design and develop integrated, grade-level curriculum maps and units of study that build upon the New York State ELA, Math, Science, and Social Studies Learning Standards and assessments to make content knowledge and skills, and language and literacy skills accessible to all of our students. We offer a Dual Language English/Spanish Program in Kindergarten - Grade 2. We offer a Bilingual Transitional Program in grades 3 and 4. English Language Learners who are not enrolled in our Bilingual Programs, are served through our push-in Free-Standing ESL program and our new English Language Lab initiative. Our ESL Lab uses a cooperative center approach with centers designed to address the four language modalities and levels of English language proficiency. This the budget has been allocated to fund a full-time Bilingual Coordinator/AIS teacher to support our newly arrived students in literacy and mathematics, to support the implementation of our Dual Language Program, and our parental involvement component. We have a half - time Pre K program which serves 36 students. Funding is utilized to fund a Pre-K Family Worker to acclimate the involvement of the parents in the educational process of their children from an early start.

We use a balanced literacy approach of reading and writing through the Readers' and Writers' Workshop during a daily 90-minute literacy block. We provide literacy intervention to our Level 1 and 2 students or school's bottom third, using small group, data-driven instruction. We use the MacMillan McGraw Hill Triumph reading intervention program. We use Tier 1 intervention strategies such as guided reading, skill sophistication activities, and the Renaissance Accelerated Reader Program. This year we extended the McGraw-Hill Treasures Reading Program to grades 2-5. This program is aligned to the NYS ELA Learning standards and assessment. In mathematics, we use a 75 - minute math Workshop Model through the Everyday Mathematics Program in grades K-5. We are piloting a new math program, the Macmillan McGraw Hill Math Connect in grade 3. In Social Studies, we are implementing the Scott Foresman program which is aligned with the NYS Social Studies standards

and assessment. In science, we implement the Scott Foresman Science program and the FOSS program in both the classroom and science lab. We also have a strong focus on the use of technology to enhance literacy and content area instruction. Both Programs are inquiry based and aligned to the NYS Science standards and the NYCDOE scope and sequence. To that end, teachers have been trained in the use of the SmartBoard to create more interesting and interactive lessons. We also provide technology instruction to our students in our computer lab. To support our at-risk students, we offer Saturday Academies in ELA, Math and Social Studies with a focus on test sophistication strategies. During our 50-minute Extended Day program students from grades 1-5 receive small group instruction based on their performance levels in ELA and mathematics.

We offer a variety of extra-curricular activities to our students to foster a positive self-esteem, appropriate social interactions and team spirit, and to cultivate their talents and skills. We have the America Scores Co-ed soccer program, a basketball team, and a baseball team as part of our extra-curricular activities. We also have a Chorus Club and a Newspaper Club during the day. As part of our extra-curricular program, we have instituted a Student council which meets regularly to discuss school-related issues and to organize Student Council projects to engage students in problem-solving school environment issues and to participate in the planning of school-wide initiatives such as school recycling, food drives, Penny Harvest, etc.

To support our students and their families, we have a partnership with St. Luke's Hospital which provides us with on-site Parent-Child Mental Health Clinic which provides pre-screening evaluations for on-site child/family counseling services and other support services and evaluations. We also have a partnership with the Heritage Medical/Dental Health Clinic which provides free medical services to our students on-site. We provide mandated and at-risk counseling services through our Special Education Social Worker and General Education Guidance Counselor. In addition we have an on-site SAPIS counselor who provides push-in intervention services across the grades. We believe that students must feel positive about themselves, feel valued, and respected before they are ready to take on academic challenges.

### **Our School Vision**

Our vision for P.S. 192 is about school that will be identified as a “model school” in the PS 192 community. It is about a school where the entire school community feels involved, proud, and accepted. It is about a school where all students will be expected to meet and surpass the academic standards. It is about a school that will provide all of its students a solid elementary education foundation which will enable them to be successful in the next phase of their education process.

### **Our School Mission**

Through organized effort, commitment to excellence, collaboration, and the creative allocation of fiscal and human resources, P.S. 192 will provide a nurturing and safe learning environment and high quality instruction based on student needs to meet and surpass grade-specific learning standards that will prepare them for the world of intermediate school.

**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							
<b>School Name:</b>	P.S. 192 Jacob H. Schiff						
<b>District:</b>	6	<b>DBN:</b>	06M192	<b>School BEDS Code:</b>	310600010192		
DEMOGRAPHICS							
Grades Served:	Pre-K	√	3	√	7	11	
	K	√	4	√	8	12	
	1	√	5	√	9	Ungraded	√
	2	√	6	√	10		
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	36	36	36		93.3	93.5	94.2
Kindergarten	54	46	58	<b>Student Stability - % of Enrollment:</b>			
Grade 1	69	52	66	(As of June 30)	2006-07	2007-08	2008-09
Grade 2	71	67	55		90.9	90.8	90.9
Grade 3	85	69	50	<b>Poverty Rate - % of Enrollment:</b>			
Grade 4	84	69	50	(As of October 31)	2006-07	2007-08	2008-09
Grade 5	71	71	60		96.7	93.5	93.5
Grade 6	74	59	57	<b>Students in Temporary Housing - Total Number:</b>			
Grade 7	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 8	0	0	0		12	2	78
Grade 9	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Grade 10	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 11	0	0	0		12	17	14
Grade 12	0	0	0	<b>Special Education Enrollment:</b>			
Ungraded	2	6	1	(As of October 31)	2006-07	2007-08	2008-09
Total	546	468	437				
<b>Special Education Enrollment:</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	27	24	24	Principal Suspensions	67	46	52
# in Collaborative Team Teaching (CTT) Classes	7	9	8	Superintendent Suspensions	11	17	11
Number all others	37	33	31	<b>Special High School Programs - Total Number:</b>			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09
<b>English Language Learners (ELL) Enrollment:</b>				CTE Program Participants	0	0	0
(BESIS Survey)				Early College HS Program Participants	0	0	0
(As of October 31)	2006-07	2007-08	2008-09	<b>Number of Staff - Includes all full-time staff:</b>			
# in Transitional Bilingual Classes	137	108	72	(As of October 31)	2006-07	2007-08	2008-09
# in Dual Lang. Programs	0	0	10				
# receiving ESL services only	91	116	112	Number of Teachers	42	46	47

**CEP Section III: School Profile**

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	14	0	9	Number of Administrators and Other Professionals	6	18	16
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	1	1
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	1	0	% fully licensed & permanently assigned to this school	100.0	100.0	97.9
				% more than 2 years teaching in this school	78.6	76.1	72.3
				% more than 5 years teaching anywhere	81.0	78.3	68.1
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	90.0	89.0	85.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	90.2	86.3	100.0
American Indian or Alaska Native	0.2	0.0	0.0				
Black or African American	6.2	6.4	6.4				
Hispanic or Latino	93.0	92.3	91.8				
Asian or Native Hawaiian/Other Pacific Isl.	0.4	0.4	0.7				
White	0.2	0.8	0.9				
<b>Male</b>	53.7	51.9	54.7				
<b>Female</b>	46.3	48.1	45.3				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
In Good Standing (IGS)							
School in Need of Improvement (SINI) – Year 1							
School in Need of Improvement (SINI) – Year 2							
NCLB Corrective Action (CA) – Year 1							
NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)							
NCLB Restructuring – Year 4							
School Requiring Academic Progress (SRAP) – Year ____							

CEP Section III: School Profile

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>Individual Subject/Area Ratings:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	Restructuring Y 4			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>					
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	82.2	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	9.6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	18	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	48.6						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	6						

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

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

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

## SECTION IV: NEEDS ASSESSMENT

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

Based on the most current data from the 2008-2009 New York State School Report Card/Accountability and Overview Report, P.S. 192M has made the adequate yearly progress Targets in the identified area of English Language Arts (ELA), Mathematics and Science for all student groups. We have implemented the intervention strategies from the original Restructuring Plan 2005-2006, i.e. small group guided reading instruction, writing process, vocabulary development strategies, sustained silent reading, intensive 50 minutes Extended Day ELA and Mathematics Skill Sophistication, and ongoing assessment via running records and reading conferences, and ongoing classroom embedded Professional Development from our AUSSIE consultant. Based on the results of the 2008-2009 New York State ELA assessment, we plan to take the next step to maintain and increase the number of students in levels 3 and 4 by implementing differentiated instruction strategies to meet the need of all students. We plan to accomplish this by looking at students' online assessment results from Acuity, and using a student progress tracking system in the core curriculum areas that is aligned with the Performance Indicators to identify the needs of the students and drive instruction. We plan to continue the reduction of class size in the early grades to provide intensive and continuous support in ELA and mathematics for all student groups. Based on our 2006-2007 and 2007-2008, 2008-2009 New York State math test results, P.S. 192 is no longer cited for mathematics in the New York State School Report Card/Accountability and Overview Report.

### SUMMARY OF DATA ANALYSIS/FINDINGS – GRADES 3-6:

1. Based on the New York State School Report Card/Accountability Overview Report 2008-2009, P.S. 192M continues to be a school in Good Standing in mathematics and science. P.S. 192M made the AYP targets

in ELA for two consecutive years, the school was identified as a **School in Good Standing** in the NYSED 2008-09 School Report Card.

2. For the 2008-2009 academic year, there was an increase in students performing at level III on the ELA, Math, and Science NYS assessments. However, our weakest grade in ELA was grade 4 with 55% of the students scoring at Levels I and II. Our weakest grade in mathematics was grade 6 with 40% of the students performing on levels I and II.
3. Our trend in ELA for grades 3-6 indicate a decrease of students performing at Level I (from 17% to 6%) and a decrease of students performing at Level 2 (from 52% to 41% with a significant increase of students performing at Levels 3 and 4 (from 31.7% to 53%). A comparison of the data from the New York City School Progress Report 2007-2008 and 2008-2009 indicates that there is an increase in student performance in ELA as measured by the number of students in the bottom third showing exemplary proficiency gains from 80.3% to 92.7%. The number of students who made at least one year's progress rose from 72% to 77.7%. Our NYS ELA data indicates an upward trend in student performance in ELA.
4. Based on the 2008-2009 New York State Report Card/ Accountability Overview Report, P.S. 192M continues to be a school in good standing in mathematics. A review of our NYS math assessment data for grades 3-6 indicates an increase in the number of students performing at Level 1 (from 9.8% to 14%), an increase of students performing at Level 2 (from 27.6% to 31%), a decrease in the number of students performing at Level 3 (from 57.5% to 41%), and a decrease in the number of students performing at Level 4 (from 5.1 to 3.75%). A comparison of the data from the New York City School Progress Report from 2007-2008 to 2008-2009 indicates that there is an increase in the number of students performing at levels 3 and 4 in math (from 62.8% to 74%). However, the number of students who made at least one year's progress declined (from 68.1 % to 62.6%). There was a decrease in the number of students scoring in the school's bottom third who made one year's progress (from 75.4 to 66.7). There is a need to monitor on the performance of Level 3 students who did not make one year's progress in mathematics and to provide intensive AIS support in mathematics to our Level I and low Level II students including our ELLs and Students with Disabilities.
5. Our NYS ELA test data for our subgroups indicates that we met the 2008-2009 AYP targets for our Students with disabilities. There was an increase in the number of students scoring at Level 3. We also made our AYP targets for our ELL population, however, there is still a significant number of students scoring at Level 2.
6. Our NYS Math test data for our subgroups indicates that we met the 2008-2009 AYP targets for all subgroups.
7. However, there was a significant number of Students with Disabilities scoring at Levels I and 2. The performance of our ELL population showed an increase in the number of students scoring at Levels 3 and 4.
8. An analysis of the 2009 NYSESLAT scores indicates a higher number of students reaching English Language
9. proficiency in the Listening and Speaking modalities by the time they reach grades 5-6 (37%). However, reaching English language proficiency in Reading and Writing is still a challenge with only 22% of our ELLs scoring at the Proficiency level in the two modalities.
10. The results of the 2008-2009 NYC DOE Learning Environment Survey indicate that Student Engagement is an area in need of improvement.
11. The results of the 2008-2009 NYC DOE Learning Environment Survey indicate that Teacher Communication is an area in need of improvement.

#### Trends in ELA Scores 2006, 2007, 2008, 2009

Year	Grade	Level I	Level II	Level III	Level IV
2006	3	18%	57%	24%	
2007	3	29%	47%	24%	
2008	<b>3</b>	<b>20%</b>	<b>55%</b>	<b>21%</b>	<b>1%</b>
<b>2009</b>	<b>3</b>	<b>11%</b>	<b>35%</b>	<b>51%</b>	<b>4%</b>
2006	4	19%	38%	41%	2%
2007	4	29%	47%	24%	
2008	4	<b>23%</b>	<b>45%</b>	<b>30%</b>	

<b>2009</b>	4	<b>10%</b>	<b>45%</b>	<b>45%</b>	3%
2006	5	9%	56%	32%	3%
2007	5	39%	39%	22%	
2008	5	9%	<b>55%</b>	<b>36%</b>	3%
<b>2009</b>	5	<b>2%</b>	<b>50%</b>	<b>45%</b>	
2006	6	20%	70%	7%	3%
2007	6	7	58%	35%	
2008	6	<b>11%</b>	<b>52%</b>	<b>35%</b>	
<b>2009</b>	6	<b>2%</b>	<b>36%</b>	<b>59%</b>	4%

2008-2009 Student Achievement in ELA by Student Groups

<b>ELA SUBGROUP</b>	<b># of Students</b>	<b>%@ Level 1</b>	<b>%@ Level 2</b>	<b>%@ Level 3</b>	<b>%@ Level 4</b>	<b>AYP 3+4x2+Level2</b>	<b>Total</b>
<b>Special Education</b>	<b>38</b>	<b>16.6%</b>	<b>33.3%</b>	<b>50%</b>	-	<b>50+50+33.3</b>	<b>133.3</b>
<b>Hispanic</b>	<b>201</b>	<b>5%</b>	<b>40.3%</b>	<b>51.7%</b>	<b>3%</b>	<b>54.7+54.7 + 40.3%</b>	<b>149</b>
<b>ELL</b>	<b>101</b>	<b>7.9%</b>	<b>56.4%</b>	<b>35.6%</b>	-	<b>35.6+35.6+56.4</b>	<b>127.6</b>

Trends in Mathematics 2006, 2007, 2008, 2009

Year	Grade	Level I	Level II	Level III	Level IV
2006	3	26.2%	30.1%	40.8%	2.9%
2007	3	18.8%	27.5%	51.3%	2.5%
2008	3	3.2%	17.7%	66.1%	12.9%
2009	3	2%	3%	80%	15%
2006	4	22.0%	36.6%	35.4%	6.1%
2007	4	25.0%	25.0%	43.8%	6.3%
2008	4	16.2%	27.9%	54.4%	1.5%
2009	4	11%	13%	60%	15 %
2006	5	16.8%	41.6%	39.6%	2.0%
2007	5	23.1%	52.3%	23.1%	1.5%
2008	5	13.2%	35.3%	48.5%	2.9%
2009	5	9%	26%	55%	10%

Math Scores

Grade	Total Tested	Level I %	Level II %	Level III %	Level IV %
3	62	22.0%	36.6%	35.4%	6.1%

4	68	16.2%	27.9%	54.4%	1.5%
5	68	13.2%	35.3%	48.5%	2.9%
6	56	5.4%	28.6%	62.5%	3.6%

2008-2009 Student Achievement in Math by Student Groups

<b>Math SUBGROUP</b>	<b># of Students</b>	<b>%@ Level 1</b>	<b>%@ Level 2</b>	<b>%@ Level 3</b>	<b>%@ Level 4</b>	<b>AYP 3+4x2+Level2</b>	<b>Total</b>
<b>Special Education</b>	<b>38</b>	<b>18.4%</b>	<b>42.1%</b>	<b>31.6%</b>	<b>7.9%</b>	<b>39.9+39.9+42.1</b>	<b>121.9</b>
<b>Hispanic</b>	<b>204</b>	<b>4.4%</b>	<b>17.6%</b>	<b>64.2%</b>	<b>13.7%</b>	<b>77.9+77.9+17.6</b>	<b>173.40</b>
<b>ELL</b>	<b>104</b>	<b>7.7%</b>	<b>27.9%</b>	<b>56.7%</b>	<b>7.7%</b>	<b>64.4+64.4+27.9</b>	<b>156.70</b>

III. Achievement in Science: New York State Grade Four Science 2008-2009

An Analysis of the 2009 New York State Grade Four Science Exam

Total Number of Students	51	Level 1	Level 2	Level 3	Level 4
Number of Students		2	17	20	8
Percent of Students		12%	33%	39%	16%

SCIENCE SUBGROUPS 2008-2009

<b>SUBGROUP</b>	<b># of Students</b>	<b>%@ Level 1</b>	<b>%@ Level 2</b>	<b>%@ Level 3</b>	<b>%@ Level 4</b>	<b>Level 3+4x2+Level2</b>	<b>Total</b>
<b>Special Education</b>	<b>11</b>	<b>9%</b>	<b>45%</b>	<b>45%</b>	<b>-</b>	<b>45+45</b>	<b>90</b>
<b>Hispanic</b>	<b>33</b>	<b>13%</b>	<b>38%</b>	<b>44%</b>	<b>5%</b>	<b>98+38</b>	<b>136</b>
<b>ELL</b>	<b>63</b>	<b>24%</b>	<b>48%</b>	<b>27%</b>	<b>-</b>	<b>54+48</b>	<b>102</b>

Our NYS Science test data for 2008-2009 indicates that we are making progress in meeting grade level performance standards in science. There is an increase in the number of students scoring at Levels 3 and 4. However our Students with Disabilities and ELL population need to additional support in reaching grade level standards in Science.

Implications for Instruction:

All Students:

Continue to provide direct instruction of science vocabulary in the context of hands-on science activities is needed in English and the Native Language . Journal writing in science to make predictions and describe science experiment findings should be incorporated into the science lesson .

English Language Learners and Students with Disabilities:

Continue to provide additional instructional support through differentiated instruction, technology software, FOSS Hands-on science activities, and vocabulary strategies.

The greatest accomplishments during the past three years:

1. P.S. 192M was taken off the SINI list this year for meeting the AYP Targets in ELA for two years in a row.
2. More students are meeting grade-level Science Performance Standards due to the integration of inquiry-based, hands-on instruction and technology.
3. There is a consistent high attendance average of over 93%.
4. There is continuous improvement in closing the achievement gap (decrease in the number of students performing at Level I in all NYS assessments).
5. There is an increase in the use of assessment data to track student progress and provide differentiated instruction in ELA and Mathematics.
6. P.S 192M Achieved a Grade of A on the 2008-2009 NYC DOE School Progress Report.
7. There is an increase in the use of Technology to support student learning.
- 8.
- 9.
- 10.

The most significant aide to the school's continuous improvement:

1. A focused, hands-on Principal who holds high expectations for students, teachers and parents.
2. A strong focus on Professional Development in ELA, Mathematics, Science and Technology.
3. Class size reduction in K-3.
4. A structured Extended Day 37.5 minutes program.
5. Extended Time on Task after-school program in ELA and Mathematics.
6. A focus on data analysis using Predictive and Interim Acuity test results to drive instruction.
7. Data Driven Goal-setting meetings with Principal and Assistant Principal.
8. A new reading program in grades 2-5 with a strong writing component.
9. Implementation of ELA Curriculum Maps that are aligned with the school-wide reading program.
10. Ongoing formal and informal supervisory observations with constructive feedback.
11. Strategic allocation of fiscal and human resources to support all students in learning.
- 12.

The most significant barriers to the school's continuous improvement are:

1. Ongoing movement –in and out – of immigrant families in the community with no literacy skills in English and limited literacy skills in the native language.
2. Transient students who leave the school and then return with limited literacy skills.
3. A decrease in the school budget due to a decline in student enrollment which has significantly reduced the opportunities for enrichment, extra-curricular programs, tutoring programs, and during-the day support services from reading specialists.
4. Extended families raising students—family fragmentation due to immigration status.

#### INSTRUCTIONAL IMPLICATIONS:

P.S. 192M is making steady progress in ensuring the continuous improvement of all students in meeting New York State's rigorous content and performance standards. We have focused on student performance in all core content areas, with a specific focus on ELA, our area of identification under NCLB/SED accountability. In order to improve student performance in ELA, we are providing:

ongoing quality professional development in literacy through our in-house Literacy Coach and Dual Language consultant; reduced class size in grade K-3 for more individualized student support in literacy development; increased use of data to drive instruction and to differentiate instruction; implementation of a new reading program in grades 2-5 which is aligned with the NYS ELA Standards and Assessments; grade specific ELA standards-based curriculum maps for consistency and continuity of instruction; small group Tier II ELA and intervention services for at-risk students; ongoing monitoring of student progress in ELA through the administration of Acuity Interim assessments, Rigby PM, Treasures Reading Program unit assessments, and Fountas and Pinnell baseline assessments; basic writing skills instruction for grades 3-6; Extended Day small group ELA instruction with a focus on reading comprehension strategies; Independent/sustained silent reading sessions throughout the day across the grades; Integretion of technology, i.e., SmartBoard, video streaming, BrainPop web site across the content areas; Implement action research through the Data Inquiry Team with a focus on the integration of academic language development and content area instruction for English Language Learners in the mainstream and bilingual classroom setting.

## SECTION V: ANNUAL SCHOOL GOALS

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

Annual Goal	Short Description
<p>To increase student achievement in ELA. By June 2010, the percentage of students in grades 3-5 performing at levels 3 and 4 (including all identified groups--ELLs and SWDs) will improve by 5% as measured by the New State ELA exam.</p>	<p>After conducting our needs assessment, the SLT found that all students including ELLs and SWDs are making steady progress for the past three years in ELA. As a result, we want to continue to focus on increasing the number of students scoring from levels 1 and 2 to levels three and 4, and to continue to meet the AYP for all student subgroups.</p>
<p>To improve student achievement in mathematics. By June 2010, the percentage of students in grades 3-5 performing at levels 3 and 4 (including all identified student groups--ELLs and SWDs) will improve by 5% as measured by the NYS Mathematics exam.</p>	<p>After conducting our needs assessment, the SLT found that there was a decrease in the number of SWD who made one year's progress in mathematics. As a result, we are want to provide more intensive AIS in mathematics to identified SWDs in grades 3-5 in order to increase the number of students making at least one year's progress in mathematics and increasing the number of students scoring at levels 3 and 4.</p>
<p>There will be improvement in the area of Student Engagement as measured by the NYC DOE School Survey By 2010, the Student Engagement Domain of the NYC DOE Learning Environment survey will show an increase of 5%.</p>	<p>After conducting our needs assessment, the SLT found that there is a need to improve student engagement in the learning process..</p>

**SECTION VI: ACTION PLAN**

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

**Subject Area**

**ELA**

**(where relevant) :**

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<p><b>Annual Goal</b></p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>By June 2010, the percentage of students in grades 3-5 performing at levels 3 and 4 (including all identified groups--ELLs and SWDs) will improve by 5% as measured by the New State ELA exam.</b></p>
<p><b>Action Plan</b></p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>1. Use EGCSR, TL FSF and TL funds to reduce class size in grades 3 and 5.2. Use Title I ARRA funds to provide AIS small group instruction to students scoring at Level I and 1 in ELA including ELLs and SWDs.3. Continue to set student reading goals and track student progress during the three marking periods in the year.4. Continue to provide ELA Acuity-Tier I based ELA skill sophistication instruction for 30 minutes three days per week during the literacy block.5. Provide independent reading time using the Renaissance Accelerated Reader Program in grades K-5.6. Use Title I SWP funding to pilot the 100 Book Challenge Independent Reading Program and Professional Development Program in Grade 4.7. Implement a Reading and Writing monthly student progress checklist system in conjunction with student work portfolios and grade specific ELA Curriculum Maps to identify individual student needs and plan for differentiated instruction.8. Continue to provide ELA extended time on task during the</b></p>

37.5 extended day period from September 2009-February 2010.9. Use Title I ARRA sources to provide ELA Saturday Academy to support ELA test sophistication strategies from February - April.10. Continue to administer and analyze Rigby and Treasures Reading Program monthly running records and unit tests.11. Provide Professional Development for our new Dual Language Teachers in grades K-2 using best instructional practices from a Bank Street College Dual Language consultant.12. Use Contract for Excellence funding to provide AIS to SIFE students, newly arrived ELLs, and Long-Term ELLs in ESL and NLA in grades 1-5.13. Provide classroom embedded professional development in ELA Best Practices through a Literacy Coach.14. Provide practice with writing response after read aloud.

**Aligning Resources:Implications for Budget, Staffing/Training, and Schedule**

*Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*

1. Use EGCSR, TL FSF and TL funds to reduce class size in grades 3 and 5.
2. Use Title I ARRA funds to provide AIS small group instruction to students scoring at Level I and 1 in ELA including ELLs and SWDs.
3. Use Title III funding to provide extended day afterschool ESL/ELA program for students in grades 3-5.
4. Use Title I ARRA sources to provide ELA Saturday Academy to support ELA test sophistication strategies from February - April.
5. Use TL and Title I SWP funding to purchase the MacMillan McGraw Hill Treasures Reading Program and other ELA instructional materials and supplies.
6. Use Title I SWP funding to purchase PD for the 100 Book Challenge Program.
7. Use TL NYSTL funding to purchase library books for the 100 Book Challenge Independent Reading Program.
8. Use Title I ARRA funds to purchase the services of a dual language consultant.
9. Use Title III funds to purchase instructional materials in ELA and NLA.
10. Use Contract For Excellence funding to purchase a Bilingual AIS Teacher/Dual Language Program Coordinator. to support our ELLs and expanding Dual Language Program.
11. Use TL funding to purchase a .5 Literacy Coach.

**Indicators of Interim Progress and/or Accomplishment**

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

1. Students will increase a minimum of one guided rading Fountas and Pinnell level for guided reading for each marking period from September 2009, March 2010 and June 2010.
2. Students will increase a minimum of one independent reading level using the Fountas and Pinnell system for each marking period from March 2010 to June 2010.
3. Students in grades 2-5 will show an increase of 5% in the average of Renaissance Accelerated Reader quizzes passed with 80% or higher from November 2009 to June 2010.
4. Students in grades K-1 will show an increase of 5% from the Baseline Fountas in September 2009 and Pinnell Assessment to the End of the Year Fountas and Pinnell

Assessment in May 2010 in all assessed domain

5. Students in grade 3-5 will show a minimum of 5% increase in the ELA Acuity ITAs in January 2010 and May 2010.

Subject Area

Math

(where relevant) :

<p><b>Annual Goal</b></p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, the percentage of students in grades 3-5 performing at levels 3 and 4 (including all identified student groups--ELLs and SWDs) will improve by 5% as measured by the NYS Mathematics exam.</p>
<p><b>Action Plan</b></p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> <li>1. Implement daily mental math strategies in grades K-5.</li> <li>2. Provide AIS math small group instruction to Level 1 and 2 students including ELLs and SWDs using the MacMillan McGraw Hill Math Triumph Program.</li> <li>3. Continue to implement a 75-minute math period using the EDM program in grades K-2 and 4-5 using the Math Workshop Model.</li> <li>4. Pilot the Macmillan McGraw Hill Math Connect Program in grade 3.</li> <li>5. Administer math baseline, mid-year and end of the year assessments to set student learning goals and track student progress.</li> <li>6. Implement a Math Student monthly progress checklist aligned to the math. Strategies for the units of study.</li> <li>7. Provide extended time on task through a skills sophistication Saturday Academy from March-May 2010.</li> <li>8. Identify Level 1 and low Level 2 students in grades 3-5 to participate in an after-school math tutorial program using a Peer Tutoring model which will involve high school students from the nearby high schools and math resource specialist from City College, Dr. Bill Farber.</li> <li>9. Analyze the data from the Acuity ITAs and Predictive assessment to provide Tier I</li> </ol>

	<p>differentiated instruction during the math block.</p> <ol style="list-style-type: none"> <li>10. Provide PD on the Math Connect Program for teachers in grades 3-5.</li> <li>11. Provide classroom-embedded professional development on the EDM/Math Connect Programs using our Math Coach.</li> <li>12. Provide extended time on task on math skills sophistication strategies during the 37.5 minute extended day program.</li> <li>13. Provide practice using math journal to explain problem solving strategies.</li> <li>14. Provide practice using the five steps problem solving models.( 5 steps problem solving)</li> </ol>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b></p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ol style="list-style-type: none"> <li>1. Use Title I ARRA funds to purchase a math AIS teacher.</li> <li>2. Use TL funds to purchase a .5 math coach.</li> <li>3. Use TL funds to purchase math instructional materials.</li> <li>4. Title I ARRA funding to pay for PD services in mathematics.</li> <li>5. Use TL and or Title I ARRA funding to support a Math Saturday Academy.</li> </ol>
<p><b>Indicators of Interim Progress and/or Accomplishment</b></p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> <li>1. A minimum of 65% of students in grades 1-5 will achieve a minimum of 65% mastery on end of unit math tests which will be administered approximately every 5 weeks.</li> <li>2. The results of of teacher-made weekly math quizzes will show incremental gains of a minimum of 5%.</li> <li>3. Students in grades 3-5 will show an increase of a minimum of 5% in the Acuity Math ITAs and Predictive Assessment for each interval (November, January, April).</li> </ol>

**Subject Area**

**School Learning Environment  
Survey-Student Engagement**

**(where relevant) :**

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<p><b>Annual Goal</b></p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>By 2010, the Student Engagement Domain of the NYC DOE Learning Environment survey will show an increase of 5%.</b></p>
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<p><b>Action Plan</b></p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> <li>1. Implement technology infused activities and technology resources, i.e interactive SmartBoard Activities across the curriculum.</li> <li>2. Use effective questioning techniques, i.e Bloom's Taxonomy during lessons.</li> <li>3. Integrate content area projects in units of study in Social Studies and Science.</li> <li>4. Initiate Literature Circles in grade 4th and 5th.</li> <li>5. Implement Interest-based Learning Centers.</li> <li>6. Provide rewards and incentives for academic achievement, i.e. Honor Roll, Perfect Attendance Awards.</li> <li>7. Continue to implement extra-curricular activities, i.e sports clubs, newspaper club, chorus, the guidance friendship club, boys and girls soccer team( America's Scores) .</li> <li>8. Incorporate student self-assessment in the development of student portfolios.</li> <li>9. Continue to implement Student Council.</li> <li>10. Provide incentives for meeting Renaissance Accelerated Reader and the 100 Book Challenge goals.</li> <li>11.Character education program, WiseSkills.</li> </ol>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b></p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ol style="list-style-type: none"> <li>1. Use TL funds for the salary of a full-time Technology Integration Specialist.</li> <li>2. Use TL funds to pay for per session salary for after-school extra-curricular activities.</li> <li>3. Use TL funds to purchase student reward incentives.</li> <li>4. Use Title I SWP funds for Professional Development on Effective Questioning Techniques, Implementing Project-Based Instructional Strategies, and Literature Circles.</li> </ol>
<p><b>Indicators of Interim Progress and/or Accomplishment</b></p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> <li>1. Increased student participation (verbal) during lessons as evidenced by monthly formal and informal lesson observations.</li> <li>2. Implementation of project-based activities as evidenced by students' units of study projects. Each student will have produced a minimum of two projects during the year.</li> <li>3. Implementation of Literature Circles in grades 4-5 as evidenced by formal and informal classroom observations.</li> <li>4. Increase in the number of students receiving Honor Roll and Perfect Attendance Awards by a minimum of 5% from fall 2009 to spring 2010.</li> <li>5. 90% or more student attendance in afterschool extra-curricular activities.</li> <li>6. Improvement in the School Learning Environment Survey Student Survey in the Student Engagement from 2009 - 2010 by at least 5%</li> </ol>

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

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

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

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

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

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

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

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



11								
12								

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

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

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<p><b>ELA intervention is provided utilizing both the push in and pull out models. The small group instruction is provided by Triumphs Intervention and Wilson. The Triumphs intervention program incorporates decoding, vocabulary, fluency and comprehension. Intervention is provided during the school day which includes the 37 ½ minutes. Tier One intervention is provided for kindergarten- third grade at risk students by the classroom teacher.at-risk students is provided by the AIS Teacher. Tier I intervention is provided by classroom teacher in small group settings utilizing specific strategies for phonemic awareness, phonics, comprehension, fluency and comprehension. The AIS teacher pushes in to the bilingual third and fourth grade classes during guided reading to provide additional support Intervention for fourth and fifth grade at-risk students is provided by the AIS Teacher</b></p>
<b>Mathematics:</b>	<p><b>Math intervention is provided through the Tier I small group model and through a pullout model. The Tier One model consists of groups leveled by skills. Math intervention is provided during the school day which includes the 37 ½ minutes. Tier One intervention is provided by classroom teachers utilizing guided math groups and games to target specific skills. A problem of the week in measurement is used as an intervention in grades K-6. Tier Two intervention is provided by the AIS teacher. The Triumphs Intervention program is used and provides specific intervention for Numbers and Operations, Algebra, Geometry, Measurement and Probability.</b></p>
<b>Science:</b>	<p><b>Science intervention is incorporated within the ELA and Math intervention models. Within the ELA component, content area texts are used to promote critical thinking, vocabulary and comprehension skills necessary to increase science skills. Math intervention includes graphs, measurement and statistics, which are an integral part of science education. In both ELA and Math higher order questioning skills are used to promote analytical thinking .</b></p>

<b>Social Studies:</b>	<p><b>Social Studies intervention is incorporated with the ELA and Math intervention models. Content area texts are used to promote understanding of our country and the world. The content area texts increase vocabulary, critical thinking and comprehension skills. Math intervention includes graphs and statistics, which are critical to improve students' skill in gathering and organizing data.</b></p>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<p><b>Guidance counseling services are provided by general education guidance counselor to identified at-risk students during the day or during our school-based Title III after-school program.</b></p>
<b>At-risk Services Provided by the School Psychologist:</b>	<p><b>The school SBST psychologist provides psychological assessments to at-risk students. Our site-based Parent-Child Mental Health Clinic from St. Luke's Hospital provides screening services to our at-risk students and psychological, educational, and psychiatric evaluations based on PPC child study referrals. At-risk students and their parents receive individual or family counseling services.</b></p>
<b>At-risk Services Provided by the Social Worker:</b>	<p><b>The school SBST social worker provides one to one counseling, group counseling as well as crisis management. Counseling is scheduled throughout the school as well as during the 37 ½ minutes.</b></p> <p> </p>
<b>At-risk Health-related Services:</b>	<p><b>The Heritage Health Clinic provides ongoing services for chronic illness as well as emergency intervention for trauma, and counseling services based on school PPC referrals.</b></p>

## **Appendix 2: Program Delivery For English Language Learners (ELLs)**

*NCLB/SED requirement for all schools*

### **Part A: Language Allocation Policy (LAP) –**

#### ***I. SCHOOL ELL PROFILE:***

The P.S. 192 M Lap team members are: Elizabeth Pacheco, Principal, Paul Manzi ESL Certified Teacher, Stephanie Shear, ESL Certified Teacher, Mayra Cruz-Romero, Bilingual Certified Teacher, and Doris Rivera, Bilingual Certified Teacher.

There are 2 certified ESL teachers in the school, as well as 7 bilingual/dual language teachers (Spanish). There are 14 other classroom teachers who speak Spanish. All ESL and bilingual teachers' certifications are on file in the school office as well as copies held in the Bilingual Coordinator's room. The ESL and bilingual teachers are well-versed in Balanced Literacy practices and effective practices include Dual Language instruction. Ms. Cruz-Romero and Ms. Rivera have been in the school for over 20 years and have an in-depth understanding about the needs of the ELL population in the school community. **In all PS 192 has a total of 163 ELLs. There are a total of 380 ELLs in the school. This makes for a percentage of 42.89% ELLs.**

#### ***II. ELL IDENTIFICATION PROCESS:***

When students first register at PS 192 the parents are given the HLIS survey form which is administered by the Bilingual Coordinator or an ESL Teacher. The teacher conducts and informal interview with the parent and child in either English or the native language. If the student is deemed to be an eligible ELL, then the LAB-R (and if applicable the Spanish-LAB) is administered within 10 days of enrollment. Towards the end of the school year students are given the New York State English as a Second Language Achievement Test. The proficiency level that students acquire based on the exam is used for placement and differentiation for the following school year.

At the beginning of the school PS 192 holds a parent orientation for parents of ELLs. This is conducted by the Bilingual Coordinator. The parents view the Parent Information Video that is made by the Chancellor. The Bilingual Coordinator then explains the program choices on-site and their options for each grade. They then fill out the Parent Choice form based on the information presented to them and the students are appropriately placed. Parents who do not attend the orientation are contacted to come in and discuss their child's program options.

Parents at PS 192 are frequently informed of their child's standing and placement in PS 192 in terms of being an ELL. Entitlement Letters, Parent Survey and Program Selection forms are distributed in person or through mail. Parents are frequently contacted and reminded to complete the forms in a timely fashion and are given opportunities to ask questions regarding the forms. If a parent does not complete the Parent Choice Form, then the default program is Transitional Bilingual Education. Parents have an opportunity

to speak to the Bilingual Coordinator, ESL Teacher, or Parent Coordinator in their Native Language.

Students are placed into bilingual, dual language or ESL instructional programs based up parent choice. Following the initial meeting and orientation, frequent communication with parents is continued throughout the school year in their native language. During parent-teacher conferences parents are encouraged to speak with their ESL Teachers and Bilingual Coordinator.

The trends in the past few years based on survey data seem to indicate a preference for student placement in a Free-Standing ESL program. If a parent does not indicate their choice of program, Transitional Bilingual Education is the default choice. Parent Choice form trends are used to guide decisions in school organization for ELLs. We have applied for and received a grant to expand our dual-language pilot program to the first and second grades after seeing a trend in parental interest in dual-language.

### *III. DEMOGRAPHICS/PROGRAM DESCRIPTIONS:*

- A.** At PS 192 we have two Transitional Bilingual Classes, one in grade three, and one fourth/fifth bridge class. We now have four Dual Languages classes, two in Kindergarten and one each in grades one and two. All Dual Language classes are a self-contained model except one of the classes in the Kindergarten is a side-by-side model. All ELLs in monolingual classes are serviced by the two ESL teachers in a push-in/pull-out model. This year we are leaning more towards a collaborative push-in model to enhance curriculum and content support with the ESL program. All monolingual students are serviced with the mandated amount of minutes (360 minutes/week for beginners and intermediate and 180 minutes/week for advanced students).
- B.** In all PS 192 has a total of 163 ELLs. There are a total of 380 ELLs in the school. This makes for a percentage of 42.89% ELLs. There are currently six SIFE students and eleven ELLs in self-contained special education classes. One-hundred thirty eight of the students are “Newcomers” with 0-3 years of service received and 26 have received 4-6 years of service. All six SIFE students and nine self-contained special education students have received 0-3 years of service. No SIFE students and two self-contained special education students have received 4-6 years of service.
- C.** In our Transitional Bilingual Education Program there are 28 students who all have Spanish as their home language. There are nineteen TBE students in grade 3, seven in grade 4 and two in grade 5. In our Dual Language classes there are 61 ELLs and 35 English proficient children. In Kindergarten there are 36 Spanish dominant ELLs and 20 English proficient students. In the first grade there are fifteen ELLs and four EPs. In the second grade there are ten ELLs and eleven EPs. In the Dual Language classes there are 93 Bilingual students (fluent in both English and Spanish).

There is one third language speaker, a Senegalese girl in the second grade who has knowledge of English, Spanish, and Wolof. The ethnic breakdown for Dual Language programs is 93 Hispanic students, two African-American students and one Senegalese student.

In our Freestanding English as a Second Language program we have a total of 78 students. In the Kindergarten there are thirteen Spanish dominant students. In the first grade there are eleven Spanish dominant students. In the second grade there are fifteen students, thirteen of which are Spanish dominant, one which is Chinese dominant and one who is Wolof dominant. In the third grade there are five students, four of which are Spanish dominant and one which is dominant in Haitian Creole. In the fourth grade there are eighteen Spanish dominant students. In the fifth grade there are sixteen students, fifteen of which are Spanish dominant and one which is dominant in Haitian Creole.

### Programming and Scheduling Information

#### 1. How is instruction delivered?

a.) The organizational models of instruction for ELLs vary based on the program type and grade level. Transitional bilingual classes are grouped by grade with the exception of the 4/5 bridge class. All dual language classes are self-contained with the exception of one side-by-side model in the Kindergarten. For the freestanding ESL program there is mainly a push-in (co-teaching/small group instruction) model with the exception of some small-group pull-out classes for beginning and intermediate students.

b.) The program models also vary based on grade level and program type. In transitional bilingual classes students travel as a block and are made up of heterogeneous proficiency levels. In dual language classes the students always travel in a block, and are heterogeneous in proficiency levels. In the freestanding ESL program students are taught with students in their same grade level but with heterogeneous proficiency levels.

2. PS 192 is organized in a way that the mandated number of instructional minutes for ELLs is provided according to proficiency levels in each program model. There are certified bilingual teachers servicing all the ELLs in transitional bilingual and dual language classes. There are two certified ESL teachers who service the ELLs in monolingual classes with the freestanding ESL Program. One ESL teacher works with students in grades K-2 while the other works with students in grades 3-5.

a.) In accordance with state mandates and CR Part 154, all Beginning students across all grades receive 360 minutes of ESL per week in both TBE and Freestanding ESL programs. All Intermediate Students across all grades receive 360 minutes of ESL per week in both TBE and Freestanding ESL programs. All Advanced students receive 180 minutes per week in both Bilingual, Dual Language and Freestanding ESL programs. As required by CR Part 154, all Beginning students in the Freestanding ESL program across all grades receive 90 minutes daily of English Language Arts. All Intermediate Students in Freestanding ESL program across all grades receive 90 minutes daily of English Language Arts. All Advanced students in Freestanding ESL programs across all grades receive 45 minutes daily of English Language Arts. In TBE classes Advanced students receive 5 periods per week of ELA instruction and can be mainstreamed to get

ELA instruction. Students at the Beginning level receive 45 minutes daily of Native Language Arts instruction. Students at the Intermediate level in TBE program receive 45 minutes daily of Native Language Arts instruction. Students at the Advanced level receive 45 minutes daily of Native Language Arts instruction

3. In transitional bilingual classes students at the beginning level are taught the content areas with approximately 60% NLA usage/support. Students at the intermediate level are taught with approximately 50% NLA usage/support. Those at the advanced level are instructed/supported with about 25% NLA usage. In dual language classes students are taught content areas 50% of the time in English, and 50% in Spanish. Generally dual language teachers alter their language of instruction every other day. In freestanding ESL program the focus is on instruction in the English language, but Native Language support is given through an English/Spanish bilingual ESL teacher and literacy materials in the students' native languages. **In all three of our programs teachers use differentiated small group instruction targeting the specific needs of each student. Teachers scaffold the content by using graphic organizers, comprehensible input, use of visuals, and technology in content area instruction. In bilingual classes social studies is taught in the native language while science is taught in the target language. Teachers use Accuity and formative assessment results to plan instruction based on the student needs. Teachers in monolingual classes with ELLs co-plan with ESL teachers to meet the needs of their students and to ensure the proper use of ESL strategies and methodologies in the mainstream classroom.**

4. How do you differentiate instruction for ELL subgroups?

a.) SIFE students will be serviced through an after-school/Saturday program with NLA support and math taught by the bilingual coordinator/AIS specialist. The class will use Cancionero and/or Estrellitas programs in order to instruct basic reading and writing skills. Parents will also be included in the program to give strategies to help the SIFE students at home.

b.) Newcomer ELLs in the school (0-3 years of service) are given much attention based on the fact that they need to acquire English language skills at the same as academic language required to prepare for ELA testing after one year, and tests in other content areas. These students are taught language through the content areas. All the teachers of ELLs base lessons around a content area and infuse discreet language skills and ESL strategies and methodologies into their teaching. As a result students will see an increase in English language proficiency (NYSESLAT), while simultaneously preparing for the content area tests. ELLs with less than 3 years (Newcomers) receive ESL instruction from the classroom teacher according to the CR Part 154 mandates of 360 minutes per week for Beginning and Intermediate level students and 180 minutes per week for Advanced students. [and from the Early Childhood Classroom Reduction teacher] ELLs placed in monolingual classes receive small group ESL instruction from the ESL teacher in the Freestanding program that follows the CR Part 154 mandates of 360 minutes per week for Beginning and Intermediate level students and 180 minutes per week for Advanced students. Instruction is differentiated according to ongoing assessment and based on data taken from both formal and informal assessment.

c.) Most of the ELLs who have received service for 4-6 years are guided toward acquisition of academic language. The past few years of NYSESLAT data reveal that the majority of these students are weakest in the reading and writing modalities. Many of them have scored proficient in the listening and speaking subcategories of the test. Therefore the teachers of ELLs at the school focus their teaching of these students on academic content vocabulary, themes and skills. The push-in ESL classes are designed to give the students scaffolded instruction and/or small group attention.

d.) There are currently no long term ELLs at PS 192, but students currently with six years of service are given extra support through AIS, ESL/NLA after school program, and/or the 37.5 extended day program.

e.) ELLs with special needs are taught by their classroom teachers as well ESL teachers. These students are taught with both Special Education and ESL instructional strategies and methodologies. Students with special needs get support from a bilingual SETSS teacher, two speech teachers (one who is bilingual), and an adaptive physical education teacher. Students' progress is frequently discussed and evaluated and further strategies are pursued. We provide AIS in ELA, Math and NLA through the services of an AIS teacher and Bilingual Coordinator/AIS specialist. Students who are x-coded are serviced by ESL teachers but are given further support. We will be using our Title III funds for an ESL/NLA after school program. We also provide additional support to these ELLs during our 37.5 extended day program.

5. We provide AIS in English for students scoring in the bottom third in ELA and Math. Students with special needs are supported through this program. Students are also supported in NLA in Spanish through the services of an AIS teacher and Bilingual Coordinator/AIS specialist. All SIFE students are serviced by the English/Spanish bilingual AIS specialist. We will be using our Title III funds to support our ELLs in an ESL/NLA after school program. We also provide additional support to these ELLs during our 37.5 extended day program.

6. ELLs that have met proficiency are still served by the school for 2 years. These former ELLs receive ELL testing accommodations on the NYS exams, are supported by the AIS teacher and bilingual coordinator/AIS specialist and during extended day. Students will also be supported by the ESL/NLA after school program.

7. Some new programs and improvements will be started this year at PS 192. The freestanding ESL program this year is more collaborative by using mainly a push-in model. ELL students in monolingual classes are grouped together so that the classroom and ESL teacher can articulate and co-plan to best serve the needs of the ELLs. A Language Lab has begun in the ESL room so that ELLs in monolingual classes can visit and participate in various language centers/station while the teachers support the students. Also this year there is a full time AIS teacher and a bilingual coordinator/AIS specialist servicing students in small groups. Dual Language classes have been expanded to grades K-2 and now service a total of 96 students.

8. Transitional bilingual classes have been eliminated for this school in grades one and two because they have been replaced by dual language program in each of those grades.

9. ELLs have equal access to all school programs at PS 192. All ELLs participate in our music, physical education and music programs, and can participate in chorus, sports, and other clubs. ELL students are encouraged to participate in after school programs such as the ESL/NLA program, and Social Studies, ELA, and Math academies. All ELLs participate in the 37.5 extended day program. ELLs are instructed by the AIS and bilingual coordinator/AIS specialist teachers.

10. ELLs have access to a wide range of instructional materials. Classrooms are equipped with smartboards, computers and listening stations. The ELA is taught in grades K-1 using readers and writers workshops and in grades 2-5 using Treasures literacy program. Mathematics is taught using Everyday Math in all grades except 3<sup>rd</sup> which uses Connect. Social Studies is taught using McGraw Hill Social Studies and instructional materials in science include the Scott Foresman and Pearson Inquiry science program in English and Spanish. In the freestanding ESL program and bilingual classes students are instructed in literacy using Rigby's *On Our Way To English* literacy program.

11. Students receive native language support in all ELL program models. In dual language and TBE students receive their mandated Native Language Arts instructional minute as per CR Part 154. In freestanding ESL students are encouraged to use their native language when it helps them produce or interpret English in classroom activities. Books, websites, and resources are provided in the students' native language.

12. Required services support ELLs at their age and grade level. In ELA in bilingual classes the materials used are at one grade level below the students' current grade. All instruction for ELLs however is age and grade-level appropriate.

13. To assist with newly enrolled ELL students before the beginning of the school year, we hold parent-student school orientation meetings whenever we have students registering prior to the end of August.

### DUAL LANGUAGE PROGRAMS

1. The target language used in dual language programs for ELLs and EPs is 50% in English and 50% in Spanish.

2. In self-contained dual language classes students are integrated at all times throughout the day. In the side-by-side dual language class students are integrated during special assembly activities, science, music, technology and physical education classes, and during lunch and recess. In side-by-side dual language classes students are instructed separately in the content areas.

3. The sequence of development of emergent literacy is done with balanced literacy in their first and second languages. Students are assessed and placed in guided reading leveled groups. Emphasis is placed on phonemic awareness, listening comprehension,

vocabulary development, and reading comprehension in two languages. Students in both self-contained and side-by-side classes receive instruction in the content areas in only one language each day. They then alternate languages for the following day. In the side-by-side model students alternate between the English speaking teacher and the Spanish speaking teacher daily but continue with the same curriculum as their peers.

4. There is one self-contained dual language class in each the Kindergarten, First and Second grade. There is one side-by-side class in the Kindergarten.

5. Emergent Literacy is taught in both language at the same time (simultaneously) in our dual language classes.

#### PROFESSIONAL DEVELOPMENT AND SUPPORT FOR SCHOOL STAFF

1. Through the school's partnership with the CFN Empowerment Support Organization, outside Bank Street College Dual Language Consultant (Dr. Costa-Garro) the following professional learning activities will take place in the 2009-10 school year:

August 2009-December 2010

Planning and Implementing an Effective Dual Language Program

January-May 2010

Developing Thematic Curriculum Units for the Dual Language Classroom

November – December 2009

Using Data to Differentiate Instruction for ELLs

January-March 2010

Creating a Language Rich Classroom for ELLs

April-May 2010

Test Sophistication Strategies for the NYSESLAT

Part of our Title III funding will be utilized to pay for Per Diem substitutes for five (5) teachers to attend two (2) DOE professional Development workshops on Dual Language Instruction. We will also utilize Title III funding to pay for per session for our 5 Dual Language Teachers to do thematic curriculum planning after-school for a total of 10 – two hour sessions beginning January -May 2010. The sessions will be facilitated by the Bilingual Coordinator who will also be provided with per session compensation.

Professional Development is tailored for all personnel who work with ELLs. The assistant principal received training in Content Area Reading Strategies workshop given by the bilingual coordinator. Also, he received development by attending the Parent Orientation which outlines program models and requirements. He participates in the Data Inquiry Study group which is studying Content Area Reading for ELLs. The Bilingual Coordinator received professional development at Early Childhood workshops given by Bank Street. Also, they attend workshops given by BETAC for differentiating instruction. They are also a part of the Data Inquiry study group. Common branch, subject area, bilingual, ESL, and special education teachers receive training given by the bilingual

coordinator for content area reading strategies. They are represented at the Data Inquiry Study Group. They also participate in the Saturday workshops for differentiating instruction. Guidance Counselors receive training from the Office of English Language Learners. The parent coordinator receives training through the Parent Orientation given by the bilingual coordinator as well as from the Office of English Language Learners.

2. As students transition to middle school, we make our guidance counselors in both general and special education available to help ELLs make a smooth transition.

3. New teachers receive 7.5 hours (10 hours for special education teachers) from workshops given by the ESL teacher. The workshops include instruction on language acquisition theory, strategies and methodology for teaching ELLs, and NYSESLAT preparation strategies.

### PARENTAL INVOLVEMENT

1. The principal of the school maintains an Open-Door policy with all parents and is accessible to parents of ELLs. The principal ensures that parents understand program placement policies by providing individual conferences and program tours as needed to help parents understand the structure of the TBE, Dual Language and ESL programs. Parents of our ELL student population in our TBE, Dual Language, and Free-standing ESL programs are provided with program information through their native language (Spanish) via parent workshops, parent brochures, parent choice letters, telephone communication with our bilingual parent coordinator, PA monthly meetings, and special program orientations sessions at the beginning of the year using Chancellor's Klein orientation video in Spanish and English. After parents receive the orientation, they are given a parent program selection form to choose the program they want for their child. Parents who have not attended an orientation or filled out the selection form are called by the parent coordinator to ensure that they receive the orientation and choice. Students are placed into their appropriate classes within 10 days. Parent communication is ensured at the school level via parent meetings with the principal and parent coordinator, and individual mailings to the homes to inform parents of school events and programs.

2. At the current time, we do not partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents.

3. To evaluate the needs of the parents, we administer a Needs Assessment to the parents at the beginning of the year and the SLT uses the results for planning.

4. PS 192 provides workshops on identified topics of interest from the Parent Needs Assessment Survey during the day and evening. Parents are interested in learning about current health issues: Asthma, Influenza, Obesity in Children; Literacy strategies to help their children at home, ESL classes, immigration classes, technology classes. The Parent Coordinator develops a calendar of activities for the year which is distributed during our first Parent School Orientation Meeting in September and then it is also distributed during School Parent-Teacher Get Acquainted Meetings, and during Parent Association Meetings.

#### *IV. Assessment Analysis*

A. At PS 192 there are 163 current ELLs who took either the NYSESLAT or LAB-R. We have 79 students who scored at the advanced level, 54 at the intermediate level, and 28 at the beginner level. In kindergarten there are 40 advanced, 7 intermediate and 1 beginner student. In first grade there are 2 advanced, 6 intermediate, and 15 beginners. In the second grade there are 9 advanced, 11 intermediate and 3 beginners. In the third grade there are 4 advanced, 16 intermediate, and 2 beginners. In the fourth grade there are 16 advanced, 8 intermediate, and 2 beginners. In the fifth grade there are 9 advanced, 7 intermediate, and 5 beginners. In the listening/speaking modality of the NYSESLAT in the first grade 5 students scored at proficient, 5 scored at advanced, 11 scored at intermediate, and 3 scored at beginner. In the reading/writing section in the first grade 0 scored proficient, 3 scored advanced, 6 scored intermediate, and 15 scored beginner. In the listening/speaking modality of the NYSESLAT in the second grade 1 students scored at proficient, 15 scored at advanced, 7 scored at intermediate, and 1 scored at beginner. In the reading/writing section in the second grade 6 scored proficient, 5 scored advanced, 11 scored intermediate, and 2 scored beginner. In the listening/speaking modality of the NYSESLAT in the third grade 3 students scored at proficient, 16 scored at advanced, 2 scored at intermediate, and 1 scored at beginner. In the reading/writing section in the third grade 0 scored proficient, 3 scored advanced, 16 scored intermediate, and 3 scored beginner. In the listening/speaking modality of the NYSESLAT in the fourth grade 15 students scored at proficient, 15 scored at advanced, 1 scored at intermediate, and 0 scored at beginner. In the reading/writing section in the fourth grade 0 scored proficient, 17 scored advanced, 10 scored intermediate, and 4 scored beginner. In the listening/speaking modality of the NYSESLAT in the fifth grade 4 students scored at proficient, 7 scored at advanced, 3 scored at intermediate, and 0 scored at beginner. In the reading/writing section in the fifth grade 0 scored proficient, 9 scored advanced, 3 scored intermediate, and 2 scored beginner.

On the NYS ELA exam in the third grade 6 students scored at level 1, 18 scored at level 2, 28 scored at level 3 and 2 scored at level 4. In the fourth grade 2 students scored at level 1, 22 scored at level 2, 22 scored at level 3, and 0 scored at level 4. In the fifth grade 1 student scored at level 1, 23 scored at level 2, 25 scored at level 3, and 2 scored at level 4. In the sixth grade 0 scored at level 1, 23 scored at level 2, 25 scored at level 3, and 2 scored at level 4.

On the NYS Math exam in the third grade 1 student scored at level 1 (English), 2 scored at level 2 (1 English, 1 NL), 25 scored at level 3 (17 English, 8 NL), and 2 at level 4 (1 English, 1 NL). In the fourth grade 3 students scored at level 1 (All English), 2 at level 2 (1 English, 1 NL), 13 at level 3 (9 English, 4 NL), and 4 at level 4 (2 English, 2 NL). In the fifth grade 2 students scored at level 1 (2 English, 0 NL), 10 at level 2 (8 English, 2 NL), 13 at level 3 (11 English, 2 NL), 1 at level 4 (English). In the sixth grade 2 students scored at level 1 (1 English, 1 NL), 14 at level 2 (13 English, 1 NL), 8 at level 3 (7 English, 1 NL), and 1 at Level 4 (English).

On the NYS Science Test in grade 4, 1 student scored at level 1 (English), 10 at level 2 (8 English, 2 NL), 9 at level 3 (4 English, 5 NL), at 0 at level 4.

On the NYS Social Studies test in the fifth grade 14 students scored at level 1 (11 English, 3 NL), 8 scored at level 2 (English), 4 scored at level 3 (3 English, 1 NL), 1 scored at level 4 (English).

On the ELE Spring 2008 test, 3 students scored in Q1, 6 scored in Q2, and 1 scored in Q3.

### REVIEWING AND ANALYZING THE TEST DATA

1.PS 192 uses a variety of tools to assess the early literacy of ELLs. We use Fountas and Pinnell, EL-SOL, Rigby, and Dibels and Reading 3D. This data shows us the benchmark levels for these students as well as their progress in literacy. It helps teachers differentiate instruction based on the students' individual needs. This information helps inform the school's instructional plan by grouping students based on needs and informing the teachers' classroom planning and groupings.

### *AN ANALYSIS OF THE SPRING 2009 EL SOL RESULTS*

EL SOL Levels:        At the end of kindergarten the student should be at Level Two  
                              At the end of first grade the student should be at Level Four  
                              At the end of second grade the student should be at Level Six

### Dual Language Class KM1-3

#### **Alphabet Recognition and Sight Words**

Of the 22 students in the class 16 students scored at Level Two or above. 11 of the 22 students scored at Level Three or above.

Of the six students who scored at Level One or below: two students entered the class on 1/5/09 and 4/24/09 respectfully. Additionally, two students had absences of 13 days and 15 days.

#### **Reading**

13 of the 22 students scored at Level Two or above. Four of the students who scored at Level 2 or below also scored on Level Two or below in Alphabet Recognition and Sight Words.

### **Writing**

Of the 22 students 16 students scored at Level Two or below. The same students who scored at Level One also scored at Level One or below on the other strands.

### **Phonemic Awareness**

All students met the initial sound benchmark and 19 students met the final sound benchmark. Only 11 of the 22 students met the OL benchmark. All of these students scored at Level Two or higher on all other assessments.

## **Class 1B-125**

### **Alphabet Recognition and Sight Words**

Of the 16 students in the class only 3 students did not score at Level Four or above. 2 of the students had absences of 18 days and 23 days. 12 students score at Level Six.

### **Reading**

10 of the 16 students scored at Level Four or above. 3 of the students who scored at Level Four or below scored below Level Four on Alphabet Recognition and Sight Words.

### **Writing Mechanics**

13 of the 16 students score at Level 4 or above. 2 of the students who scored at Level Four or below also scored below level on Alphabet Recognition and Sight Words and Reading.

### **Phonemic Awareness**

2 students were assessed on this strand. One student met all the benchmarks and one student met 2/3 benchmarks.

## **Class 2B-130**

## **Alphabet Recognition and Sight Words**

Of the 18 students only 2 students did not score on Level 6. One scored at Level 5. The other student scored at Level One has an IEP.

## **Reading**

10 of the 18 students score at Level Six. 5 students scored at Level Five. One scored at level Four, one at Level Two and one did not score at all (IEP)

## **Writing Mechanics**

Only 3 of the 18 students scored at Level Six. 8 students scored at Level 5.

In all three classes the strand with the highest number of students scoring at grade level is Alphabet recognition and sight words. In Kindergarten and First grade the scores on the Reading and Writing strands are comparable. In Second grade 10 of students scored lower on the Writing Mechanics strand than on the Reading strand.

### ***AN ANALYSIS OF THE SPRING 2009 DIBELS AND READING 3D***

Further analysis of Reading 3D and the Dibels assessments reveals the following:

Eight of the twelve kindergarten students who scored at Below Proficient Levels are ELLS.

Nine of the eleven first grade students who scored at Far Below Proficient Level are ELLS.

Two of the eleven first grade students who scored at Below Proficient levels are ELLS. (All of the students scored at Level G two levels below Proficient)

Twelve of the twelve-second grade students who scored at Far Below Proficient are ELLS or are in a self-contained special education class.

Eleven of the fourteen-second grade students who scored at Below Proficient are ELLs. (All scored at Level K one level below Proficient,)

In all grades some students reached the Dibels end of year goals (35, 40, 90) but still were below Proficient. However some students scored Proficient on Reading 3D but scored below the goal.

## **Implications for Instruction**

1. The incoming first, second and third classes need continued explicit word study instruction and guided reading for all students. Classroom teachers may provide Tier 1 intervention to the ELL students in the Dual Language and Bilingual classes and the non-ELLs students in the monolingual classes. ESL teachers will provide additional support to the ELL students in monolingual classes. The Intervention teacher will provide additional support to the “at risk” third grade students. The IEP teacher will support the students in the self-contained classroom. **In Kindergarten most of our ELLs are at the advanced level, except for those who have been in the country for 1 year or less. In first grade most students are at the beginner or intermediate level, with the exception of a few advanced students. At the second grade level students in monolingual classes are mostly advanced or intermediate, but in bilingual classes there are more beginners, but still a good number of intermediate and advanced students. In the third grade the same pattern remains as in second grade. There are more beginners in the bilingual classes as there are more new arrivals. In the fourth grade class the ELLs in monolingual class there are mostly advanced, with the exception of one intermediate. In bilingual and special education classes the students are mostly intermediate. In the fifth grade most of the students are at the advanced or intermediate levels, with the exception of new arrivals in bilingual classes and in Special Education classes. As students move to the upper grades they generally become stronger in reading and writing modalities, and that allows them to increase their overall proficiency. With the exception of newcomers, students are generally stronger in listening and speaking than reading and writing.**

2. Upon analyzing the scores and proficiency levels of the NYSESLAT and LAB-R the following was noted through the grades:

Students scored one level higher level in Listening and Speaking than in Reading and Writing. This discrepancy prevented the students’ movement from one level to the next. IE: If the student score at the proficient level in Listening and Speaking but score at the Advance Level in Reading and Writing the student remained at the advance Level. In scoring the 2008 NYSESLAT Writing section we noticed that the 5<sup>th</sup> and 6<sup>th</sup> grade students had difficulty in responding to the prompt. The response revealed a lack of prior knowledge.

3. Based upon the patterns across the NYSESLAT modalities teachers will focus more time on preparing students for the reading/writing sections than the listening/speaking sections. Students will be given instruction in the types of tasks that are asked for by the NYSESLAT reading and writing exams including writing based upon images, writing with detail, using graphic organizers to plan for writing, transferring information from graphic organizers, reading for purpose, high order thinking questions, and looking for mistakes in writing (editing).

4. a.) In general students taking the tests in English scored slightly higher than the students taking it in their native language. However, in grade 4 science, more students scored at level 3 in the NL than in English. Students who take the test in the Native Language were strongest compared to those taking the English test was on the math test.

b.) School leadership and teachers access the data from the ELL periodic assessments to plan for instruction both short and long-term. Teachers use the Pearson Inform website to find students areas of strengths and weaknesses and target them accordingly. Teachers and leadership can see students' performance based upon performance indicators of the ESL standards and create activities and units to bolster students' skills in those areas.

c.) The school is learning the students need extra help in high order type questions that involve analysis and evaluation. The students tend to be stronger in areas such as information and understanding.

5. a.) Students proficient in English in dual language classes are tested with the EL-SOL exam.

b.) English proficient students in dual language classes generally score much lower than the ELL peers in the second language. In kindergarten the students are preliterate, in first grade a small percentage is reading at first grade level, others are still learning decoding. In second grade, few students are reading on or below level and some are still preliterate.

c.) At PS 192 there are dual language programs only in kindergarten through second grade so the students have not taken city or state assessments as of yet.

6. At PS 192, we evaluate the success of our programs by tracking the progress of our ELL population using the NYSESLAT results for different ELL groups such as beginners, intermediate and advanced. We also track English language proficiency levels by monitoring the performance of the various categories of ELLs such as Long Term ELLs, Former ELLs, SIFE students and newly arrived with formal schooling. We use a variety of assessment instruments such as Acuity Interim ELA assessments, EL SOL, Rigby Benchmark running records, reading program unit tests, writing samples in both ESL and NLA, reading and writing conferences. It is expected that all ELLs make at least one year's progress in the NYSELA exam and NYSESLAT.

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

**Form TIII - A (1)(a)**

**Grade Level(s)**

**K-5**

**Number of Students to be Served:**

**LEP 153**

**Non-LEP 227**

**Number of Teachers 36**

**Other Staff (Specify) 22**

**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.**

**Our School Data on ELLs indicate the following trends:**

Based on the 2008-2009 ELA data only 34% of grade 3 ELLs scored at Level 3 and above, 22% of grade 4 ELLs scored at Level 3 and above, 37% of grade 5 ELLs scored at Level 3 and above, and 41% of grade 6 ELLs scored at Level 3 and above. Our test data in science indicates that our ELL grade 4 population scored 5% at Level I, 40% at Level 2, and 45% at Level 3. Our test data in social studies indicates that our ELL grade 5 population scored 52% at Level 1, 30% at Level 2, and 15% at Level 3. Our test data in mathematics is more promising with 90% of grade 3 ELLs scoring at Level 3 and above, 71% of grade 4 ELLs scoring at Level 3 and above, 52% of Grade 5 scoring at Level 3 and above, and 36% of grade 6 scoring at Level 3 and above. The weakness in mathematics is in We have also structured our extended day program to focus on small group instruction in mathematics to address problem solving skills. Our 2009 NYSESLAT test data indicates that our ELL student population is almost reaching proficiency in listening and speaking, however, progress in proficiency levels in Reading and Writing is slower with fewer students reaching Proficiency. For example, in the 2009 NYSESLAT Writing section grade 5 and 6 students had difficulty in responding to a prompt due to a lack of prior knowledge about the topic. The Spring 2009 ECLAS data indicates that our Kindergarten-Grade 2 ELL student population needs to improve phonemic awareness, phonics and vocabulary skills, and listening comprehension skills, i.e., rhyming real and nonsense words, segmenting and blending words, using expressive and receptive vocabulary, and developmen of listening comprehension skills during read alouds and following instructions.

#### **Implications for Student Needs:**

Our Early Childhood ELL student population needs a strong literacy foundation in the Native Language and ESL to support their oral language and reading/writing skills in the upper elementary grades. The development of literacy in both languages will improve academic achievement in the content areas (social studies, science and mathematics). We also need to provide intensive AIS in mathematics to our at-risk ELLs and former ELLs in grades 4-5.

#### **Through the use of Title III funding, (\$28,720) we plan to implement the following program:**

1. In order to provide additional support in the attainment of literacy skills in the Native Language and Second Language, we will provide an intensive ESL/NLA after-school literacy program to our K-2 students (approximately 40 students in our Dual Language Program) from February –May 2010, twice a week for approximately 60, Two (2)- hour sessions. Students will receive one (1) hour of ESL instruction using the Language Experience Approach, Reader’s Theatre, and Read Alouds with Responses to Literature. Students will receive one (1) hour of NLA instruction using a Literature Based Approach to literacy in the Native Language. Two (2) bilingual teachers will teach the after-school program.
2. In order to provide social/emotional skills development to our at-risk ELL and former ELLs we will offer an after-school student counseling program for our at-risk ELL students in grades 3-5 including our Former ELLs, Long term ELLs, Students with Disabilities, Shelter, and SIFE students who have academic, social-emotional challenges that interfere with their learning. We plan to offer these counseling services to approximately 15 students once a week (25 sessions) for two (2) , 30 minutes sessions during individual and group sessions from 3:15 am to 4:15 pm using a variety of approaches including biblio-therapy Beginning November 2009-April 2010.
3. As part of the Title III program we will offer ESL/parent literacy classes to approximately 20 on Saturdays for two hours beginning February 2010-June 2010 for approximately 45 hours or 15, three (3)-hour sessions . A bilingual or ESL teacher will be the instructor for the Parent ESL program.. The program will provide basic ESL communication skills instruction and literacy strategies in English to support parents in their efforts to help their children’s second language acquisition at home. Refreshments will be provided as well as instructional resource materials, i.e. easy library books to read to their students at home.
4. We plan to use Title III funding to purchase supplementary materials such as library books and NLA materials to support our expanding Dual Language Program in grades K-2 including our newly formed Dual Language Classrooms in grades K-2.
5. All after-school and Saturday Title III programs will be supervised by the Principal for approximately 40 hours.

6. We will use Title III funding to pay for cultural artist residencies such as Ballet Hispánico and Sociedad Educativa de las Artes to provide cultural enrichment experiences to our ELLs in Bilingual and Dual Language classes. 7. In order to continue to develop our newly formed Dual Language Program in grades K-2, we will provide per session for teachers to develop integrated thematic units of study in the Native Language and ELA .

### **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.

Through the school's partnership with the CFN Empowerment Support Organization, Bank Street College Dual Language Consultant, and NYC DOE OELL the following professional learning activities will take place in the 2009-2010 school year. Bilingual, ESL, General and Special Education classroom teachers and support staff (AIS, Guidance Counselors, Literacy Coach, Speech, IEP, SETSS) will participate in the professional development activities:

August 2009-December 2010

Effective Literacy Strategies for the Dual Language Program in K-2 for Dual Language Teachers, Bilingual Coordinator, Literacy Coach, Assistant Principal.

January-2010 Bank Street College Language Series in Differentiated Instruction: Using Multiple Modalities for Language Development for Dual Language Teachers, Literacy Coach, Bilingual AIS Teacher and ESL Teacher.

January-May 2010

Developing Effective Integrated Thematic Units in the Dual Language Classroom for K-2 Dual Language teachers, Literacy Coach, ESL Teachers and Bilingual AIS teacher.

January, February, March, April and May 2010

BETAC ELL Institute on Early Childhood Literacy for Dual Language Teachers, Literacy Coach and Bilingual AIS Teacher

December 2009-January 2010

Using SmartBoard Tequipment-- Senteo Program to support ELLs in Mathematics and Literacy (Title II Grant).

April-May 2010

Test Sophistication Strategies for NYSESLAT for ESL and Bilingual Teachers and General Education Teachers

### **Form TIII – A (1)(b)**

**School: PS 192M**

**BEDS Code: 310600010192**

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

<b>Allocation Amount: \$28,704</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$17, 235.40	<p><b>Through the use of Title III funding, we plan to implement the following programs:</b></p> <ol style="list-style-type: none"> <li><b>1. Provide intensive ESL/NLA literacy instruction (approximately 40 ELL students) in grades K-2 during an after-school program beginning February-May 2010, twice a week for approximately 60 hours for 2-hour sessions. The afterschool program will employ 2 teachers (bilingual or ESL) to instruct the students.</b></li> <li><b>2. A student counseling program for our at-risk ELL students (Former ELLs, SIFE, SWDs and Long Term ELLs) who have academic, social-emotional challenges that interfere with their learning. We plan to offer these counseling services to approximately 15 students once a week (25 sessions) for 2, 30 minutes sessions during individual and group sessions from 3:15 am to 4:15 pm using a variety of approaches including biblio-therapy Beginning October 2009-April 2010.</b></li> <li><b>3. As part of the Title III program we will offer ESL/parent literacy classes to approximately 20 on Saturdays for two hours beginning February 2010-June 2010 for approximately 45 hours or 15, 3-hour sessions . A bilingual or ESL teacher will be the instructor for the Parent ESL program.. The program will provide basic ESL communication skills instruction and literacy strategies in English to support parents in their efforts to help their children's second language acquisition at home. Refreshments will be provided as well as instructional resource materials, i.e. easy library books to read to their students at home.</b></li> <li><b>4. We plan to use Title III funding to purchase supplementary materials such as library books and NLA materials to support our expanding Dual Language Program in grades K-2.</b></li> <li><b>5. All after-school and Saturday Title III programs will be supervised by the Principal for approximately 40 hours.</b></li> </ol>

6. All after-school Title III payroll administration will require the support of a payroll secretary for approximately hours.
7. We will use Title III funding to pay for cultural artist residencies such as Ballet Hispánico and Sociedad Educativa de las Artes to provide cultural enrichment experiences to our ELLs in Bilingual and Dual Language classes.

**1 . Title III after-school teacher per session salaries**

**2- Bilingual or ESL Teachers:**

**2x120 hours @ \$49.73/hr = \$5967.60**

**2. Title III ESL Parent Class teacher salary:**

**1X 40 hours @ \$49.73/hr = \$2,237.85**

**3. Title III guidance counselor salary for the after-school at-risk counseling program:**

**1 x 25 hrs @ 53.47= \$1,335.75**

**4. Title III Supervisor Per session salary:**

**1x 40 hrs @ 51.34=\$2,053.60**

**5. Title III Teacher per session for 6 teachers for Curriculum Development**

**6 x 10hrs @ \$49.73=\$2,983.80**

**6. Per Diem Days for 5 teachers to attend 3 DOE workshop each: Ms. Velez, Ms. Gomez, Ms. Carrasquillo, Ms. Cruz-Rushing and Ms. Rivera**

**5 x 2 days @ \$167.60 = \$1,676.00**

**Sub -Total = \$17, 235.40**

<b>Purchased services</b> - High quality staff and curriculum development contracts	\$0	N/A
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$8,618.70	<p>Parent ESL Class Refreshments: \$ 618.70  Parent ESL Class Instructional Materials: 2,000.00  Dual Language Classroom Materials 3,980.80  Title III after-school program materials: 2,000.00  Transitional Bilingual Program  Supplementary Materials \$1,000.00</p> <p>Materials:  Parent ESL Class:  Thematic Library Books to practice literacy strategies:  Vendor: Flame Co  Vendor: Benchmark Literacy—Rigby  Hampton Brown</p>
<b>Educational Software (Object Code 199)</b>	\$0	N/A
<b>Travel</b>	\$0	N/A
<b>Other</b>	\$2,874.90	To pay for Cultural Artist Residencies: Ballet Hispanico and SEA Arts Program--Sociedad Educative de las Artes.
<b>TOTAL</b>		

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

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

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

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

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.

**When a child is register the parent is given a Home Language Identification Survey, a blue emergency card which asks the language the parents will prefer. 91.8% of our students are Hispanics or Latinos but not all of that 91.8% speak Spanish although the majority do. The other 6.2% are Native English speakers and the other 2% speak other languages (Haitian Creole, Chinese) Translations and interpretations are provided via school support staff: Guidance Counselors, Principal, Secretary, Parent Coordinator, SETSS teacher, Math Coach, and other bilingual Spanish teachers. This information is given to parents whenever there are changes or as needed for their child. All school letters/flyers are translated in the home languages. DOE Office of Translation services is contacted as needed for languages that are not available in the school.**

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.

**Most of our parents (90%) are nonEnglish speakers and therefore the information given is translated into their native language. We report our findings via parent representatives and staff representatives in our SLT and Parent Association Executive Board members.**

### **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.

**Written translation services will be provided by in-house staff, parent coordinator, and DOE office of translation services for individual parent meetings, parent-teacher conferences, parent workshops, Parent Association meetings.**

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

**Oral and written services are provided in-house by the school staff and through the DOE translation unit for written materials**

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>.

**Notices will be posted in the main entrance in the school lobby, and main office welcoming the parents in the major languages and informing the parents where they can get translation services and translated materials.**

**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:	\$371,105	\$94,729	465,834
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,711		3,711
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$947	947
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$18,555		18,555

5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$4,736	4,736
6. Enter the anticipated 10% set-aside for Professional Development:	\$37,111		37,111
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$9,473	9,473

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

100%

9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

We have 100% Highly Qualify teachers for 2008-2009.

## **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.

**Please see the Parent Involvement and School Parent Compact attachments under School Document Link.**

**P.S. 192  
School Parent Involvement Policy  
2009-2010**

**1. The Jacob H. Schiff Elementary, School P.S. 192 School, will take the following actions to involve parents in the joint development of its school-wide parental involvement plan under section 1112 of the ESEA:**

- **Form a Parent Involvement sub-committee to plan parent involvement activities for the 2009-2010 school year;**
- **Develop a needs assessment survey to be distributed during Parent-Teacher Conferences in the fall and again in the spring 2010;**
- **Develop a parent involvement calendar of events to be distributed to all parents during monthly PA meetings;**
- **Review the Parent Involvement Policy and School-Parent Compact during the September 2009 Parent Orientation Meeting.**
- **Distribute an updated Parent Involvement Policy and School-Parent Compact during the November 2009 Parent-Teacher Conferences.**

**2. The Jacob H. Schiff Elementary, School, P.S. 192 School, will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:**

- **The school administration will hold at least three meetings during the year to share information regarding the NYSED Accountability Status for the School, the results of the School Environment Survey; and the results of the NYCDOE School Progress Report.**

**3. The Jacob H. Schiff Elementary School, P.S. 192 School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A school program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation 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.**

**4. The Jacob H. Schiff Elementary School, P.S. 192, School will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:**

**A. The Jacob H. Schiff Elementary School, P.S. 192, will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by understaking the actions described in this paragraph--**

- **the State's academic content standards,**
- **the State's student academic achievement standards,**
- **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.)**
  - Parent workshops on State ELA and Math Standards**
  - Parent workshop on ELA and Math Curriculum**
  - Language Allocation Policy Workshop**
  - Dual Language Parent monthly workshops**
  - Parent Workshop on Student Support Services**
  - SES Program Workshops**
  - ESL, Literacy, Computer, and Parenting Skills Workshops**

**B. The Jacob H. Schiff Elementary School, P.S. 192, will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:**

**See Above**

**C. The Jacob H. Schiff Elementary School, P.S. 192, will 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 the school, by:**

- **providing teacher workshops focused on communication and working with parents. The Parent Coordinator will meet with School Leadership Team to coordinate Goals for Parents' Community Engagement. Parent information is disseminated through the Parents' Corner. (School newspaper)**

**D. The Jacob H. Schiff Elementary School, P.S. 192 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:

All information will be provided in English, Spanish, French, Haitian Creole, and Chinese.

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

## SCHOOL-PARENT COMPACT

The Jacob H. Schiff Elementary School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (All members of the P.S. 192M school community), agree that this Compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

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

### **School Responsibilities**

The Jacob H. Schiff Elementary School/P.S. 192M will:

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

- by providing standards-driven instruction and assessments;
- by holding all teachers to rigorous teaching standards through ongoing supervisory observations and feedback and ongoing professional development designed to support best practices in standard-based instruction;
- by monitoring student progress via student portfolios and formative assessments;
- by aligning grade level curriculum to content and performance standards.

- hold parent-teacher conferences(*at least twice a year*) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

*(November 2009 and March 2010)*

- provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

*Three times a year: November, March and June as requested by parent.*

- provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

*As requested by the parent provided that several days' notice is given to set an appointment before, during, and after school hours, and via telephone conferences at pre-determined times.*

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

As requested by the parents, teacher, and administration during the day provided prior notice is given to the teacher and administration.

the State's academic content standards,

- the State's student academic achievement standards,
- 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.)

- Parent workshops on State ELA and Math Standards
- Parent workshop on ELA and Math Curriculum
- Language Allocation Policy Workshop
- Dual Language Parent monthly workshops
- Parent Workshop on Student Support Services
- \* SES Program Workshops
- ESL, Literacy, Computer, and Parenting Skills Workshops

B. The Jacob H. Schiff Elementary School, P.S. 192, will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

See Above

**C. The Jacob H. Schiff Elementary School, P.S. 192, will 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 the school, by:**

- providing teacher workshops focused on communication and working with parents. The Parent Coordinator will meet with School Leadership**

**Team to coordinate Goals for Parents' Community Engagement. Parent information is disseminated through the Parents' Corner. (School newspaper)**

**D. The Jacob H. Schiff Elementary School, P.S. 192 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:**

**All information will be provided in English, Spanish, Haitian Creole, and Chinese.**

## **Parent Responsibilities**

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

- *supporting my child's learning by making education a priority in our home by:*
  - *making sure my child is on time and prepared everyday for school;*
  - *monitoring attendance;*
  - *talking with my child about his/her school activities everyday;*
  - *scheduling daily homework time;*
  - *providing an environment conducive for study;*
  - *making sure that homework is completed;*
- *monitoring the amount of television my children watch;*
- *volunteering in my child's classroom;*
- *participating, as appropriate, in decisions relating to my children's education;*
- *promoting positive use of my child's extracurricular time;*
- *participating in school activities on a regular basis;*
- *staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate;*
- *reading together with my child every day;*
- *providing my child with a library card;*
- *communicating positive values and character traits, such as respect, hard work and responsibility;*
- *respecting the cultural differences of others;*
- *helping my child accept consequences for negative behavior;*
- *being aware of and following the rules and regulations of the school and district;*
- *supporting the school's discipline policy;*
- *express high expectations and offer praise and encouragement for achievement;*

## PART II

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

- *come to school ready to do our best and be the best;*
- *come to school with all the necessary tools of learning- pens, pencils, books, etc.*
- *listen and follow directions;*
- *participate in class discussions and activities;*
- *be honest and respect the rights of others;*
- *follow the school's/class' rules of conduct;*
- *follow the school's dress code;*
- *ask for help when we don't understand;*
- *do our homework every day and ask for help when we need to;*
- *study for tests and assignments;*
- *read at least 30 minutes every day outside of school time;*
- *read at home with our parents;*
- *get adequate rest every night;*
- *use the library to get information and to find books that we enjoy reading;*
- *give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.)*

### **PART III**

<b>ADDITIONAL SCHOOL RESPONSIBILITIES</b>
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The Jacob H. Schiff Elementary School/P.S. 192M will:

- involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;
- involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way;
- hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend;
- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand;
- provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;

- provide to each parent an individual student report about the performance of their child on the State assessment in at least English
- language arts and mathematics; and
- provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002)

**SIGNATURES**

School Staff-Print Name	Signature	Date
Elizabeth Pacheco, Principal		

**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.

**The P.S. 192M Needs Assessment included a review of the following:**

- a. mClass Reading 3D assessments in K-2;**
- b. NYSED Math, ELA, Social Studies and Science assessment results by grade and sub-groups;**
- c. New York State Annual School Report Card data;**
- d. Class Assessment Binders and Student Work Portfolio for every marking period;**
- e. Results of Periodic Assessments--Acuity Predictive and ITAs in ELA and Math;**
- f. Running records, reading and writing conferences;**
- g. EL SOL for bilingual classes**

**We will use the ELA and Math Item analysis data from NYSart, Acuity Predictive and Interim Assessments to identify students in need of short-term AIS in ELA and Math(including our ELLs, SIFE and Students with Disabilities) and provide AIS services using our AIS teacher and Bilingual/AIS support specialist. We will utilize school attendance data to identify at-risk students due to poor attendance patterns. We will form an attendance committee to analyze students attendance data and do family outreach through our Guidance Counselor, Pre-K Family Worker, and our CFN Empowerment Attendance Liaison. We will utilize our student suspension data to identify student with significant social-emotional issues that impact on student learning, and provide in-house counseling to the students and their families via our site-based mental health clinic from the St. Luke's Parent-Child Mental Health Satellite Clinic.**

**2. Schoolwide reform strategies that:**

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

**We will utilize City and State funding to reduce class size in grades 3 and 5 by**

**reducing class registers to 20 and below. We will utilize City and State funding to provide extended time of task, afterschool programs to improve literacy and math skills in grades 3-5. We will utilize technology resources to individualize instruction and enrich the core curriculum. We will support our Level 1 and 2 students including ELLs and SWDs by providing small group instruction via the services of an AIS teacher and Biligual AIS teacher specialist. We will support our ELLs in the mainstream classroom via a push-in ESL program model in an Language Enrichment Lab setting.**

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.

**We will utilize Title III funding, City and State funding to provide afterschool, small group instruction in ELA, NLA and Mathematics to students in grades 3-5 including ELLs, SWDs, and Level 1 and 2 students. We will utilized City and State funding to provide Saturday Skill Sophistication Academies in ELA and Mathematics to students in grades 3-5 including ELLs, SWDs and Level 1 and 2 students. We emphasize the use of content area reading strategies, writing journals, accountable talk, manipulatives, visuals, graphic organizers, partner reading, readers' theatre, writing process, powerpoint presentations to make learning accessible to all students.**

o Help provide an enriched and accelerated curriculum.

**We will utilize City funding to purchase technology hardware (SmartBoard, Laptops) and software (BrainPop, United Streaming, Renaissance Accelerated Reader Program, My Access Writing Program, Intel Teach Program), Destination Math Program) resources and other resources such as The American Reading Company 100 Book Challenge Program, FOSS Inquiry-based science program, to motivate our students to achieve at higher levels in literacy, mathematics, and science.**

o Meet the educational needs of historically underserved populations.

**We will utilize City and State funding to fund an AIS teacher to support our at-risk students in grades 3-5 including our ELLs, SWDs, and Level 1 students in ELA and Math using data-driven instruction. We will utilize City and State funding to fund a Bilingual AIS specialist to support our SIFE, and long-term ELLs in NLA, ELA, and Math using data-driven instruction.**

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

**We will utilize Title III funding to provide after-school counseling services to long-term ELLs and SIFE students. We will utilize technology resources, i.e. laptops, SmartBoards in our computer lab and Robin Hood Library and newly created**

**ESL Language Lab to provide individualized instruction and curriculum enrichment learning experiences that will increase student learning motivation to our at-risk students including our ELLs, long-term ELLs, SIFE and SWDs. We also hold a yearly Career Day and invite prominent representatives from the community and business world to share their expertise and offer suggestions for their academic preparation.**

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

**All of our instructional programs are aligned to the New York State Learning Standards and Performance Indicators. We utilize balanced literacy including all of its components, the reading and writing workshop model, the EDM Mathematics program implemented via the math workshop model, an inquiry-based science program (FOSS) to support students in meeting and exceeding the New York State Learning Standards. We utilize formative and summative assessment to identify student needs and differentiate instruction in ELA, Mathematics, Science and Social studies. In the early grades we utilize the results of ongoing teacher observation checklists, baseline assessments and running records to identify student needs and plan for differentiated instruction base on data.**

3. Instruction by highly qualified staff.

**In collaboration with the CNF #9 Empowerment Human Resources Liaison, we will work to recruit highly qualified teachers as needed.**

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.

**We will utilize our Title I SWP funding to purchase the services of consultants to provide job-embedded professional development in ELA, Dual Language Instruction, and Mathematics.**

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

**In collaboration with the CFN#9 Empowerment Human Resources Liaison we will work to recruit highly qualified teachers as needed. We will reach out to institution of higher learning such as Columbia Teachers' College, City College, and Fordham University to recruit recent graduates.**

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

**We will utilize part of our Title III funding and Title I Parent Involvement funding to provide workshops in Literacy Strategies, Math Strategies and homework support strategies. We will provide Saturday parent Literacy Academies to support the parents in our newly created Dual Language Program. We will utilize our Parent Coordinator, Bilingual Program Coordinator and Pre K Family Worker and Social Worker to provide family outreach and support in the learning process of their children. We will hold monthly meetings for the parents in the Dual Language Program to provide information on dual language literacy and cultural awareness and appreciation. We will utilize our Technology Integration Specialist to provide workshops on the use of the DOE ARIS Parent Tool. If we get additional funding, we will provide technology and ESL classes for parents.**

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

**We will provide professional development to our current Pre K teacher on the NYSED Learning Standards and Performance Indicators for Kindergarten. We will purchase the EDM Pre K program and Social Studies/Science Programs so there is continuity of instruction between Pre K and Kindergarten. We will provide professional development on the use of formative assessments to support students at their current developmental level. We will hold workshops for Pre K parents on the academic/social-emotional expectations for Pre K and Kindergarten students. We will hold a spring Kindergarten Open House for Pre K parents in order to explain the goals and expectations for our entering Kindergarten students.**

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.

**Bi-monthly grade level meetings are scheduled to discuss the results of academic assessments, implications for instruction, and suggestions for tracking student progress. Teachers are encouraged to make suggestions for modifications to the instructional program including strategies for differentiating instruction, regrouping students based on teacher observations of student performance, and scaffolding instruction for at-risk students. Grade leaders have been identified to facilitate the communication between the teachers and the administration regarding suggestions for improvement and modifications in tracking student progress.**

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.

**We will utilize the data from the Periodic Assessments, ongoing formative assessments, and unit tests, to provide differentiated small group instruction in ELA and Math during our 37.5 minutes extended-day program, afterschool programs and or Saturday academies.**

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. We will collaborate with our CBOs, i.e. St. Lukes' Parent-Child Mental Health satellite clinic and the Heritage Health Clinic to offer prevention and intervention services to our at-risk student population. In addition, we will collaborate with the DOE SAPIS program to provide support to our at-risk students and their families. We will hold a variety of workshops throughout the year using community-based organizations on identified topics of interest for parents/families in need of support regarding health and nutrition, parenting skills, immigration, domestic violence, and employment readiness strategies.

#### **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.

**Not Applicable**

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**

**(TO BE REVISED FOLLOWING CONVERSATION WITH SED ABOUT TIMELINE FOR IMPLEMENTATION OF NEW DIFFERENTIATED  
ACCOUNTABILITY REQUIREMENTS)**  
**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

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

**NCLB / SED Status:**

**Restructuring - Year 4**

**SURR Phase / Group (If Applicable):**

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

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

**N/A -- We are a school in good standing.**

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

**N/A -- We are a school in good standing.**

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

**N/A -- We are a school in good standing.**

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

**N/A -- We are a school in good standing.**

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

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

**-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.

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

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.

Implementations and alignment of the ELA curriculum is discussed, assessed and modified at cabinet meetings, grade level meetings and SLT meetings and through formal and informal observations.

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?

Evidence of Curriculum alignment are the school-wide curriculum maps, pacing maps, units of study, and professional development agendas and handouts on ELA/Math Standards/Assessment alignment with school curriculum.

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.

## **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.

Implementation and alignment of EMD and Connects math program is discussed, assessed and modified at cabinet meetings, grade level meetings and SLT meetings and through formal and informal observations.

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?

Evidence of Curriculum alignment are the school wide pacing charts, math lesson plans, and professional development agendas and handouts on Math Standards/Assessment alignment with EDM and Connects Math program.

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

## **KEY FINDING 2: INSTRUCTION**

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

**2A – ELA Instruction**

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

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

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

We use formal and informal observations, teacher reflection sheets on their performance, class inter-visitations, grade level meetings to discuss student data and challenges in the implementation of differentiated instruction.

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

Applicable    Not Applicable

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

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

We need more support in providing professional development geared to differentiation of instruction based on ELA student data, i.e. Acuity Predictive and Interim Assessments.

## **2B – Mathematics Instruction**

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

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

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

We use formal and informal observations, teacher reflection sheet on their performance, class inter-visitations, grade level meetings to discuss student data and challenges in the implementation of differentiated instruction.

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?

We use formal and informal observations to observe the implementation of the EDM program (Pre-K to 2nd grade; 4th-5th grade) and the Connects program (3rd grade) and the use of technology to support math teaching and learning (Smart Board, math software programs, math internet programs).

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.

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

### **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.

High turnover is not a concern to us.

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?

We have a high percentage of highly qualified staff as evidenced by the BEDS report.

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

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

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

Please respond to the following questions for Key Finding 4:

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

We hold monthly Bilingual/ESL/Dual Language teacher meetings to discuss student language development, academic progress, and other concerns. At this time teachers also made decisions about instructional programs and teaching strategies.

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?

Formal and informal class observations, sharing of strategies during the Bilingual/ESL/Dual Language teacher meetings, attendance to a variety of DOE and SSO workshops.

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.

### **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.

Monthly meetings are held with teachers of ELLs to share student NYSESLAT, ECLAS, Acuity Assessment data and development action plans to address student needs. Assessment binders are kept by Bilingual Program teachers and support staff to set learning goals and to track student progress.

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?

Assessment binders with student data, monthly Inquiry Team Meetings, formal and informal classroom observations to view appropriate teaching strategies for ELLs.

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.

#### **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.

We discussed needs for specific professional development during grade level meetings, PPC meetings, and cabinet meetings. We scheduled budget funds to register teachers for professional development workshops on the needs/intervention/instructional strategies of IEP students in the general education and special education classroom. We turnkey training information during grade level meetings, PPC meeting and individual teacher/supervisor meetings.

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?

Professional development was provided several times during the year by the administration and other experienced support staff on how to write effective IEP's.

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

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

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

Please respond to the following questions for Key Finding 7:

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

We hold bi-monthly Pupil Personnel Committee meetings to discuss students' IEP based on teacher request. Concerns are brought to the IEP teacher, SETSS teacher, SBST school psychologist or assistant principal in charge of Special Education. An agenda is set to discuss specified cases where issues involving testing accommodations, instructional accommodations, IEP goals/objectives, curriculum contents, student behavior and promotion criteria are discussed, analyzed and acted upon.

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?

PPC meetings agendas; student IEP reviews by classroom teacher, IEP teacher, SETSS teacher, and the SBST; and student performance data, work samples, OORS reports.

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.)

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

**In school counseling services are provided by school-based Guidance Counselor. Depending on individual student needs - counseling is provided in group settings, on an individual basis, and both individual basis and group setting.**

**School based ESL and AIS services are also available and provided according to student needs.**

**Enrollment in school based after school academy programs -- according to grade level is strongly encouraged during timeframes of program offerings.**

**Referrals to additional support services available in the community are also made when determined to be helpful.**

**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.