



PS/MS 278

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

FINAL

SCHOOL: 06M278
ADDRESS: 421 WEST 219TH STREET
NEW YORK, N.Y. 10034
TELEPHONE: (212) 942-3440
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 06M278 **SCHOOL NAME:** PS/MS 278

SCHOOL ADDRESS: 421 West 219th Street New York, N.Y. 10034

SCHOOL TELEPHONE: (212) 942-3440 **FAX:** (212) 942-8177

SCHOOL CONTACT PERSON: Maureen Guido **EMAIL ADDRESS:** Mguido2@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: _____

PRINCIPAL: Maureen Guido

UFT CHAPTER LEADER: Robert Klein

PARENTS' ASSOCIATION PRESIDENT: Luis Astudillo / Shana Morgan

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 06 **SSO NAME:** Leadership Learning Support Organization

SSO NETWORK LEADER: Lawrence Block

SUPERINTENDENT: Martha Madera

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Maureen Guido	*Principal or Designee	
Robert Klein	*UFT Chapter Chairperson or Designee	
Luis Astudillo Shana Lindsey-Morgan	*PA/PTA President or Designated Co-President	
Yolanda Rodrigo	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Asia Burnett	Member/Parent	
Kristen Borhofen	Member/Parent	
Larry Meyers	Member/Parent	
Frank Bradley	Member/Parent	
Robert Klein	Member/UFT	
Sue Lucarelli	Member/Teacher	
Nancy Bronster	Member/Teacher	

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

* 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.

Mission Statement

"The PS/MS 278 community is dedicated to the success of its students. Our safe and nurturing environment fosters academic, social and personal growth. A standards-based, integrated curriculum sets high expectations for all students while meeting the individual needs of our diverse population.

Vision Statement

We will provide opportunities to explore and experiment through a project-based curriculum in all subject areas. The arts and technology will consistently and effectively complement all academic subjects. We welcome a collaborative partnership with our staff, parents and the surrounding community. Together, we will prepare our children to meet the challenges of the 21st century."

The Paula Hedbavny School opened its doors in September 2004. We are a Kindergarten through Grade 8 School located in the Inwood section of northern Manhattan. We have two classes per grade, and two self contained special education classes. Our school reflects a changing neighborhood; Hispanic students, students from the Middle East and other parts of the world and many professional families who have found the great community of Inwood and call it home. We offer ESL services through a pull-out model with the lower grades (K-3); in the higher grades (4 to 8), a push-in model is used in order to minimize the amount of time that a student is away from content area instruction. In addition, we have one second grade class and one fifth grade that are self-contained ESL classes, each with a teacher who has an ESL license and is able to teach a whole class using ESL methodology and scaffold the instruction throughout the content areas. We offer a full range of services for students with IEPs' as well as those identified as "at-risk". In K-3, we offer the Foundations Program (Wilson Basic Language), which is a multi-sensory reading program, in order to insure that students reach grade level in reading. Students who are identified as "at-risk" receive a second period ("Double-Dose") of Foundations during the day. Upper elementary students who receive A.I.S. services also receive Wilson instruction which helps improve decoding skills in order to approach grade level in reading. For Math, we employ the services of an F-status teacher who works with the "at-risk" students in grades K-5 using differentiated Everyday Math lessons (EDM), EDM games and Kaplan. In our self-contained special education classes, the Middle School content teachers push into the classroom and deliver content area instruction.

We also have the School Wide Enrichment Model (SEM) Program. This program is based on the research of Joseph Renzulli. SEM fosters student interest and confidence in one domain of knowledge as a means to facilitate growth in other traditional academic domains. These areas range from dance and drama to art and music, representing areas where students feel they are capable and therefore able to achieve success. Some of the clusters that the students work on are photography, cooking, jewelry making, math puzzles, papier-mâché, book making, art, drama, instrumental music (band), etc. Standards in English Language Arts, Mathematics and the other content areas are infused throughout these enrichment clusters.

PS/MS 278 offers a rich Music curriculum. Our students learn to play the keyboard beginning in Kindergarten. Students follow the *Music and the Brain* Keyboard Lab. In addition to our in-house music program, PS/MS 278 has partnered with the 92nd Street Y to bring a Creative Dance teacher to our school for a year-long residency program which is in addition to our creative music residency with the "Y". We also have enjoyed a collaboration with the Jewish Museum in the form of artist residencies.

In the 2007-2008 school year, PS/MS 278 began a partnership with *Dream. Discover. Cure*, a foundation whose doctors are involved specifically with research in pediatric cancer at our neighborhood hospital, Morgan Stanley /Columbia University Children's Hospital. This October, 2009 marked the third year that we have had a successful Walk-A-Thon where the whole school participates to raise funds in support of this research. As a school community we feel that thinking about those less fortunate than ourselves is an integral part of educating the whole child.

We continue to be a school "In Good Standing" with the New York State Department of Education and have received an "A" and "Well Developed" consecutively from New York City on our Progress Report and Quality Review.

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		Paula Hedbavny School								
District:		6	DBN:		06M278	School BEDS Code:		310600010278		
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	0	0	0		94.0	93.7	94.7			
Kindergarten	43	37	46							
Grade 1	31	47	47	Student Stability - % of Enrollment:						
Grade 2	31	45	50	(As of June 30)	2006-07	2007-08	2008-09			
Grade 3	42	49	37		96.0	98.1	98.3			
Grade 4	75	49	37	Poverty Rate - % of Enrollment:						
Grade 5	47	69	55	(As of October 31)	2006-07	2007-08	2008-09			
Grade 6	65	60	69		73.5	81.5	76.6			
Grade 7	64	63	58	Students in Temporary Housing - Total Number:						
Grade 8	55	63	63	(As of June 30)	2006-07	2007-08	2008-09			
Grade 9	0	0	0		0	1	8			
Grade 10	0	0	0	Recent Immigrants - Total Number:						
Grade 11	0	0	0	(As of October 31)	2006-07	2007-08	2008-09			
Grade 12	0	0	0		8	3	3			
Ungraded	0	0	1	Special Education Enrollment:						
Total	453	472	477	(As of October 31)	2006-07	2007-08	2008-09			
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09			
# in Self-Contained Classes	23	25	23	Principal Suspensions	14	4	1			
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	2	9	0			
Number all others	45	52	60							
<i>These students are included in the enrollment information above.</i>					Special High School Programs - Total Number:					
					(As of October 31)	2006-07	2007-08	2008-09		
					CTE Program Participants	0	0	0		
English Language Learners (ELL) Enrollment: (BESIS Survey)					Early College HS Program Participants	0	0	0		
(As of October 31)	2006-07	2007-08	2008-09							
# in Transitional Bilingual Classes	37	0	0	Number of Staff - Includes all full-time staff:						
# in Dual Lang. Programs	0	0	0	(As of October 31)	2006-07	2007-08	2008-09			
# receiving ESL services only	109	129	118							
					Number of Teachers	33	40	40		

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	1	14	11	Number of Administrators and Other Professionals	4	5	4
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	2	3
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	1	1	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	45.5	57.5	70.0
				% more than 5 years teaching anywhere	45.5	55.0	57.5
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	88.0	88.0	90.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	94.4	63.8	80.4
American Indian or Alaska Native	0.0	0.0	0.0				
Black or African American	4.9	4.0	4.2				
Hispanic or Latino	88.3	89.0	88.1				
Asian or Native Hawaiian/Other Pacific Isl.	1.3	1.3	1.0				
White	5.5	5.7	6.3				
Male	55.8	55.1	54.7				
Female	44.2	44.9	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							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	IGS			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	98.4			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	12.5			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:	22.5			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	57.4						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	6						

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

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

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

SECTION III – Cont’d

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?

I. Progress Reports

Analysis comparing 2007-2008 and 2006-2007 gains re: ELA

	2009-2010	2008-2009
EXEMPLARY PROFICIENCY GAINS		
English Language Learners	29.2%	27.1%
Special Education	28.1%	36.7%
Hispanic Students in the Lowest One-Third	34.7%	34.1%
STUDENT PERFORMANCE		
Percentage of students at proficiency level	66.7%	47.5%
Median Student Proficiency	3.09	2.98
STUDENT PROGRESS		
Percentage of students making at least one year’s progress	73.3%	70.6%
Percentage of students in schools lowest 1/3 making at least one year’s progress	93.1%	86.5%
Average change in student proficiency for Level 1 and Level 2 students	0.37	0.34
Average change in student proficiency for Level 3 and Level 4 students	0.02	0.03

NOTICINGS:

- ☆ We made exemplary proficiency gains among English Language Learners and Hispanic students in the lowest one third of the tested population

The one area we did not make exemplary proficiency gains was in meeting the needs of special education students. As we move forward, we must continue to think about how to

II. ARIS/NYSTART

2008-2009 NYS ELA Data Analysis based on level

THIRD GRADE

LEVEL	Total # of students on each level	% of students on each level	Total # of students on each level	% of students on each level
	2008-2009	2008-2009	2007-2008	2007-2008
1	3	5.9	6	16.2
2	20	39.2	14	37.8
3	27	52.9	16	43.3
4	1	2.0	1	2.7
Total Tested Population: 51			Total Tested Population: 37	

- ☆ Decreased the percentage of Level 1 students by ~10.0%
- ☆ **Increased** the percentage of Level 2 students by 1.4%
- ☆ Increased the percentage of students on or above grade level (Level 3 or 4) by 8.9%

FOURTH GRADE

LEVEL	Total # of students on each level	% of students on each level	Total # of students on each level	% of students on each level
	2008-2009	2007-2008	2006-2007	2006-2007
1	1	2.6	5	10.2
2	13	34.2	20	40.8
3	22	57.9	24	49.0
4	2	5.3	-	-
Total Tested Population: 38			Total Tested Population: 49	

- ☆ Decreased percentage of Level 1 students by 7.6%
- ☆ Decreased percentage of Level 2 students by 6.6%
- ☆ Increased percentage of students on or above grade level (Level 3 or 4) by 14.2%

FIFTH GRADE

LEVEL	Total # of students on each level	% of students on each level	Total # of students on each level	% of students on each level
	2008-2009	2008-2009	2007-2008	2007-2008
1	-	-	-	-
2	13	23.6	23	35.4
3	40	72.7	42	64.6
4	2	3.7	-	-
Total Tested Population: 65			Total Tested Population: 65	

- ☆ Maintained that there were no students at Level 1
- ☆ Decreased percentage of Level 2 students by 11.8 %
- ☆ Increased percentage of students on or above grade level (Level 3 or 4) by 11.8%

SIXTH GRADE

LEVEL	Total # of students on each level	% of students on each level	Total # of students on each level	% of students on each level
	2008-2009	2008-2009	2007-2008	2007-2008
1	-	-	-	-
2	21	30.9	38	64.4
3	45	66.2	21	35.6
4	2	2.9	-	-
Total Tested Population: 68			Total Tested Population: 59	

- ☆ Maintained that there were no students at Level 1
- ☆ Decreased percentage of Level 2 students by 33.5%
- ☆ Increased percentage of students on or above grade level (Level 3 or 4) by 33.5%

SEVENTH GRADE

LEVEL	Total # of students on each level	% of students on each level	Total # of students on each level	% of students on each level
	2008-2009	2008-2009	2007-2008	2007-2008
1	-	-	2	3.3
2	12	20.7	25	41.7
3	45	77.6	33	55.0
4	1	1.7	-	-
Total Tested Population: 58			Total Tested Population: 60	

- ☆ Decreased percentage of Level 1 students by 3.3%
- ☆ Decreased percentage of Level 2 students by more than half (41.7% → 20.7%)
- ☆ Increased percentage of students on or above grade level (Level 3 or 4) by 24.

EIGHTH GRADE

LEVEL	Total # of students on each level	% of students on each level	Total # of students on each level	% of students on each level
	2008-2009	2008-2009	2007-2008	2007-2008
1	1	1.6	3	5.1
2	25	40.3	33	55.9
3	36	58.1	23	39.0
4	-	-	-	-
Total Tested Population: 62			Total Tested Population: 59	

- ☆ Decreased percentage of Level 1 students by 3.5%
- ☆ Decreased percentage of Level 2 students by 15.6%
- ☆ Increased percentage of students on or above grade level (Level 3 or 4) by 19.1%

NOTICINGS:

- ☆ We were able to decrease the percentage of students at levels 1 and 2 and increase the percentage of students on or above grade level in every grade *except* third grade where the percentage of students approaching grade level increased slightly (1.4%)
- ☆ **SECTION III – Cont'd**

☆ 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?

MATH

A. PERFORMANCE TRENDS –

An analysis of the NYS Mathematics Assessment results, over the four-year period from 2006 to 2009, indicates a steady positive progression in the performance of tested students.

Strengths

Results for **all tested students in grades 3-8** The trend shows over all positive improvements in math performance on the state math exams over the past three years. An analysis of this data shows that PS/MS 278 math level 3 and 4 performance scores have grown over the last three years by 46.7% from 43.6% to 90.3%.

Results **by subgroups**

An analysis by whole school sub-groups likewise shows consistent progress.

Results for **Special Education students** Scores for SWD have surpassed state scores for the past three years. Scores for levels 3 and 4 went up this year from 55.7% to 75.8%. The percentage of SWD at Levels 3 & 4 has surpassed state scores in all grades. (Overall, 75.8% for PS/MS 278 compared to 58.7% for NYS) The mean scale score for SWD at PS/MS 278 is 678 compared to 676 for NYS SWD.

Results for **English Language Learners (ELLs)** Our ELLs have also caught up and surpassed their counterparts in the state. PS/MS 278 ELLs scored at levels 3 and 4 an average of 77.6%, compared to 58.4% for the state ELLs.

Challenges

Collecting and making timely use of data on a consistent basis has been a challenge. Being able to meet with teachers and intervention personnel to review the data has also been a challenge.

In addition, although we have moved 90.3% of our students to levels 3 and 4 and have thus outperformed on the average our city and state counterparts, we have lagged behind them both in the number of level 4s. This is probably due in part to the fact that students still do not know how to use problem solving strategies to work on open response questions.

Students also continue to show deficiency in the mastery of their math facts.

B. What have been the greatest accomplishments over the last couple of years?

Accomplishments

Student performance in mathematics has increased in proficiency to the point that 278 has surpassed both the city and the state in performance. For the past two years we have surpassed both our peer and city horizon in math progress-especially in relation to both our ELLs and SWD.

Another great accomplishment was our ability to increase the performance of our students above state scores for both elementary and middle school students.

C. What are the most significant aids or barriers to the school's continuous improvement?

The most significant aid to improvement is a team of dedicated and highly qualified teachers at all levels. Teachers are well versed in the math standards and performance indicators. They use the Department of Education developed curriculum pacing to guide what they teach. The teachers also faithfully follow the math curriculum and programs. As a result, they are able to teach all the NYS required material by the end of the year. Formal and informal teacher observations indicate that teachers are generally developing mastery of the majority of performance indicators for the standards in mathematics.

However, a well-balanced math program should be driven first, by the content standards, and second, by a variety of instructional strategies that support student learning of concepts and the development of number sense. Teachers at PS/MS 278 still need to use more of these instructional strategies. Further development also is still required in differentiating instruction by making use of manipulatives, other visual aids, math materials and resources that directly support the state benchmarks and content strands. Teachers also need to continue to improve in using data to assess student deficiencies and re-teaching. Better use of available technology would also be helpful.

Students continue to demonstrate weakness in problem solving and math-related writing. Students are also deficient in math fact automaticity which is inhibiting their ability to master whole number and integer computation, and the solving of equations. Further development is also required in the areas of measurement and estimation.

Results of baseline inventory, midyear and end of the year tests in Grades 1 and 2 indicate that the majority of these students are also weak in developing automaticity in their basic math addition and subtraction facts. Most students need to improve in concepts (geometry, measurement and estimation) and critical thinking skills.

SECTION V: ANNUAL SCHOOL GOALS

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

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

Annual Goal	Description
<p>English Language Arts</p> <ul style="list-style-type: none"> • The percentage of students making at least 1-year of progress in ELA will increase from 73.3% in the 2008-2009 school year to 75.0% in the 2009-2010 school year. 	<ul style="list-style-type: none"> • We were able to increase by ~3% the percentage of students making at least 1-year of progress in ELA from the 2007-2008 (70.6%) to the 2008-2009 (73.3%) academic years. Although we did not meet our annual CEP goal, we did increase in our performances relative to the peer and city horizons. In the 2007-2008 academic year, we were in the 89th percentile relative to our peer horizon and ~98th percentile relative to our city horizon. In the 2008-2009 academic year we were in the ~99th percentile relative to our peer horizon and ~108th percentile relative to our city horizon. Looking at data available through ARIS, we notice that we have many students performing at a high level 2 who can be pushed into level 3. For these reasons, we believe that we will be able to continue this trend and again increase the percentage of students making at least 1-year of progress.
<p>Annual Goal</p> <ul style="list-style-type: none"> • Mathematics Goals: <ul style="list-style-type: none"> ○ To improve the percentage of students in grades 5-8 scoring at level 4 so that they are at a par with their New York City counterparts. Based on last year's NYS math scores, this would be equivalent to increasing 2% from 22% to 25%. 	<p>Description</p> <ul style="list-style-type: none"> • To be on par with New York City in Level 4, we must move 2% of our students into this level. Teachers have created unit/chapter tests which are delineated and aligned with the standard. We will use Sept/Oct tests as a baseline. By the end of the year we will move 2% more of our children into level 4 in Grades 5-8.
<p>A.I.S.</p> <ul style="list-style-type: none"> • To increase by 10 the percent of "at risk" students who include the lowest 1/3 to realize a 1.5 	<ul style="list-style-type: none"> • Our data shows that our at-risk students receiving academic intervention need not only to achieve one year's growth but a year and a half minimum to approach grade level. Analyzing data has shown that

<p>gain in reading based on the Fountas & Pinnell Benchmark Assessment.</p> <p>A.I.S. Math/Social Studies/Science</p> <ul style="list-style-type: none"> To increase by 10 the percent of “at risk” studies who improve in their automaticity of math facts and overall achievement in social studies and science. 	<p>these students are making that jump through targeted instruction, on-going assessments and continued exposure to specific strategies and techniques.</p> <ul style="list-style-type: none"> Students are invited to attend 37.5 minutes based on their need in these subject areas. Science & Social Studies support is offered before school, after school and even during their teacher’s lunch period. Math games through EDM, Impact and the web are used to increase fact fluency and students having difficulty in the core subjects are targeted by their teachers. Through direct instruction our goal is to promote greater achievement in these subjects.
<p>ESL</p> <ul style="list-style-type: none"> To increase by 20% to 40% the number of ELL students who will show progress in writing as measured by a school based writing rubric. 	<ul style="list-style-type: none"> An analysis of our ELA 2009 tests shows that ELL students made an overall gain of 20% in Levels III and IV. However, in comparing student performance in previous years (2006/07, 2007/08), we identified that ELL student performance declined. To that end, we devised a writing rubric to further develop skills in: writing conventions, grammar, mechanics, format and using details to enrich their ideas.
<p>Parent Engagement</p> <ul style="list-style-type: none"> To increase by 15 the percent of parents attending our school’s PA monthly meetings and school events. 	<ul style="list-style-type: none"> According to our Learning Environments Survey 77% of parents who answered the survey felt welcomed in our school. However, participation at PA, school celebrations and parent workshops is very poor. We will again put more plans in place to try to improve participation which is vital to their children’s school

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): LITERACY

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>The percentage of students making at least 1-year of progress in ELA will increase from 73.3% in the 2008-2009 school year to 75.0% in the 2009-2010 school year.</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p align="center">USE OF DATA</p> <p>Looking at data available through ARIS, we notice that we have many students performing at a high level 2 who can be pushed into level 3. For these reasons, we believe that we will be able to continue this trend and again increase the percentage of students making at least 1-year of progress. In order to achieve our goal, we have a systematic method of data collection and monitoring of student progress in grades K-8.</p> <p align="center">Implementation Timeline</p> <p>Running Records spreadsheets submitted to administration: Monthly</p> <p>Wilson Foundations assessments submitted to administration: Tri-annually</p>

ECLAS-2 assessments submitted to administration:

October (Grades 1-3)
January (Kindergarten)
May (Grades K-3)

Teacher assessment binders with data analyzed by grade, class and student updated:
Monthly

CURRICULUM AND INSTRUCTION

At our school, we instruct students in reading comprehension strategies using Accelerated Literacy Learning curriculum, McGraw-Hill Treasures anthology, and Junior Great Books reading anthologies. Students develop skills in decoding, phonemic awareness and fluency using research-proven programs including Foundations, Rewards, Wilson, Words Their Way, and Focus on Fluency.

Actions/Strategies/Activities

- ☆ Use a balanced literacy approach including teacher modeling, read aloud, independent reading and conferring, guided reading, etc. to improve students reading fluency and comprehension
- ☆ Use ESL methodologies to equip ELL students with strategies for building fluency and comprehension
- ☆ ESL and SETSS teachers will support goal by conferring with teachers,, pushing in and pulling out during ELA in order to support students on their instructional level
- ☆ Periodically reassess students and target population for Academic Intervention Services

Intervention Noticings/Strategies

As a result of data collection and analysis, if we notice students are not progressing at least one reading level with every 2-3 class spreadsheet submissions we will modify our strategies by:

- ☆ Coaches providing professional development in strategies that can be implemented to address students' areas of weakness based on formal and informal running records assessments and conference notes

- ☆ Coaches providing professional development in suggested lessons to establish goals with students for making 1 ½ years gain in reading level and refresher lessons in “what good readers do”
- ☆ Kindergarten and AIS teachers providing an additional period of Foundations instruction based on Wilson Foundations data gathered
- ☆ Adjusting Academic Intervention Service groups to include students who are stagnating in their reading development. Historically, this is a six-week cycle of intervention
- ☆ Classroom teachers, ESL, AIS and SETSS service providers providing differentiated instruction one-on-one during conferences and in small-groups based on identified areas of weakness established through running records assessment and conference notes

As a result of data collection and analysis, if we notice students are not performing on or above grade level in writing based on rubrics aligned to NYS ELA standards and performance indicators we will modify our strategies by:

- ☆ Coaches providing professional development in analyzing student work to identify common areas of weakness to focus on for future instruction
- ☆ Providing individualized, next steps feedback to each student based on areas of weakness
- ☆ Encouraging students to make meaningful reflections on their writing and establishing next steps goals within the next unit of study
- ☆ Modifying future instruction within next unit of study to address whole class and small group identified areas of weakness
- ☆ Addressing students areas of weakness through balanced literacy approaches such as word study and interactive writing

PROFESSIONAL DEVELOPMENT

To ensure professional growth among our staff, coaches and literacy consultants offer a variety of workshops and planning sessions. Professional development opportunities are based on previous student progress and performance and whole school goals.

- ☆ Provide professional development in:
 - Implementing units of study in various curricula
 - Implementing a balanced literacy approach towards instruction
 - Using data to drive instruction
 - Implementing scaffolding and various ESL methodologies
 - Development of vocabulary
 - Higher order critical thinking through higher order questioning

	<ul style="list-style-type: none"> ○ ○ Rigorous instruction evidenced through elements of strategic lesson planning ○ Differentiated instruction to meet the needs of all students (i.e. interest, ability, remediation, enrichment) ○ Rubrics for measuring effectiveness of interim goals (guided reading rubric, writing rubrics, Junior Great Books self-assessment and goal-setting)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p style="text-align: center;">USE OF RESOURCES</p> <p>Scheduling</p> <ul style="list-style-type: none"> ☆ Use of common planning periods ☆ Grade level meetings ☆ ELA scope and sequence across content areas and academic year ☆ Inter-/Intra-visitations <p>Staffing</p> <p>Principal, Assistant Principal, ELA Coach and classroom teachers are responsible for the successful implementation of our ELA program. ELA service providers support students in need of remediation. ESL service providers address the learning needs of English Language Learners by scaffolding curriculum through ESL methodologies. In addition, we have literacy consultants who provide workshops in effectively implementing McGraw-Hill Treasures and Junior Great Books literacy curriculum.</p> <p>Budget</p> <ul style="list-style-type: none"> ☆ Title I/School-wide Program ☆ Teacher per-session professional development ☆ Coach for English & Language Arts via Fair Student Funding , and Contract for Excellence Funds

Indicators of Interim Progress and/or Accomplishment

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

We measure student progress using Fountas and Pinnell Benchmark Assessment system. This entails administering running records with a monthly collection of class spreadsheets. Student progress is measured based on gains made in their independent reading levels. In order to further measure student growth, we utilize the listed supplemental assessments as additional evidence of student progress.

PRIMARY ASSESSMENT

Running Records:

Interval of Periodic Review:

Monthly

Instruments of Measure:

Fountas & Pinnell Benchmark Assessment System

Projected Gains:

Students should progress at least 4-5 levels in grade K-2 (dependent on grade level) to make one year's gain in literacy; 1 level every 6-8 weeks

Students should progress at least 3 levels in grades 3-8 to make one year's gain in literacy; .5 levels every 6-8 weeks (1 level every 3 months)

NOTE to teachers: All K-2 subpopulation students are expected to make 1.5 year's gain in literacy; 1.5 levels every 6-8 weeks

All 3-8 subpopulation students are expected to make 1.5 year's gain in literacy; .75 levels every 6-8 weeks (1.5 levels every 3 months)

SUPPLEMENTAL ASSESSMENTS

Wilson Foundations assessments submitted to administration:

Interval of Periodic Review:

Tri-annually

Instruments of Measure:

DIBELS

Projected Gains:

Students should meet or surpass grade level benchmarks

ECLAS-2 assessments submitted to administration:

Interval of Periodic Review:

October (Grades 1-3)
January (Kindergarten)
May (Grades K-3)

Instruments of Measure:

ECLAS-2 kit

Projected Gains:

Students should meet or surpass grade level benchmarks making at least one level's progress during the academic year:

Grade	1st Assessment (Fall)	2nd Assessment (Spring)
K	1	2
1	3	4
2	5	6
3	7	8

ADDITIONAL EVIDENCE

- ☆ Agendas of trainings
- ☆ Supervisors' observations
- ☆ Analysis of interim data

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 2008-09 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 (SINI/SRAP/SURR or received a D or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve the percentage of students in grades 5-8 scoring at level 4 by 2% from 22% to 24%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Teachers will submit unit/chapter summaries of their tests to the math coach on a timely basis. The math coach will then use these summaries to provide professional development to classroom teachers on how to re-teach performance indicators in which at least 50% of their students have shown deficiency.</p> <p>The math coach will make copies of these summaries for intervention personnel who will then work with their students on performance indicators which their students are deficient.</p> <p>Teachers will use open response question guidelines and rubrics with their students on all open response questions. Students will use the accompanying open response checklist when answering any open response question.</p> <p>Teachers will use weekly open response questions, monthly unit and chapter open response questions as well as monthly uniform, standard-based portfolio tasks to help students make strides on the open response sections of the state math test. Regular practice in open response questions will improve assessment gains. Classroom Teachers will utilize the curriculum tests and the math coach will continue to provide uniform, standard based portfolio tasks and rubrics for both open response and portfolio tasks.</p> <p>Teachers will give quarterly math fact tests in all grades, except Kindergarten. The tests are uniform by grade and timed. They are to be administered in October, January, April and June. The coach will provide the tests as well as instructional material to be used during the 37.5 period two times per week.</p>

	<p>Teachers will use Acuity predictive and ITAs to monitor student progress and re-teach as needed. Teachers will provide online lessons and tests to monitor individual progress.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Portfolio tasks and monthly unit and chapter open response questions are all aligned to the grade state standard. Professional development will be provided twice per month to look at student data and student work on open response questions. Professional development in the use of Acuity will be provide twice per year as well as during collaborative planning with the math coach.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Students will take uniform baseline tests in September and uniform finals in June. In addition, students in grades K-2 will also take uniform midterms in January. All tests Math fact quizzes will be done weekly and the coach will collect post test results in September, December, February, April and June.</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 (where relevant): ESL-English as a Second Language

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase by 20%-40% the number of ELL students who will show progress in writing as measured by the school based writing rubric.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>An analysis of our ELA 2009 tests shows that ELL students made an overall gain of 20% in Levels III and IV. However, in comparing student performance in previous years (2006/07, 2007/08), we identified that ELL student performance declined. To that end, we devised a writing rubric to further develop skills in: writing conventions, grammar, mechanics, format and using details to enrich their ideas.</p> <p>By June 2010, we should see an additional gain of 1.5 years progress in writing on students’ final exam as compared to their benchmark sample. A collection of targeted strategic assessments every 6 weeks through Accelerated Literacy, Santillana “Spotlight on English” and McGraw-Hill “Treasures” unit tests will support student growth toward our goal. Goals will be implemented by the ESL teacher in conjunction with the grade level teacher of writing.</p> <p>Implementation Timeline</p> <ul style="list-style-type: none"> • Accelerated Literacy for Grades K-2,7-8: Writing samples every 6 weeks • Santillana “Spotlight on English” for Grades K-6: Writing samples every 6 weeks • McGraw-Hill “Treasures” for Grades 3-6: Writing samples every 6 weeks <p>Curriculum & Instruction</p> <p>At this school, we instruct students in writing using the following programs:</p> <ul style="list-style-type: none"> • Accelerated Literacy Learning curriculum (K-8) • McGraw-Hill “Treasures” anthology (3-6) • Santillana “Spotlight on English” (ESL k-2) <p>Students will develop skills in writing conventions, grammar, mechanics, vocabulary,</p>

	<p>writing format, and incorporating details into their writing. Students will also focus on incorporation of ideas, and content, organization, voice, word choice, sentence fluency, etc.</p> <p>We will consistently engage in on-going evaluation of pupil skills and performance and/or achievement measured by:</p> <ul style="list-style-type: none"> • Teacher meetings to discuss, evaluate, and plan for student successes and program review on a weekly basis. • City interim assessments in ESL and ELA as a supplementary assessment. • Santillana Benchmark Assessments in Grades 3-6 as a supplementary assessment. <p>Professional Development Professional Development will be used for the purpose of extending teacher practices, knowledge, and enlightening staff to the current trends and research-based practices. ESL teachers and selected staff will turn-key information and best practices to staff during monthly grade level conferencing, as well as during one-one teacher conferencing. Professional Development sessions will be conducted by a variety of providers (LSO, BETAC, QTELL, etc.) and will be selected according to teacher level and needs.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Use of Resources Scheduling</p> <ul style="list-style-type: none"> • Classroom teachers meet with ESL teachers during their common planning period to discuss student progress and review student work. • Workshops are planned in the writing rubrics topics to support teachers. <p>Staffing Principal, Assistant Principal, Classroom Teachers, ESL Teachers, Coaches</p> <p>Budget This program aligns to the Language Allocation Policy, incorporating ESL & ELA standards. The school has budgeted resources for implementation of these initiatives through:</p> <ul style="list-style-type: none"> • Title I School Wide Project • Fair Student Funding • Contract of Excellence • Title III LEP Program • The position of ELL Coordinator is funded in part by Contract for Excellence

Indicators of Interim Progress and/or Accomplishment

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

Writing Samples

Interval of Periodic Review: Every 4-6 weeks

Instrument of Measure: Topic specific writing rubric

Projected Gains: Students should make at least 1.5 levels progress on a 24 point rubric during the academic year.

Level 4=24-20 points

Level 3=19-16 points

Level 2=15-8 points

Level 1= 7-0 points

School Year 2009/10

NOTE: A.I.S. is a 10-12 week cycle. As students are assessed weekly, monthly, and at the end of the cycle. They can either be taken out of AIS services or remanded for a second intensive cycle. This decision is based on an analysis of the data of individual student progress and classroom teacher input in consultation with administration.

CURRICULUM AND INSTRUCTION

Academic Intervention Providers will use structured reading and writing programs such as Wilson, Foundations, Rewards, and Words their Way, for students who are performing below grade level standards and for students who are performing in Levels 1, 2, or low Level 3 on New York State English Language Arts assessments. Decision as to which programs are best suited is based on individual student's areas of weakness.

Actions/Strategies/Activities

Reading Comprehension (K-8)

- ☆ Use guided reading with high interest-low level books to directly teach reading strategies.
- ☆ Engage students in book talk and discussion to inspire a love for reading.
- ☆ Focus on vocabulary and strategies on decoding words and/or using context clues to make sense of words. Use flashcards, vocabulary conversation, vocabulary games, puzzles and quizzes to reinforce new words taught.
- ☆ Use read-alouds from a variety of texts to model teacher thinking, fluency and expression, and build background knowledge.
- ☆ Use comprehension skills practice from Kaplan and various other teacher resources to reinforce strategies taught.

Wilson for Decoding and Encoding (grades 3-8)

- ☆ Use Wilson to teach phonemic awareness, sounds, blends, fluency and comprehension, three times a week.
- ☆ Use repetition and multi-sensory techniques to increase fluency and automaticity of word recognition.
- ☆ The use of questioning to guide students to self correct.
- ☆ Use the strategy of visualization using enriched and non-controlled decodable tests.

Foundations (grades K-2)

- ☆ Use Foundations to directly teach phonological awareness, isolating, identifying, blending and segmenting sounds daily.

	<ul style="list-style-type: none"> ☆ Use multi-sensory techniques of tapping and sky writing to increase decoding and encoding of words and sounds daily and during targeted practice for “double-dose” students not making adequate progress. ☆ Use repetition to help children with automaticity of sight word recognition daily. <p style="text-align: center;">PROFESSIONAL DEVELOPMENT</p> <p>The AIS providers consistently review data and student work to ascertain growth. In order to provide the best intervention for their students, their “tool kit” consists of professional development in:</p> <ul style="list-style-type: none"> ☆ Understanding and using data to inform instruction ☆ Implementing a variety of strategies from diverse sources ☆ Using Bloom’s Taxonomy to develop students’ higher order critical thinking skills and learning to use higher order questioning techniques in their students ☆ Using rubrics measure student growth ☆ Being able to differentiate instruction so that learning is assessable to all students <p>AIS providers have been trained in research-based reading programs such as Reading Reform, Wilson, Great Leaps, and Balanced Literacy.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p style="text-align: center;">USE OF RESOURCES</p> <p>Scheduling</p> <ul style="list-style-type: none"> ☆ Monthly PPC Meetings to discuss student progress ☆ Annual IEP meetings ☆ LLSO Training ☆ Internal DOE Services ☆ Intra school visitation <p>Staffing</p> <p>Principal, Assistant Principal, Senior Innovative Program Specialist (Wilson) and providers are responsible for the successful for the full implementation and follow-up of the various programs. Teachers use small group or one-to-one instruction during the school day. Some of the following programs and systemic approaches are used (Foundations, Wilson, Treasures, Great Leaps, Words Their Way, Rewards, Kaplan, Measuring Up, Shared Reading and Guided Reading).</p>

	<p>Budget</p> <ul style="list-style-type: none"> ☆ Title I Funding & Fair Student Funding –One (1) half-time teacher ☆ Contract for Excellence – One (1) full-time teacher ☆ Children First Funding – One (1) F-status teacher ☆ R.T.I Grant for Foundations training
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>In reading, progress is measured in the rise of reading levels and how they perform on unit tests.</p> <p style="text-align: center;">PERIODIC/INTERIM ASSESSMENT</p> <p>Fountas & Pinnell running records (K-8): Interval of Periodic Review: Tri-annually Instrument of Measure: Fountas & Pinnell Benchmark Assessment System Projected Gains: One level in reading every 6-8 weeks</p> <p>Wilson (Language Reading System)) Step Tests (4-8) Interval of Periodic Review: Tri-annually Instrument of Measure: Wilson Benchmark test Projected Gains: One level with each test</p> <p>WADE (Wilson Assessment of Decoding and Encoding) (K-8) Interval of Periodic Review: Bi-annually Instrument of Measure: The WADE Projected Gains: Mastery of the tested sounds, reading and spelling</p>

Wilson Foundations (K-3)

Interval of Periodic Review:

September: Pre-assessment

Post-assessment – June for mastery level

Goal: students should reach or surpass grade level benchmarks

Foundations Progress Monitoring – K-1 only

Bi-weekly

Instrument of Measure:

Wilson probes

Projected Gains:

Mastery of the tested sounds

Subject/Area (where relevant): A.I.S. Math/ Social Studies/Science

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase by 10 the percent of “at risk” students who improve in their automaticity of math facts and overall achievement in social studies and science.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p style="text-align: center;">USE OF DATA</p> <p>Students are identified based on teacher assessment, state test results and monthly progress reports. “At risk” students are invited to attend our 37.5 minute program. The emphasis during this time is to develop automaticity with their math facts through EDM games and in the middle school through IMPACT and various website games. We have an “F” status teacher who works with our struggling math students during the school day. Due to budgetary constraints we offer extra help to students in science and social studies through the subject specific teacher before and after school and during the lunch periods for students who are having difficulty.</p> <p style="text-align: center;">CURRICULUM AND INSTRUCTION</p> <ul style="list-style-type: none"> ☆ Everyday math and Impact games ☆ Website targeted to specific math topics based on student need (Middle School) ☆ Extra help on research and subject matter in social studies and science especially with Exit projects in the 8th grade. ☆ General extra support is given when either requested by the student or assigned by the teacher in science and social studies using our mandated curriculum. <p style="text-align: center;">PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> ☆ Meeting with the math coach to review student progress ☆ Attendance by subject specific teachers at city and LLSO offerings ☆ Attendance at the NY Historical Society workshops ☆ ELL workshops on meeting the needs of ELLs in the content areas

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

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

USE OF RESOURCES

Scheduling

- ☆ Monthly PPC Meetings to discuss student progress
- ☆ Annual IEP meetings
- ☆ LLSO Training
- ☆ Internal DOE Services
- ☆ Intra school visitation

Staffing

Principal, Assistant Principal, “F” Status teachers and providers are responsible for the successful full implementation and follow-up of the various programs. Teachers use small group or one-to-one instruction during the school day, before or after school.

Budget

- ☆ Title I Funding & Fair Student Funding –One (1) half-time teacher
- ☆ Contract for Excellence – One (1) full-time teacher
- ☆ Children First Funding – One (1) F-status teacher

Indicators of Interim Progress and/or Accomplishment

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

PERIODIC/INTERIM ASSESSMENT

- ☆ Math unit chapter tests
- ☆ Math facts test results
- ☆ Social Studies and Science tests
- ☆ Monthly progress report for all subject areas

Projects gains:

- ☆ Students are expected to improve by intervals of at least 5% on their unit chapter tests in math, science and social studies.

SECTION VI: ACTION PLAN

PARENT ENGAGEMENT IN SCHOOL

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase by 15 the percent of parents attending monthly Parent Association meeting and various school wide events.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p align="center"><u>USE OF DATA</u></p> <p>To increase parent involvement has been a continuous goal and as noted in our Quality Review it is an area which we need to improve. Using the attendance rosters from previous PA meetings, parent workshops, and school events (excluding Parent/Teacher Conferences) we established a baseline of 5 parents per event. Based on a Parent Survey given to the parents on Parent/Teacher night we will implement the parent recommendations to reach our goal.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p align="center"><u>CURRICULUM AND INSTRUCTION</u></p> <ul style="list-style-type: none"> ☆ Provide additional backpack reminders to parents regarding important school events in addition to the monthly Parent Bulletin. ☆ Place event notices on all exterior doors of the school. ☆ Record important information on the school's telephone system. ☆ Hold PA meetings in the morning and evening in consideration of parents' work schedule. ☆ Reach out at Coffee with the Principal, for parent volunteers, to become active participates in schools productions, SEM clusters and Career Day. <p align="center"><u>PROFESSIONAL DEVELOPMENT</u></p> <ul style="list-style-type: none"> ☆ Workshops provided by Literacy and Math coaches to parents on how to support their child for the state tests. ☆ Motivational workshops provided by Network Plus of our LLSO on topics important to parents. ☆ Meetings with parents and students on the high school application process.

	<p style="text-align: center;"><u>USE OF RESOURCES</u></p> <p>Scheduling</p> <ul style="list-style-type: none"> ☆ Monthly PTA meetings ☆ Concerts – December & June ☆ SEM celebrations December & May ☆ Literacy celebrations – 6 week cycles <p>Budget</p> <ul style="list-style-type: none"> ☆ Title I – Parent Involvement Funds ☆ PTA Funds as seed money for fundraising to be reimbursed after the event. <p>Staffing</p> <ul style="list-style-type: none"> ☆ Principal, Assistant Principal, SEM Coordinator, Parent Coordinator, PA & SLT executive members will be actively involved in outreach to parents
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p style="text-align: center;"><u>INDICATORS OF INTERIM PROGRESS</u></p> <ul style="list-style-type: none"> ☆ Comparison of attendance at monthly PA meetings ☆ Participation by parents in school events noted by attendance rosters and security sign in sheets

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K		0	N/A	N/A	0	N/A	N/A	N/A
1	17	0	N/A	N/A	1	N/A	N/A	N/A
2	20	10	N/A	N/A	1	N/A	N/A	N/A
3	3	11	N/A	N/A	0	N/A	N/A	N/A
4	18	5	N/A	N/A	0	N/A	N/A	N/A
5	4	0	N/A	N/A	0	N/A	N/A	N/A
6	4	6	N/A	N/A	0	N/A	N/A	N/A
7	8	0	N/A	N/A	0	N/A	N/A	N/A
8	0	0	N/A	N/A	0	N/A	N/A	N/A
9								
10								
11								
12								

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

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Academic Intervention Providers will begin a structured reading and writing program for students who are performing below grade level standards and for students who are performing in Levels 1, 2, or low Level 3 on New York State English Language Arts assessments. Teachers will use small group instruction or one-to-one in a push-in or pull-out model during 37.5 minutes and during the school day. Some of the following programs and systemic approaches will be used (Foundations, Wilson, Treasures, Great Leaps, Words Their Way, Rewards, Kaplan, Measuring Up, Shared Reading and Guided Reading).
Mathematics:	Academic Intervention Providers will begin a structured Mathematics program for students who are performing below grade level standards and for students who are performing in Levels 1, 2, or low Level 3 on New York State Math assessments. Teachers will use small group instruction or one-to-one in a push-in or pull-out model during 37.5 minutes and during the school day. Some of the following programs and systemic approaches will be used (Everyday Mathematics Intervention Strategies, EDM games, Skill Builders, Measuring Up Math Kits and Impact Math Intervention strategies).
Science:	Before and after school, as well as during lunch teachers make themselves available to students in need of additional support particularly for our middle school students
Social Studies:	Before and after school, as well as during lunch teachers make themselves available to students in need of additional support particularly for our middle school students
At-risk Services Provided by the Guidance Counselor:	At risk students will receive individual and group counseling during the school day. This service will help students to address behavior and social skills. When students and families need counseling, they are referred to outside agencies.
At-risk Services Provided by the School Psychologist:	N/A – Our team is itinerant and only here two days covering IEPs
At-risk Services Provided by the Social Worker:	N/A - Our team is itinerant and only here two days covering IEPs
At-risk Health-related Services:	N/A

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District	School PS/MS 278 Paula Hedbavny Sch.
Principal Maureen Guido	Assistant Principal Lillian Reyes
Coach Lillian Rivera	Coach Tamika Barrow
ESL Teacher Robert Klein	Guidance Counselor A. Mateo
Teacher/Subject Area Katherine Ha, grade 2	Parent
Teacher/Subject Area Rachelle Marzola, grade 5	Parent Coordinator A. Gonzalez
Related Service Provider K. Halpern	SAF

Network Leader LSO, Larry Block	Other G. Mazzone, Data Specialist
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B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	488	Total Number of ELLs	105	ELLs as Share of Total Student Population (%)	21.52%

Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

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

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										0
Dual Language (50%:50%)										0
Freestanding ESL										
Self-Contained			12			7				19
Push-In/Pull-Out	6	12		12	13		18	14	11	86
Total	6	12	12	12	13	7	18	14	11	105

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	105	Newcomers (ELLs receiving service 0–3 years)	49	Special Education	13

Punjabi										0
Polish										0
Albanian										0
Other			1				1	1		3
TOTAL	6	12	12	12	13	7	18	14	11	105

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

Part IV: ASSESSMENT ANALYSIS

A. Assessment Analysis

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	0	6	1	0	0	0	1	0	0	8
Intermediate(I)	1	5	3	6	3	4	3	3	3	31
Advanced (A)	5	1	8	6	10	3	14	11	8	66
Total Tested	6	12	12	12	13	7	18	14	11	105
NYSESLAT Modality Analysis										
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8
LISTENING /SPEAKING	B	0	0	0	0	0	0	0	0	0
	I	1	2	1	0	0	0	0	1	0
	A	5	9	6	7	3	4	9	8	1
READING/ WRITING	B	0	6	0	0	0	0	1	0	0
	I	1	5	3	8	2	4	1	3	3
	A									8

Part V: LAP Team Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
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Part IV: Assessment

Lillian Reyes	Assistant Principal		
A. Gonzalez	Parent Coordinator		
R. Klein	ESL Teacher		
	Parent		
K. Ha, grade 2	Teacher/Subject Area		
R. Marzola, grade 5	Teacher/Subject Area		
L. Rivera, Math	Coach		
T. Barrow, ELA	Coach		

A. Mateo	Guidance Counselor		
	School Achievement Facilitator		
LSO Larry Block	Network Leader		
G. Mazzoni, Data specialist	Other		
K. Halpern, Rel. Service Prov.	Other		
J. Peskie, AIS			

Signatures

School Principal

Date

Community Superintendent	Date
Reviewed by ELL Compliance and Performance Specialist	Date

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

NCLB/SED requirement for all schools

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

Part II: ELL Identification process

1. Describe the steps followed for the initial identification of these students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

When a student is registered in our school and in the New York City public school system for the first time, the parents/guardian are asked to fill out a Home Language Survey (HLIS), regarding their child's language use and proficiency at home. If 1 answer to the questions 1-4 AND 2 answers to the questions 5-8 indicate that the child speaks a language other than English at home, the ESL Certified ELL coordinator: Robert Klein, and/or a bilingual teacher: Aida Pagan, conduct an informal oral interview with the parent/guardian and the child in English and the Native Language. If the student speaks a language other than English or the student speaks little or no English the Language Assessment Battery-revised (LAB-R) will be administered. The student is LEP (Limited English Proficient) if he/she scores at a Beginning, Intermediate or Advanced Level Spanish speaking students will then also be administered the Spanish LAB by the Bilingual Spanish Certified teacher: Aida Pagan, to determine if they are English or Spanish dominant. Then they will be placed in the appropriate program. If he/she scores at a Proficient level the student is not LEP and enters the general education program. Certified monolingual English ESL staff members: Robert Klein, Christine Tramosch, Katherine Ha, or a certified bilingual Spanish education staff member: Aida Pagan, are responsible for conducting the initial screening, administering the HLIS, the LAB-R and the formal initial assessment.

The ELLs in our school are annually evaluated using the New York State English as a Second Language Achievement Test (NYSESLAT). The Speaking part of the NYSESLAT is administered individually. The Listening, Reading and Writing part of the NYSESLAT are administered on separate days. The students are grouped according to their grade level. For students with an Individualized Education Plan (IEP), the NYSESLAT is administered according to their individual modifications.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, dual Language, freestanding ESL)? Please describe the process, outreach plan, and timelines.

The PS/MS 278 school community has established numerous support structures to ensure that all parents are aware of education options available to their children. The Parent Coordinator and the ESL coordinator have offered and provided various meeting and workshops to disseminate information about these options. The Parent Association Cabinet and volunteers also organize monthly parent meeting where many issues are

discussed including the three different language programs and parent alternatives and options. Parents are introduced to the programs that the New York City Department of Education offers via an informative video provided by the city, which highlights and explains each program in depth. In addition, the Parent coordinator, ESL teachers and the ESL coordinator keep parents abreast of important news, student's progress and parents' rights through parents' letters, flyers, and informative workshops. As a school community, we ensure that information is provided in a parent's home language. Both the school staff and parent coordinator work as liaisons to translate orally and writing. Many parents are representatives on the school Leadership Team and other planning groups, in order to keep the parent perspective in the planning of school policies and events.

3. Describe how your school ensures that all Program Selection Forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

Program Selection Forms are send home to the parents. If they are not returned in a timely manner, the Parent Coordinator calls the parents and reminds them to return the forms to the ELL department. For any other missing Program Selection form we will attach a copy to the student's first report card. This way the parents will sign the Program Selection Form when they pick up the student's report card. This way we can ensure that all Program Selection Forms are returned.

4. Describe the criteria used and the procedures followed to place identified ELLs students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

Identified ELL students' parents are invited to view an informative video distributed from the New York City Department of Education. This video describes in depth the three program selection choices available to parents. The video is viewed in their native language. Parents are then given a Program Selection and Survey form. Parents then make the choice which program is right for their child. Parents are then given the opportunity at this orientation meeting to pose questions.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)

For the school year 2009-2010 7 parents requested English as a Second Language instruction for their child.

In the year 2008-2009 12 parents requested ESL instruction for their child. No other programs were requested in those years. 2007-2008 10 parents requested ESL, 1 parent opted for Transitional Bilingual Education (TBE) and 1 parent preferred the Dual Language program. As they were not offered in our school at that time the parents were referred to other schools that would have offered the program. However, they then decided to leave their child I our school and put them in an ESL program.

6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Programs offered at our school are aligned with parent requests, as most parents are now requesting monolingual settings with ESL services. Due to the fact that our registry could not maintain a bilingual program, we have closed our Transitional Bilingual Education (TBE) program, which was in effect from 2004-2007. During the 2006-2007 academic year our 2nd grade/3rd grade bilingual bridge class maintained only 13 students throughout the duration of the school year. With parent opt-out requests for their children to be placed in monolingual classes, and the low enrollment for continued bilingual programs, PS/MS 278 will only provide a free-standing program.

Additionally, due to low parent request, we currently do not offer a Dual Language Program. Our sister school PS/IS 18 does offer Dual Language Programs, which several parents have been referred to. Parents that wish for their child to continue in a TBE program have been referred to our sister school, PS/IS 18, which still offers TBE programs.

Part III: ELL Demographics

Programming and Scheduling Information

1. How is instruction delivered?

a) What are the organizational models (e.g. Departmentalized, Push-in [Co-Teaching], Pull-out, collaborative, Self-contained)? If pull-out, specify the length of time, group, and plans for moving these students into a push-in model.

PS/MS 278 use the Pull-out model for Kindergarten. The students are grouped according to their level. The advanced students are pulled out 4 times a week for 45 minutes each and the beginning/intermediate students are pulled out 8 times a week for 45 minutes each. When transitioning to first grade the students on an advanced level will be serviced through a push-in model. For grade grades 1 to 8 the teachers also push into the classroom supporting the teacher by implementing ESL strategies in the content areas. Groups of intermediate and beginning students from grades 1 to 8 are also pulled out for 4 periods a week to work on their language skills in a small group setting. The students are grouped according to grade and proficiency level.

Our school has 2 self-contained classrooms (grade 2 and grade 5). The classroom teachers are certified ESL teachers and implement ESL strategies and methodologies throughout the day to teach Mathematics, ELA, Science and Social Studies.

b) What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?

In Kindergarten the teacher forms a heterogeneous group for the first period of pull-out and a homogeneous group for the second pull-out period targeting beginner/intermediate students. The students are grouped according to their proficiency level.

In grades 1-8 the teachers mainly push into the classrooms. Therefore the groups are heterogeneous according to the students' proficiency level.

While during the first period of push-in into the grades 1-8 all students are targeted, the teacher focuses on the students at an intermediate or beginner's level during the second hit in order to provide the ELLs with their 180 minutes additional instruction. In grades 1, 3, 4 and 6 the pull-out groups are homogeneous according to their grade and proficiency level. Students of grade 7 and 8 are grouped ungraded but homogeneous according to their proficiency level.

Special Education students are service in accordance with their IEP.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

The ESL teachers and the classroom teachers work together to decide whether a push-in or pull-out model is best for the students. ESL teachers create an individualized schedule to ensure that the students receive the amount of time they are entitled to for ESL services. They are provided with the appropriate amount of instructional time based on their proficiency level. The teacher and administration will look closely at the students' proficiency levels. Based on this information, they will plan the appropriate time allocation as per the Part 154 guidelines. (Beginners – 360 minutes/week, intermediates – 360 minutes/week, Advanced - 180 minutes/week).

Additional support is offered during the extended day (37.5 minutes) and in an ESL – Afterschool program.

a) How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Teachers deliver explicit ESL by planning for both content and language objectives. Teachers also use scaffolding techniques, bring in realia, and reach out to different learning styles and modalities. Each ESL lesson entails reading, writing, listening and speaking component. Teachers plan their lessons based on the ESL and ELA standards, focusing on language and content objectives, as well as teaching through our School Enrichment Model.

Our School Enrichment Model is a program in which students participate in a topic of their choice and learn through real-life experiences, researching, listening to various speakers, learning on the Internet, etc.

All teachers use explicit ESL methodologies in their instruction, meeting the ESL standards. Teachers choose multi-cultural texts, fiction, nonfiction, newspapers and poetry to enhance the students' understanding of the language. Additionally, teachers supplement instruction with technologies in their classrooms and in the library, as well as native language dictionaries and native language leveled libraries in their classrooms.

The ESL teachers are in constant communication with the classroom teachers and plan their instruction to meet ELA standards. During pushing in the teacher will help the student to use knowledge from oral, written and electronic resources and understand data. Furthermore the teachers support the students in reading, comprehending and interpreting texts using ESL strategies.

NLA instruction – N/A

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.

Heterogeneous

Content area instruction is delivered in partnership and collaborative planning with the classroom teacher (1, 3,4) as well as content area instructors (6-8). Focus in front loading vocabulary, scaffolding and differentiating instruction is a main priority.

Homogeneous

Content area in grades (K-3) is aligned with the NYS ESL and ELA standards. Thematic instruction is used to enrich and expand on content Social Studies, Science, ELA, and Mathematics with focus on incorporation of language objectives.

For ungraded groups, focus is on remediation of basic skills in content areas while differentiating instructions for students.

In order to make the content comprehensible and to enrich the students' language development the teachers scaffolding strategies, pictures, realia and ESL methodologies throughout all the grades.

4. How do you differentiate instruction for ELL subgroups?

a) Describe your instructional plan for SIFE.

Currently our school does not have any SIFE students.

Our plan for SIFE students begins by assessing their needs, taking into consideration their biographical background. We will look into their test history, academic history and family history, to gain a holistic perspective on where the student is coming from.

Then we will conduct an interview using the Oral Interview Questionnaire.

If the student is Spanish speaking we will administer the Academic Language and Literacy Diagnostic (ALLD). If the student speaks another language we will continue to follow the guidelines set by the Department of Education.

Once we have a comprehensive diagnostic, we will begin to provide Academic Intervention Services (AIS) and English as a Second Language (ESL). We will meet as a school intervention team to determine an individualized plan to meet the students' needs. The students will be placed in an age-appropriate class, so that their age-appropriate developmental and social needs can be addressed.

The parents, along with the support of the AIS team and ESL teachers will provide support for the students. The AIS and ESL services will be comprised of only small groups to support the students better. Additionally they will get one-on-one instruction for AIS as well as ESL to be able to cater to their individual needs.

We will then continue to track the students' progress and to monitor it every six weeks to ensure that the services are meeting their needs.

Teachers use sight words, picture dictionaries, low readability high-interest books, and age appropriate materials that support the curriculum. The AIS team will use REWARDS and WILSON READING SYSTEM to support their decoding and phonics abilities. The ESL teachers will work with picture dictionaries to help building vocabulary and design lessons that help the students master everyday situation as well as situations in school.

b) Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCBL now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.

If the child is a newcomer to a US school, the child is serviced in smaller pull-out groups (or in a one-to-one setting if necessary) with more individualized attention to meet his or her academic needs. For newly arrived students, teachers also invest a significant amount of time introducing the student to the new culture, school, customs and basic conversational skills. We have specific materials that will support the students' academic needs, utilizing realia, jazz chants, songs, visuals, and picture dictionaries and photo libraries to enhance their vocabulary development.

The school has implemented test prep sessions after school and pays additional attention to test prep strategies during the school day as well as during the 37.5 minutes extended school day period to help the newcomers to be successful at the ELA test after only one year in the public school system.

The students from the upper grades are additionally pulled-out with the intermediate students to work in a small group with a test prep book for 4 periods a week.

The school also offers an ESL afterschool program for students to improve their English Language skills Speaking, Listening, Reading and Writing. Teachers offer test sophistication, help in content areas, reading and writing through test prep, Reader's theater, technologies, games, etc.

c) Describe your plan for ELLs receiving service 4 to 6 years.

Our plan for ELLs receiving services for 4 to 6 years is to continue to enhance their listening, speaking, reading and writing modalities, especially in writing. Our action plan is to increase the number of ELLs who show progress in writing as measured by a school based writing rubric. To that end we have devised our own writing rubric to develop skills in writing conventions, grammar, mechanics, format and using details to enrich their ideas.

d) Describe your plan for Long-Term ELLs (completed 6 years).

Many of our long-term ELLs also qualify for AIS. The ESL and AIS teacher will examine their test history and communicate with the classroom teachers to identify specific needs of the child, which is often mastering reading and writing the academic language.

A large proportion of our long-term ELLs are deficient in the reading and writing modality on the NYSESLAT and ELA. The teachers will be pushing-in into the upper grades to support content area and listening, speaking, reading and writing. Furthermore the teacher reinforces language skills the students need in the classroom while also focusing on their individual needs like vocabulary work and grammar.

The ESL teacher also pushes into the upper grades with long-term ELLs to support them in Science. While teachers support the Science content, they also integrate the reading strategies, comprehension practice and conventions of writing to help the students understand the text problems in Mathematics. In science the teacher supports and encourages the students to read, use, and utilize charts, maps, and graphs when reading a scientific text. Content specific vocabulary work and practice focuses on their language skills. They integrate the correct use of writing conventions based on the students' individual needs and levels in order to support them to complete their portfolios. Students supported with AIS utilize the REWARDS program Where they practice reading, listening and speaking in small groups. In every subject the teachers encourage and motivate the student to expand their vocabulary by using pictures and realia as well as teaching them strategies to learn to understand a new word from the context or using dictionaries and thesaurus efficiently.

All ESL students are offered to participate in an additional 37.5 minutes of ESL specific instruction time in the morning.

e) Describe your plan for ELLs identified as having special needs.

The Resource Room teacher, the ESL and the Special Education Teacher as well as the school based support team work together to review the child's IEP to identify the child's needs. We will include any modifications that the students need for instruction or assessment. The instruction will be aligned to the student's IEP.

5. Describe your targeted programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services in your school for the above areas as well as the language(s) in which they are offered.

Academic Intervention Providers service all at-risk children including ELL's who score a level 1, 2 or low level 3 on the NY State exams. Classroom teachers will use Tier I Intervention through differentiated instruction. Students who are referred for Tier II Intervention will have small group instruction or one-to-one in a push-in or pull-out model during 37.5 minutes and during the school day. The AIS providers consistently review data

and student work to ascertain growth. In order to provide the best intervention for their students, their “tool kit” consists of professional development in:

- Understanding and using data to inform instruction
- Implementing a variety of strategies from diverse sources
- Using Bloom’s Taxonomy to develop students’ higher order critical thinking skills and learning to use higher order questioning techniques in their students
- Using rubrics measure student growth
- Being able to differentiate instruction so that learning is assessable to all students

Some of the following programs and systemic approaches are used in reading (Foundations, Wilson, Treasures, Great Leaps, Words Their Way, Rewards, Kaplan, Measuring Up, Shared Reading and Guided Reading). The following programs and systematic approaches are used in math (Everyday Mathematics Intervention Strategies, games, Skill Builders, Measuring Up math Kits, and Impact Math intervention strategies). As students are assessed weekly, monthly, and at the end of the cycle, they can either be taken out of AIS services or remanded for a second intensive cycle. This decision is based on an analysis of the data of individual student progress and classroom teacher input in consultation with administration.

6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT. Based on initial diagnostics, we can determine if students are eligible for Academic Intervention Service. Additionally, teachers plan lessons for both content and language. ESL teachers provide additional support when it seems to be needed while pushing into the classroom. When appropriate, teachers provide two extra years of service for proficient students who might still be struggling. Students that have tested proficient are also legally afforded two additional years of test modification usually considered “time and one-half”.

7. What new programs or improvements will be considered for the upcoming school year?

A continuation of services will be provided for ELLs for the upcoming school year. Continuation of compliance mandates will be adhered to, as well as continuation of Title III After School Program services. Focus will be in accordance with the goals set forth in the Comprehensive Education Plan (CEP) especially in the area of writing. Additional or supplementary material in the area of implementing technology with writing will be explored.

8. What programs/services for ELLs will be discontinued and why?

No programs and, or services will be discontinued during this school year. Mandated services will continue for the required minutes, as well as the Title III After School Program which will provide additional support to ELLs in a small group learning environment. Our Spanish Native Language Enrichment Program (Title III) will also continue.

9. How are ELLs afforded equal access to all school programs? Describe the after school and supplemental services offered to ELLs in your building.

All children in this school, including ELLs, have equal access to all school programs that are offered and the school populations (as a whole) are grouped heterogeneously. ELLs are afforded access to supplementary educational programs such as Academic Intervention Services (AIS) if it is

determined that such services would benefit the student. ELLs have access to participate in the Title III After School program to enhance skills and focus on academic enhancement in a small group environment. ELLs are also invited to participate in the Inwood Community Services, an academically intensive NYC funded after school program which meets daily in this school. ELLs are also invited to participate in CHAMPS, a city funded physical education program. ELLs are invited to participate in the after school band program. All programs are offered in this building.

10. What instructional materials including technology are used to support ELLs (include content area as well as language materials; ELL subgroups if necessary)?

For the lower grades (K-1) at the Beginning and Intermediate levels, the ESL teacher utilizes Santillana “Spotlight on English” to introduce and/or reinforce concepts and increase vocabulary. Phonics, basic skills and content is taught through “Spotlight on English”. Picture vocabulary is taught through Spotlight Photo Cards for English-Language Learners, Metro ABC Hand puppets and inflatable letter realia. For this ESL program, the teacher utilizes pull-out model to service the students in the lower grades. With the Kindergarten (pull-out) and First Grade pull-out groups (which are based by Beginning and Intermediate/Advanced Proficiencies), Spotlight Photo Cards for English-Language Learners, and Metro ABC Hand puppets, Inflatable Letter realia are used to reinforce basic concepts and opposites, content literature, vocabulary development and phonics. As a school that incorporates the School-wide Enrichment Model, the lower grade ESL teacher utilizes a hands-on approach to thematic instruction for intermediate and advanced 3rd grade students creating projects while incorporating all modalities of NYS ELL Standards.

In grade 2 (self-contained), the teacher uses Spotlight on English for reading, writing and general language instruction. The teacher uses Macmillan McGraw Hill and thematic instruction for Social Studies and Science, thus reinforcing content area themes, as well as, enrichment with scaffolding techniques and frontloading vocabulary. Each lesson is planned to provide an opportunity for Reading, Writing, Listening and Speaking in English.

Grades 3-8 teachers implement the push-in model while there exists one recently created sheltered English instruction classroom that is self-contained.

In grade 3, 4, 5 (self-contained ESL) and 6 classrooms the ESL teacher pushes-in and in conjunction with the classroom teacher implements MacMillan/McGraw Hill series Treasures’ Reading & Language Arts program. This resource is a research based reading series offering a multitude of different genres literature and language arts to engage learners. Explicit instruction and ample practice facilitate student growth in reading and language arts proficiency. Weekly lessons integrate grammar, writing, spelling, etc. for a total language approach in which ESL strategies, methodologies, and scaffolding lesson differentiation is afforded. Leveled readers specifically created for ELLs help integrate theme topics and are used during conference and guided reading group time.

The grades 7 and 8 ESL teacher pushes in for Science (content area). For these grades, the ESL teacher confers with ELL students during independent practice time, to provide reading and comprehension strategies, while building on fluency in order to dissect text comprehension problems.

In grade 7 the text used is Glencoe NY Science Grade 7. The text used in grade 8 is Science Education for Public Understanding Program series which is aligned with the NYS MST Learning Standards and the New York City Science Scope and Sequence. During this time the teacher is using reading strategies, utilizing the push-in structure to hone in on individual student needs. The ESL teacher also pulls out 1 (intermediate) seventh grade and 1 (intermediate) eighth grade student in order to provide the additional support and service time in a one-to-one learning environment. The teacher uses scaffolding techniques incorporating ESL methodology in order to make content more comprehensible.

11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL).

Realizing the importance of native language and because research suggests that ELL students with strong literacy skills in their first language make better progress in their second language as well, we have established a heritage language (Spanish) enrichment program in this school to further support literacy in their first language for grades 2-8 general and special education classes. Some materials we provide to support ELL populations are: leveled libraries in English and Spanish; balanced literacy books, Spanish language phonics, vocabulary building as well as reading, writing, speaking and listening skill enhancement, class sets of English/Spanish dictionaries; listening centers. This heritage language program has also been extended to our after school program where multicultural themes and awareness are further established and self-esteem enhanced. Students at PS/MS278 are afforded reference resources (dictionary) that is available in their native language. Students receive extra time during assessment.

12. Do required services support and resources correspond to ELLs' ages and grade levels?

All required services support and resources correspond to ELL's ages and grade levels. Materials are age and grade level appropriate as well as support materials that correspond with the beginning, intermediate, and advanced levels of overall NYSESLAT proficiency rating.

13. Include a description of activities in your to assist newly enrolled ELL students before the beginning of the school year.

In order to assist newly enrolled ELL students before the beginning of the school year, students and parents are invited to attend a "Welcome and Orientation" session. During this session students and parents are given a tour of the school facilities. Tours are conducted by the bilingual (Spanish) Parent Coordinator, as well as the Title III bilingual (Spanish) Parent Liaison. Prospective parents and students are made aware of program offerings and services that the school provides. Parents are made aware of the parent support meetings which include monthly conversations on ELL centered topics, that can assist parents and students throughout their school year. (Title III: Parent Support)

Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school.

(Please include all teachers of ELLs.)

At PS/MS 278, we strongly believe that it takes the whole school community to educate all ELLs. Therefore, we find it imperative to not just educate ESL, but all administration, coaches, clusters, classroom teachers all staff, as there is a large amount of ELL and LEP students in each classroom. We provide this training not only through Professional Development, but by including various members of staff on our Language Allocation Policy team, which include the Principal, Assistant Principal, ELL Coordinator, ESL teachers, Parent Coordinator, Parent Association President, Classroom and Subject teachers, Academic Intervention Service teacher, Data Specialist, Guidance Counselor, Academic Intervention Services, and Math Coach. We work collaboratively to support our ELLs, including a representative staff committee (principal's cabinet) that touches on all content areas and needs. Grade level meetings to discuss the needs of ELLs are ongoing.

The ESL team has attended the BETAC (Manhattan/Staten Island and the Bronx). BETAC (Bilingual Education Technical Assistance Center) a state funded center that offers resources and training on issues pertaining to ELLs and this acquired knowledge has been passed on to the other staff members at Professional Development. These sessions include planning for both language and content, BICS (Basic Interpersonal Conversational Skills) and CALPS (Cognitive Academic Language Proficiency Skills).

In addition, the Leadership LSO Knowledge Management Team Instruction Specialist will provide staff development to educate the staff about the different components and guidelines for the ELL population. Keeping in mind that it takes a village to raise a child, we must all be on the same page with the necessary requirements to properly support our ELL students. Some of the trainings will include: data analysis of pertinent exams (NYSESLAT, LAB-R); ELL identification; Mandates (Part 154); lesson planning and language objective implementation: differentiation and scaffolding methodologies, etc.

2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

ELL students are provided support through the push-in model from the ESL teacher and classroom/content area teacher. The middle school ESL teacher services the same population from year to year which provides teacher/ student familiarity and consistency from year to year.

The ESL teacher and Content Area teacher consult each other throughout the week on student learning needs as well as planning for the needs of ELLs during grade level conferences which occur weekly and monthly.

Staff and administration are encouraged to meet, plan, and discuss issues pertaining to the ELL student body. Conferences help alleviate expected transition difficulties that might arise on individual student basis. Students meet with the school Guidance Counselor to determine the best choice in high schools that could meet their needs.

3. Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per Jose P.

The minimum 7.5 hours for teachers will be provided by the Leadership LSO Knowledge Management Team-English Language Learner Specialist in conjunction with the school ELL team. The special needs and topics are agreed upon before hand. The topics of:

- Initial ELL Identification
- Lesson Planning with Language Objectives
- Differences between Academic Language vs. Social Language
- Differentiation of Instruction
- Addressing Language Modalities
- Scaffolding Techniques
- Landmark Cases: Lau vs. Nichols, Jose. P.
- Language Allocation Policy

are just a few topics that will be presented. All teacher, staff, and administration are invited to keep abreast of new practices and trends in the area of English Language Learners. Effective Implementation of Programs for English Language Learners training will be provided by this school's Leadership LSO on Election Day 2009. Additional hours will be scheduled in conjunction with Victoria Armas, Knowledge Management Instructional Specialist for ELLs during the spring 2010.

Additionally, we have made arrangements for particular staff members to be trained in interpretation of the "NYC ELL Periodic Assessments" by the NYC Office of English Language Learners and the use of interpreting data with an "Introduction to Aris" provided by the New York City Department of Education.

Parent Involvement

1. Describe parent involvement in your school, including parents of ELLs.

PS/MS 278 recognizes the importance of parental involvement in the development of ELL students. Parents are always welcome to share their concerns and ask questions. An orientation is scheduled for all parents with children eligible for the ESL program who enter the school system for the first time, whose language is other than English and who fail to meet the cut-off score in the NYS LAB-R examination. Parents are introduced to the programs that the NYC Department of Education offers via informative video which highlights and explains each program in depth. The ELL Parent Liaison will conduct Parent Orientation Meetings (bi-monthly) based on the solicited topics of interest from parent surveys. Initially, these meetings will also cover issues such as: parent legal rights, promotional standards and criteria, Department of Education and school policy, the ESL program philosophies and regulations. The PS/MS 278 School Community has created and publicized various support structures and programs to ensure all parents are aware of education options available to their children. The school leadership, along with the Parent Coordinator and the Parent Teacher Association provide various meetings and workshops with featured community speakers and conducted in conjunction with community groups to disseminate information that is useful to parents. Some conferences conducted by Cornell University include: “Nutrition Workshops” and “Save Energy” workshops.

The NYC Fire Department has also conducted CPR Workshops, and Fire Safety Workshops.

In addition the school community keeps parents abreast of important news, events, students’ progress and parent rights through parent/teacher conferences in November and March, “Back to School Night” conferences, parents’ letters, flyers, newsletters and informative workshops. As a school community, we ensure that information is provided in the home language. Both the school staff and parent volunteers work as liaisons to translate orally and in writing. Additional resources are sought through the NYC DOE Office for Family Engagement and Advocacy and the NYC DOE Translation and Interpretation Unit.

2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

PS/MS 278 partners with the Inwood Community Services, a New York City funded Social Services network. Besides an academically intensive Afterschool program for students Inwood community services provides counseling and ESL instruction to parents.

This school is also offered workshops for ELL parents through Cornell University as well as the NYC Fire Department.

The 92nd Street Y provides parents and students a one and a half hour, 8 session afterschool dance program that explores world wide dances and movement. This program focuses on fostering closer bonds between parent and child. This program is facilitated by a music and dance resident and supported by the licensed bilingual parent liaison. The classes are conducted in Spanish and English.

3. How do you evaluate the needs of the parents?

Initially, parents are presented with the Program Selection & Survey Choice through the NYC Department of Education in accordance with State mandates as to which language program best suits the needs of their child’s education. This community overwhelmingly selects English as a Second Language over other language program choices.

Parent surveys are also distributed by the PS/MS 278 Office of English Language Learners to solicit ideas and topics for workshops that would be of help to them (in regards to Title III). Parent survey forms are also distributed by the Parent/Teacher Association in the same regards. All survey forms are distributed in English and Spanish and workshops are carried out in both languages.

Each school year, parents are also afforded the on-line and paper survey for the school report card. Findings are distributed to the school staff and issues are addressed and evaluated at faculty meetings, and weekly Principal's Cabinet Meetings.

4. How do your parental involvement activities address the needs of the parents?

The needs of the parents are addressed through multiple survey findings of their desires and needs. Other activities are mandated and inherently good practice to foster closer ties between home and school. Parental desires from survey findings dictate the types and frequencies of parental activities.

Part IV: Assessment Analysis

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

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

The data suggests that most students score in Higher levels for Listening and Speaking while scoring slightly lower (at an lower Advanced or Intermediate level) in the Reading and Writing components. All ELLs in eighth grade scored proficient in Listening and Speaking while scoring mostly at an Advanced level in Reading and Writing. In grades 2-7 about 50% of all ELLs scored at a Proficient level in Listening and Speaking. Most of the other students in these grades scored Advanced in Listening and Speaking. The scores for Reading and Writing are mostly on an Advanced level throughout grades 2-8 interspersed with a few students that scored Intermediate. First grade is mostly Advanced in Listening and Speaking. In Reading and Writing first grade scored at a Beginning or Intermediate level. All the new arrivals scored at an advanced level on the Lab-R except for one student who scored Beginning/Intermediate.

2. How will patterns across NYSESLAT modalities – reading/writing and listening/speaking – affect instructional decisions?

Teachers will continue oral comprehension and speaking activities, but will place a heavier focus on reading comprehension strategies with a greater emphasis on vocabulary building. In regards to writing, teachers will prioritize grammar and mechanics, as well as organization in the writing process.

3. For each program answer the following:

- a. Examine the students' results. What are the patterns across the proficiencies and grades? How are ELLs faring in tests taken in English as compared to native language?**

ELA:

When analyzing the results for patterns across proficiencies and grades, we have determined that our ELL population scores significantly higher at grade level standard III in Mathematics than in ELA (77% Level 3 and 6% Level 4 as compared to 40% Level 3 in ELA and 0% Level 4). Most of this program's population scored within the Level II area of Approaching Grade Level Standard (55%). These findings suggest that more attention and emphasis to level 2 students needs to be paid. They need to be addressed and scrutinized and the proficiency levels of students working within the acceptable range of performance need to be maintained. The findings also suggest that many ELLs still need further assistance, especially within the areas of writing as has been previously noted. In comparing student data with previous years, we identified that ELL student performance decline between 2006/07 and 2007/08. An analysis of the ELA performance showed that ELLs continued to struggle with expressing themselves in

writing. To that end we have devised the implementation of our own writing rubric to develop skills in writing conventions, grammar, mechanics, format and using details to enrich their ideas. We have seen a 20% gain in Levels III and IV as of testing in Spring 2009. We will continue to aspire to make more significant gains in grade level and above grade level proficiency.

Mathematics:

ELL students scored significantly better in Mathematics than ELL. Students overall scored Level III (77%), Level II (16%), Level IV (6%) and Level I (1%).

This suggests that although a greater number of students are scoring on and above grade level, more attention with remediation of mathematical concepts needs to be adhered to for students scoring within the Level II and Level I areas.

Science:

ELL students that took the NYS Science Assessment in Grade 4 scored (56%) on grade Level III while (43%) scored Approaching grade level.

However, in grade 8 only (25%) of the students achieved Level III, while (75%) achieved Approaching Grade Level.

These finding suggests that this population overall is approaching grade level proficiency in this content area. ELL students still struggle with content area academic language and concepts, especially as seen in the results of grade 8. More focus attention to this areas need to be addressed especially in regards to differentiation and scaffolding for ELLs in planning. Addressing language objectives within content areas will be a priority for this coming year.

b) Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

School leadership and teachers regularly assess advances achieved by the ELL population and take necessary steps towards continued planning and program modifications. Collaborative planning and assessing student achievement between ESL and classroom teachers continues on a regular schedule. Planning with adherence to NYS Standards for English Language Learners and English Language Arts with the priority to knowledge of student background, educational experience, and values is consistently adhered to and integrated into content area subjects as well as ELA instruction.

c) What is the school learning about ELLs from the Periodic Assessments? How is Native Language used?

Looking at the data of the Interim Assessment we notice that the students generally score high on the ELL Interim Assessments, however struggle with the NYSESLAT as a free Writing component is added. According to the itemized assessment results we received we noticed the following patterns across the board.

Listening: Generally the student score high on the Listening part of the test but Standard L 2.4.4.-7 – *listening attentively when engaged in pair, group, or full size class discussion on personal, social and academic topics. Follow oral direction to participate in classroom and social activities.* – caused problems for some students through all the grades.

Reading: Questions the students struggle with relate to the demonstration and understanding of U.S. cultural referents and the recognition and sharing of cross-cultural experiences and ideas as well as the application of learning strategies to interpret a variety of materials.

Writing: as the writing component only consists of a multiple choice part testing writing conventions, students generally do very well on the writing part. Across the grades they score slightly lower on the questions referring to the use of appropriate vocabulary, language and interaction styles for various audiences and situations.

All the teachers in our school are working towards the improvement of our students' language skills. The acquisition of vocabulary is addressed and practiced in all subjects and content areas and students are taught to present their work to different audiences (e.g. to peers, little children, and adults during our SEM celebration). Recognizing the fact that students often struggle to assimilate to a different/new culture, our school not only teaches U.S. culture, history and customs but also emphasizes cross-cultural awareness through celebrations and projects on different cultures and immigrant experiences.

As we provide a monolingual model with freestanding ESL instructions native language is not utilized. However the school offers Spanish as an enrichment course. Furthermore Spanish dictionaries and reference books are available in the native language and the students may use glossaries in their native language for Social Studies, Science and Math tests.

4. For dual language programs, answer the following: N/A

5. Describe how you evaluate the success of your programs for ELLs.

PS/MS 278 evaluates the success of our programs for ELLs from the Action Plan of the Comprehensive Educational Plan. This Action Plan is used as a tool to support effective implementation and in evaluating progress towards meeting our goals. Our Action Plan provides key strategies and activities to be implemented for the school year to support accomplishment of our identified goals. Our Action Plan strategies and activities for our ELLs are tied to our annual goal which is specific, measurable, achievable, realistic and time-bound.

Secondly, student achievement is measured in State standardized test results as well as individual performance on student report cards.

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

NCLB/SED requirement for all schools

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

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

Form TIII – A (1)(a)

Grade Level(s) 2-8 **Number of Students to be Served:** 50 LEP 0 Non-LEP

Number of Teachers 4 **Other Staff (Specify)** 1 Teacher / Parent Liaison

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – The Paula Hedbavny School is an elementary-middle school located in the Inwood section of northern Manhattan serving 488 students in kindergarten through grade 8. The school population comprises 4.2% Black or African-American, 88.1% Hispanic or Latino, 1.0% Asian or Pacific Islander, and 6.3% Caucasian. The student body includes 105 (22%) English Language Learners who receive services from four certified ESL teachers according to their level of proficiency and are in compliance with Part 154 of the Regulations of the Commissioner (CR Part 154). 11 (13%) English Language Learners with IEPs are included in the General and Special Education enrollment and are serviced according to their Individual Education Plan. English Language Learners are primarily serviced through push-in/pull-out programs by two certified ESL teachers; while those in grades 2 and 5 are in self-contained ESL classes receiving service from ESL certified homeroom teachers. This school does not have a Transitional or Dual Language program. Boys account for 54.7% and girls account for 45.3% of the school population. The average attendance rate for school year 2007-08 was 93.7%. The poverty rate is 76.6% of enrollment. One hundred (100%) of this school's teaching staff is fully licensed and permanently assigned to this school.

School Instructional Program

To accommodate the language and academic needs of Ells we've created two self-contained ESL classes and a freestanding ESL program with two ESL teachers. ELL students are provided the mandated ESL instruction by State licensed ESL teachers. The following is a detailed description of the PS/MS 278M program and the methodologies practiced by the staff to achieve our goal of meeting and exceeding the standards and passing the State assessments. For the year 2009-2010, we will have two self contained ESL classes servicing students in second and fifth grades and a freestanding English as a Second Language (ESL) program that provides both the push-in and pull-out models in all other grades.

In our ESL program, our students are grouped by grade level and English proficiency level. ESL students receive all instruction in English. New York State regulations determine how many units of ESL instruction each student should receive according to his or her English proficiency level on the New York State English as a Second Language Achievement Test (NYSESLAT) scores. Students that are at the Beginner and intermediate levels receive 360 minutes/week of ESL instruction. Students at the Advanced level receive 180 minutes/week of ESL instruction. We utilize the push-in model with some classes in order to collaborate with the classroom instruction and to allow the students more instructional time in order to meet their linguistic and academic needs in each grade. The ESL teacher provides support within the classroom during ELA, math and content area using ESL methodologies such as visuals and realia. To additionally support the students the ESL program uses instructional strategies using *Santillana's Spotlight on English* for grades K through 2, and *Treasures* for grades 3 through 6, as well as Metro ABC Hand puppets, and inflatable letter realia. In addition, we will incorporate ESL strategic instruction, and assist students to achieve the state-designated level of English proficiency for their grade.

To adequately plan for academic instruction, our teachers will deliver explicit ESL by planning for both content and language objectives. Teachers also use scaffolding techniques, bring in realia, and reach out to different learning styles and modalities. Each ESL lesson entails a reading, writing, listening and speaking component. Teachers will plan their lessons based on the ESL and ELA standards, using chants, songs, as well as teaching in our School wide Enrichment Model program. Our School Enrichment Model is a program in which students participate in an academic topic of their choice and learn content, strategies and skills through real-life experiences such as researching, listening to various guests' speakers, learning on the Internet, and presentations. ESL teachers create an individualized schedule to ensure that all ELLs receive the amount of time they are entitled to for ESL services.

As research shows that ELL students with strong literacy skills in their first language make better progress in their Second Language as well, we established a heritage language (Spanish) program in our school to support the literacy in their native language.

Some of the materials we will provide to support our ELL populations are: Leveled libraries in English; Balanced Literacy Books; Spanish Language Phonics; Class sets of Spanish and English dictionaries; and listening centers. Teachers plan for academic language, using stages of language acquisition, scaffolding strategies, and integrate content and language goals in planning for instruction. They focus on read-aloud, comprehension, vocabulary, fluency, writing, assessment pieces, listening and speaking, research and information skills.

In order to provide additional support for the ELL population, we will provide them with additional enrichment by creating an ELL after school program targeting long term ELLs. In this program we will focus on language learning through interdisciplinary academic and social activities. It will be taught in supportive, small groups integrating technology along with writing, chants, audio cassettes, instructional and content based media and games to facilitate learning English in a fun and non-threatening way.

Needs Assessment: PS/MS 278 is committed in its effort to achievement and to support the needs of our English Language Learners (ELLs). Meeting and raising the standards for achievement by providing and implementing an after school program available to all English Language Learners is our focus. We will therefore analyze data obtained from scores (NYSESLAT, NYSELA, ECLAS, and class scores), and implement strategies that will address our ELLs' needs.

The PS/MS 278 community reviewed the comprehensive data (NYSESLAT, LAB-R, and the E-CLAS, LAP Report) of our English Language Learner population to determine their needs. Based on the data, we determined that our ELLs face the greatest challenges in writing and reading, listening and speaking skills. We also had an increase of monolingual students who transitioned from bilingual classes into monolingual classes. These students still demonstrate a great need in English reading, writing, oral academic language and content language skills. As a school, we want to

implement an after school program that would serve as an intervention and additional ongoing support for our English Language Learners. We will also provide additional content-based instruction imbedded with ESL methodologies as well as enhance the students' academic language. Additionally, current research suggests that native language literacy boosts reading achievement in the second language, adding to the body of research that shows strong native language arts development accelerates literacy gains in both native language and English. To this end, we will also include in our program a native language (Spanish) component that will reinforce and validate prior knowledge while bolstering self-esteem.

Instructional Program: – “ELL Intervention Program” After School Program

We will have two components in our program to address the needs of our ELL population: one to provide on-going academic support and reinforcement through ESL methodologies in content area studies while the other will enhance native language Spanish literacy simultaneously boosting reading achievement in second language. All students who scored at beginning, intermediate, and advanced levels based on NYSESLAT results will benefit from this program. The ELL Intervention Program is an after school support program that enhances basic needs of our ELLs through small group instruction. This program will run from October through June 2010. The program will run for 30 weeks. It will meet two (2) times per week for one hour each day after school from 3:00-4:00 p.m. The program will serve 50 students. Approximately 40 students will be served in the ESL component of the program and separated into 3 small groups of ten-fifteen (10-15) students. A certified ESL teacher will teach each group.

The native language Spanish component will serve approximately 10 students and will also meet at the same times. A certified bilingual Spanish teacher will teach this section.

Target Population: For our ELL Intervention program- beginning, intermediate, advanced, stagnate-level and long term ELL students in grades 2-8 and any ELL student that is identified in the NYSESLAT 2009 and/or LAP Report as level stagnated. ELL students scoring at level on the NYSELA 2009 exam and students who have scored at 41% on the Spanish LAB assessment, or below will also be targeted for instruction.

- **ESL intervention:** We aim to provide the ELL students with a supportive learning environment, encouraging collaborative child engagement in the learning process. The program will extend, enrich and remediate identified interdisciplinary academic and social needs. The Title III program will provide assistance to make language comprehensible through a content-based curriculum integrated with technology and writing. Students (Data Inquiry Team Focus Group) will concentrate on improving writing skills through the use of “My Access” a technology based writing program the provides instant assessment and feedback to students and focuses on improving writing skills for ELL students in a non-threatening way. Other groups will implement CTB McGraw Hill “Writing Road Map”. The implementation of writing programs will therefore require the purchase of additional laptop computers. They will also focus on test sophistication and homework assistance through scaffold instructions. The teachers will reinforce content areas from the core curriculum taught in the morning by teaching study skills that will improve the students' text processing and note-taking skills and therefore their text comprehension during regular class time. The Title III groups will be our ELL students from grades 2 through 8 at the beginning, intermediate, and advanced level. They will receive supplemental ESL instruction taught in a supportive small environment. The ESL teacher will integrate technology along with writing, chants, audio cassettes, instructional and content based media and games to facilitate learning English in a fun and non-threatening way. Instruction and interaction will be conducted in English.
- **Native Language Enhancement:** will focus on reinforcement and strengthening native language skills such as: decoding and phonemic awareness, vocabulary building, Spanish reading and writing skills, development of basic concepts incorporating fundamental skills in

content area study and literature, additional support in mathematics skills, integration of technology, etc. This small group of approximately ten (10) students will meet two (2) times each week for one hour of instruction after school from 3:00-4:00 p.m. Instruction will be in both English and Spanish.

- **Professional Development Program** – Periodic Professional Development (5) will take place in conjunction with workshops conducted by the Bronx Bilingual Education Technical Assistance Center. (BETAC). BETAC is a state funded center that offers resources and training on issues pertaining to ELLs. The three ESL teachers will be keeping abreast of the current trends by attending workshops periodically. This professional development will be of no cost to Title III, since sessions are free. The Native Language Arts teacher will attend periodic professional development also in conjunction with Bronx BETAC in the area of Native Language Arts.
- Teachers will meet at convenient times for planning activities and thematic units and for articulating student progress in order to facilitate student movement. Teachers will also use this time to create student progress reports for parents. This will be of no cost to Title III.
- Some of the following topics will be covered:
NYS Learning Standards, Using Technology to Enhance English Language Learning for ELLs, Academic Language and Vocabulary Development, Language Development in Content Areas, etc.

Description of Parent and Community Participation– We will conduct a survey of our parent needs and wishes and invite them two times each month beginning in November 2009 (14 sessions in all) for a one hour session from 3:00-4:00 p.m. to discuss ways to help their child in the home. The Bilingual Native Language Arts Teacher/Parent Liaison will conduct these sessions. Parents will be provided with single fare Metro Cards in order to attend workshops. Parents will be supplied with basic materials (paper, pencils, folders, etc.) to participate as well as be supplied with refreshments. Parents will be invited to participate in the end-of-term celebration in June. Additionally, the Bilingual Teacher Native Language Arts Teacher/Parent Liaison will be available during this time each week from 3:00-4:00 p.m., and parents will have open access for meetings and discussion. Some topics that are of interest are workshops on: Learning English as a Second Language for Parents; Home Activities to Aid Children’s Learning; Computer Literacy; Components of NYS/NYC Exams and Test Sophistication.

Form TIII – A (1)(b)

School: PS/MS278 BEDS Code: 310600010278

Title III LEP Program

**School Building Budget Summary
School Year 2009/10**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$ 11,774.04	236 hours of per session for ESL and Native Language Arts teacher to support ELL Students: 236 hours x \$49.89 (current teacher per session rate with fringe) = \$11,774.04)
Purchased services - High quality staff and curriculum development contracts.	\$ 0.00	Bronx BETC Professional Development Workshops
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$ 3600.00 \$ 2328.00	3 Laptop computers @ \$1200.00 each. Color paper, markers, crayons, binders for portfolios, pens, pencils, scissors, Spanish language Scholastic news magazine subscription, etc.
Educational Software (Object Code 199)		
Travel		
Other	\$698.46 \$1359.50	Parent Involvement workshops: 1 Bilingual NLA Teacher/Parent Liaison for 14 sessions @ \$49.89= \$698.46 Parent Workshop materials, refreshments, supplies, etc., for 14 sessions @ \$
TOTAL	\$ 19,760.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The home language of our students as well as the language of their parents is recorded on the Home Language Identification Survey. On this form the parents indicate in what language they would like to receive written information from our school as well as what language they prefer to use in oral communication with school staff. This information can be accessed on the HLIS forms that are kept in a binder. Additionally this information is maintained in the ATS and on the student emergency card.

Our parents referred to the following languages as their home language:

Albanian	5 parents
Arabic	1 parent
Mandarin	1 parent
Portuguese	1 parent
Serbo-Croatian	3 parents
Urdu	4 parents
Yonba	1 parent
Spanish	267 parents
English	204 parents

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.

All non-Spanish speaking parents indicated that they want to receive communication from school in English only. An overwhelming majority of the Spanish speaking parents want to receive written communication in their home language. As a result of our polling of non-English speaking parents, all written information is distributed in English and Spanish. These findings were shared with the school community during a faculty conference at the beginning of the school year. Members of our school community also receive an ATS printout of the Home Language Report to be aware of the different languages spoken by the parents of our school

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.

All written information needed in Spanish is either taken from the DOE website or translated by our school staff.

All parents have been provided with a Bill of Parents Rights and Responsibilities in English and Spanish.

Our school has school signage and forms in English and Spanish. They were provided by the Translation and Interpretation Office of the DOE in NYC.

School documents are translated by the school staff ahead of time so that they can be distributed with the English version of the document.

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.

When interpretation services are necessary our staff members serve as interpreters for parents. Interpreters are available during PA, SLT, Parent-Teacher Conferences, Coffee with the Principal, etc. At this school, non-speakers of English or Spanish generally prefer to communicate in English. However, we will use the Translation and Interpretation Services of the DOE whenever the need arises.

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>.

Each parent is provided with a copy of the Bill of Parents Rights and Responsibilities which includes their rights regarding translation and interpretation services in their required language.

Our school posted signs indicating the availability of interpretation services on a bulletin board in the center hallway. Each classroom teacher received a sign as well to be put up in their classroom.

At this time the Building Response Team (BRT) Team is addressing the issue of translating necessary safety procedures for parents

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:	\$326,527	\$139,307	\$465,834
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3265.00		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$1390.00	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$16,326.00		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$6965.00	
6. Enter the anticipated 10% set-aside for Professional Development:	\$71,958		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$70,425	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: **80.4%**
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

In our school, teachers are involved in graduate level work, CLEEP exams and participating in Professional Development offered by the school and the LLSO. Furthermore, as per discussions with teachers, they have been involved over this past summer in accredited programs to insure completion of any outstanding deficit to their certifications.

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

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

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 at the NYCDOE website link provided above.

2. School-Parent Compact - Attach a copy of the school’s Parent Involvement Policy.

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 at the NYCDOE website link provided above.



PS/MS 278
The Paula Hedbavny School
421 West 219th Street
New York, N.Y. 10034
(212) 942-3440 Fax: (212) 942-8177

Maureen Guido, Principal

Lillian Reyes, Assistant Principal

School-Parent Involvement Policy 2009 – 2010

One of the goals of this school year is to increase the percent of parents attending monthly Parent Association meetings throughout the school year. In addition, PS/MS 278 is working hard towards increasing parent participation in various school wide events during the year. Using attendance rosters from previous PA meetings, parent workshops, school events (excluding Parent/Teacher Conferences) and a Parent Survey that was given to parents on Parent/Teacher Conference night, PS/MS 278 will provide the following:

- Provide additional backpack reminders to parents regarding important school events in addition to the monthly Parent Bulletin
- Place event notices on all exterior doors of the school
- Record important information on the school's telephone system
- Hold monthly PA meetings in the mornings and evenings in consideration of parents' work schedule
- Reach out at "Coffee with the Principal" for parent volunteers to become active participants in school productions, SEM (School Wide Enrichment Model) clusters and Career Day, to name a few.
- Provide workshops by the Literacy and Math Coaches on how to support their children for the state tests.
- Provide frequent reports to parents on their children's academic progress
- Schedule several meetings with parents regarding the Middle School and High School application process
- Invite parents to the schools' concerts in December and again in May
- School administration will support level committees that include parents such as the School Leadership Team and the Parents Association.
- School will maintain parent coordinator's Title I funds to serve as liaisons between school and parent communities. The parent coordinator will provide parent workshops based on the assessed needs (Parent Surveys) of the parents. These workshops will include but are not limited to workshops on parenting skills, ESL and curriculum to build parents' capacity to help their children at home
- Provide written translations in specific languages requested by the parents.



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School Parent Compact 2009 - 2010

The Paula Hedbavny School (PS/MS 278), and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2008 - 2009.

Required School-Parent Compact Provisions **School Responsibilities**

The P.S/ M.S. 278 community is dedicated to the success of its students. Our safe and nurturing environment fosters academic, social and personal growth. A standards-based, integrated curriculum sets high expectations for all students while meeting the individual needs of our diverse population. We will provide opportunities to explore and experiment through a project-based curriculum in all subject areas. The arts and technology will consistently and effectively complement all academic subjects. We welcome a collaborative partnership with our staff, parents and the surrounding community; together we will prepare our children to meet the challenges of the 21st century."

PS/MS 278 will:

- Hold parent-teacher conferences 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 10, 2009 and again on March 16, 2010.*
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: *PS/MS 278 will provide monthly progress reports during the first week of the month except for those months where the academic report cards are given*

- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: *Administration, teachers and support providers are always willing to meet with parents during the teachers' preparatory periods, teachers' lunch periods and where feasible, after school. Administration practices an open door policy and therefore is available to meet with parents during the school day.*
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows: *PS/MS 278 has Literacy Celebrations approximately every six weeks, depending on the duration of the unit. Parents are welcomed to come into the school and to visit not only their child's classroom, but others as well. Whenever a parent voices a desire to sit in during their child's lessons, that desire is granted willingly. We also host Multi-cultural celebrations where our diverse cultures are studied and celebrated throughout the building. Parents are also invited to share in their child's successes at our monthly academic awards assemblies.*
- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
- Hold an annual meeting to inform parents 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 math, language arts and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I (i.e. as per NCLB.)

Parent Responsibilities

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

- a. 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 activities every day;
 - scheduling daily homework time;
 - providing an environment conducive for study;

- making sure that home work is completed;
 - monitoring the amount of television my children watch;
- b. volunteering in my child's classroom;
 - c. participating, as appropriate, in decisions relating to my children's education;
 - d. participating in school activities on a regular basis;
 - e. Promoting positive use of my child's extracurricular time.
 - f. 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;
 - g. Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
 - h. reading together with my child every day;
 - i. providing my child with a library card;
 - j. communicating positive values and character traits, such as respect, hard work and responsibility;
 - k. respecting the cultural differences of others;
 - l. helping my child accept consequences for negative behavior;
 - m. being aware of and following the rules and regulations of the school and district;
 - n. supporting the school's discipline policy;
 - o. express high expectation and offer praise and encouragement for achievement.)

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

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

- Come to school neat and clean and be in uniform Monday through Friday.
- Come to class prepared with supplies and homework each day.
- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Follow the class and school rules.
- Show respect for themselves, staff and the school environment.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Show pride in my school work.
- Do my BEST!

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. SWP is addressed in every action plan covering ELA, Math, AIS, ESL and Inquiry. All our programs are dedicated to improving all levels of student progress. Please refer to our goals and action plans. Student progress can be noted in our School's Progress Report and our Good Standing via the State. Our Ell's did not make AYP and for that reason our initiatives support them.

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. See ELA & Math Trends. Pages 10 to 23
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. See Goals for ELA, Math, ESL and Inquiry Team p. 32 and subsequent action plans.
 - 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. See AIS action "Foundations" pp.34, 37
 - o Help provide an enriched and accelerated curriculum. ESL, Math & ELA action plans
 - o Meet the educational needs of historically underserved populations. All goals: pp.4-5
 - 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. See All plans and Inquiry team targeted population action plan
 - o Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff. Highly qualified staff are providing core curriculum instruction
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.
5. Strategies to attract high-quality highly qualified teachers to high-need schools. We create a positive working environment which communicates word of mouth resulting in many resumes coming our way. We have teacher buy in because they are involved in the hiring and decision making of the school via the Consultation Committee, SLT, and teacher input on the CEP.

6. Strategies to increase parental involvement through means such as family literacy services. We provide workshops in Literacy and Math, ESL services, translation services, invite parents to our literacy celebrations, SEM celebrations, monthly student awards, Science Fair and Career Day. Further, a monthly Parent Bulletin is given out, monthly Coffee with the Principal, monthly progress reports go home, PA meetings and an open door policy that is maintained by the principal
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. NA
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program. Teachers receive professional development and are required to maintain an assessment binder, and use a variety of predictive and summative assessments to inform instruction. In the early grades teachers use ECLAS, Dibbles, and "Foundations" probes to guide instruction in ELA. In math the teachers use pre & post March benchmarks, unit tests and periodic assessments to guide instruction.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance. Students in danger of not fulfilling their academic requirements are recommended for A.I.S. services. They are cycled out when the need is dealt with or they go into a tier 3 referral to Sp Ed. We have a school wide enrichment program for all students and the teachers differentiate homework to make it more challenging for our higher achieving students.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Our after school program of homework help, tutoring and enrichment activities is supported by Inwood Community Services, a CBO. We attend workshops on violence prevention and incorporate good behavior in our health and positive behavior programs which come under the umbrella of the federally funded program PBIS.

**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)¹ 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

¹ To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

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

– **English Language Learners**

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

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

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

Because the workshop model does not address all of the standards, we have a pacing calendar which covers all of the tested areas necessary for all students to succeed. We have in place a program from grades 2 through 6 which address the needs of ELLs. These programs are Spotlight, Words Their Way and Treasures which has an ESL leveled library. Our teachers are provided professional development in using ESL methodology in their classrooms. However, more needs to be done and we are providing additional support from the LLSO especially in the areas of language objectives, vocabulary and writing. Teachers are also working collaboratively in Professional Learning Teams to address student writing across the grades with consideration being paid to the subgroups in our school.

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?

Looking at student New York State Assessment Results and an analysis by the staff of previous years tests we decided to address our total workshop model by adding the programs that were mentioned above and our results this year substantiate the use of these programs because of our positive results for students. We have a proficiency gain for our ELLs of 29.2% with an overall of 66.7% at state proficiency.

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.

We do not need additional support, other than budgetary support.

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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

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

We noticed this gap and the math coach meets with teachers bimonthly to align both these programs to the state standards, by providing additional materials and extensions to the curriculum. A pacing calendar is also aligned to our program, the performance indicators and pre and post March, now pre and post May requirements.

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?

Our school report card indicates that we have 90.7% of students at proficiency level. Therefore, our strategy supports what we do here to benefit student outcomes.

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.

We will continue our alignment of the curriculum to the state standards and we endeavor to increase the number our level 4s by providing enrichment activities in all math classes and a Regents math course of study, to a select number of high level students. Budgetary considerations are what we need from central.

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed

either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

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

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

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

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?

Our teachers only engage in direct instruction during guided practice which is only a small part of the instructional time period in the workshop model. Teachers maintain conference binders which include notes on each student's reading habits and next steps, portfolios of student work and data taken every 6 weeks to determine individual student levels in reading progress. Writing rubrics are used to identify individual students areas of success and weakness.

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.

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 (SOM²)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

Our 37.5 minutes is devoted to developing student automaticity with their facts 2 days a week; an area that we find lacking across the grades. This instruction is done with games from EDM, or the web in all grades. Although I would agree that direct instruction is extensive, students also break into groups, work on real life problems and all portfolio tasks address relevant topics that require them to think beyond the box using examples where math is used in daily life. Enrichment activities are also offered to high achieving math students. Technology, however, is lacking in many of the math classes. We use SMART Boards in the middle school and some elementary classes, but we are working on getting teachers comfortable with using technology; many are at different levels of proficiency.

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?

What we do here is supported by our results. However, the technology component is lacking and we will begin to address it school wide.

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.

We will address how we can implement technology in all the math classes via professional development. This will take time to provide needed professional development and budgetary support for additional SMART boards when teachers are ready to use them.

² 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. Not Relevant. I have very little turnover. Only 2 teachers left last year: one to retirement and the other to a teaching position out of the country.

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?

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.

I would have to agree with this statement. We provide the necessary 7.5 hours of ESL required training for our teachers. It is not enough. We also provide opportunities for teachers to attend professional development provided by the LLSO. We have them come to the school. QTEL is expensive and also the feedback from the teachers is that the professional development talks about research but little in the way of concrete day to day methodology and hands-on activities that teachers can take back to their classes and use as an exemplar.

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?

When looking at teacher's lessons plans, many do not have the required language objective required and express difficulty in developing one.

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.

As a school we have developed vocabulary cards for all students which incorporate drawing a picture to illustrate the word, (an ESL methodology) using their own definition, looking it up in the dictionary, syntax and putting the word in a sentence. We are working on student writing as a school, taking into consideration the needs of our subgroups. We continue to provide professional development and offer workshops for parents on how they can help their child at home.

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.

We believe that this finding is not relevant as at this school we target ELLs by placing them in the same class to address their academic needs and to facilitate the services that are provide by the ESL team. Teachers are given both in June and September their students' NYSESLAT scores and the ESL team confers with the classroom teachers as to the significance of the scores and advises on instructional strategies in order for our ELLs students to succeed. Conferencing with the teachers happens regularly. We specifically created two sheltered immersion classes with a licensed ESL teacher to better meet the needs of our ELL students.

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?

Our ELLs gained a proficiency percentage of 29.2 in ELA and in mathematics 33.3% in 08-09.

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.

This finding is not relevant to our school because we follow the dictates of Chapter 408. Every teacher that has a special needs student in their class is given a current copy of the IEP at the beginning of the school year. As reviews occur the old IEP is shredded and a new copy is given to all teachers who service the child. Whenever a child shows improvement in a subject area we support that growth by mainstreaming the student into the general education class and monitor progress. There is collaboration and consultation between the

general ed and special education teacher. We encourage a pull-in model, especially in the middle school, so that the student can receive support in the general education setting. General Education teachers are advised throughout the year how to best modify the curriculum for these students.

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?

Our special education students have shown consistent improvement in ELA & Math. 48.4% of these students have shown proficiency gains as documented in our school's report card.

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.

When a situation exists that requires a behavior intervention plan, the plan is formulated in collaboration between the teachers, parents, guidance counselors, administration and the student. Realistic goals are set for the student. Basically, the lack of alignment comes from the unrealistic expectations that the state has for some of these students. When you have a child that tests at a second grade level, but is taking a tests for the 5th grade, that student is spending hours of unnecessary frustration, so the disconnect is between the child's ability and the state requirements for grade level testing. Academic management needs (environmental modifications and human/material resources) an the social/emotional management needs section of every IEP is written clearly so that the general education or special education teachers can implement the goals and objectives on the IEP. Lines of communication are always open between all staff and administration should any issues arise. Testing modifications are strictly adhered to for all mandated testing and all attempts are made to provide modifications for classroom exams and quizzes.

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?

Our special education students have shown consistent improvement in ELA & Math. 48.4% of these students have shown proficiency gains as documented in our school's report card.

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

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.)

We do not have any STH this year. Last year we had one student. The demographics report is in error. However, when we have had STH we have engaged the school community for support by providing counseling, monitoring of attendance by the attendance teacher, making connections between the parent and the family worker. Further, we have provided school uniforms whenever necessary to insure that these students feel welcomed and a part of our school community. We also assist with school supplies and trips fees should that become an apparent need. Communication with the parent and student is ongoing.

2. Please describe the services you are planning to provide to the STH population.
Should we have any students we will continue to provide the services that have been mentioned in question 1.

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.