



**P.S. 022 THOMAS JEFFERSON**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: P.S. 022 THOMAS JEFFERSON**  
**ADDRESS: 153-01 SANFORD AVENUE, QUEENS, NY, 11355**  
**TELEPHONE: 718-762-4141**  
**FAX: 718-358-1260**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 25Q022      **SCHOOL NAME:** P.S. 022 Thomas Jefferson

**SCHOOL ADDRESS:** 153-01 SANFORD AVENUE, QUEENS, NY, 11355

**SCHOOL TELEPHONE:** 718-762-4141      **FAX:** 718-358-1260

**SCHOOL CONTACT PERSON:** Priscilla Milito      **EMAIL ADDRESS** pmilito@schools.nyc.gov

**POSITION / TITLE**      **PRINT/TYPE NAME**  
**SCHOOL LEADERSHIP TEAM CHAIRPERSON:**      Dianne Lobasso

**PRINCIPAL:** Priscilla Milito

**UFT CHAPTER LEADER:** Leah Lewis

**PARENTS' ASSOCIATION PRESIDENT:** Jennifer Lugo

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

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

**DISTRICT:** 25      **SSO NAME:** Integrated Curriculum and Instruction Learning Support Organization

**SSO NETWORK LEADER:** Miller, Peggy

**SUPERINTENDENT:** Diane Kay

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

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

Name	Position and Constituent Group Represented	Signature
Priscilla Milito	Principal	Electronic Signature Approved.
Leah Lewis	UFT Chapter Leader	Electronic Signature Approved. Comments: approved at meeting
Adrienne Ricciardi	UFT Member	Electronic Signature Approved. Comments: Approved at meeting
Dianne Lobasso	UFT Member	Electronic Signature Approved. Comments: Approved at meeting
Jeanne Powers	UFT Member	Electronic Signature Approved. Comments: Approved at meeting
Laura Kavourias	Parent	Electronic Signature Approved. Comments: Approved at meeting
Karen Rivard	Parent	Electronic Signature Approved. Comments: Approved at meeting
Joseph Hamerton	Parent	Electronic Signature Approved. Comments: Approved at meeting
Je Eun Son	Parent	Electronic Signature Approved. Comments: Approved at meeting

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

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

## **SECTION III: SCHOOL PROFILE**

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

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

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Mission: Learners Today, Leaders Tomorrow

Vision: All students will be given an opportunity to become self-assured, competent learners in a safe and supportive environment. It will be a place where all students are expected to succeed. The multiple support services assist classroom teachers in meeting individual needs of all students and engage students in a modality of learning styles. In addition to the 38 classroom teachers (Pre-K-5), P.S. 22 offers full time (2) Science, RCCP, Technology, Physical Education, Music, Visual Art teachers, and cycled Orchestra and Dance/Theater teachers from community organizations. Five ESL teachers service the approximately 280 ELLs. Under Title III funding 20 sessions of Ballroom dancing is offered to two 4th and two 5th grade largely ESL classes; and an additional licensed ESL teacher has been hired to service new comwe ELLs above the mandated time requirements. The full time guidance, speech and SETSS teachers service special education students based on their IEPs, and service other students who are deemed at risk by the Academic Intervention Team and classroom teacher. All maintain a program of push in where applicable to alleviate the need to remove students from their classroom. There are also part time OT and PT, APE, Vision, Mobility, Hearing support personnel. A Literacy coach offers professional development support to all teachers, and additional one on one support to teachers who are new or new to a grade, and teachers who have several deficits in instructional practice. She also helps teachers prepare the students for the state assessments and help them to analyze data to better meet the needs of their students. Enrichment programs are offered: Extended Day: Art Club (grades 2/3 and 4/5), Recorder Ensemble, Health Program, Student Government, Science Explorers and Chorus (grade 2/3 and 4/5). Parent and community involvement is strongly encouraged and increasing annually. A DOE parent ESL program is housed at PS22 offering English language acquisition to parents 3 days a week. Parent workshops enable parents to understand the work their children are engaged in during the school day. Parent workshops are offered in use of ARIS data, a look into curriculum and instruction, homework help, parenting, and other areas parents express an interest in. These workshops give parents the tools they need to keep the learning going outside of the school. Principal and parent formal conversations are held monthly at times convenient to parents to communicate new innovations going on and to hear the voices of parents. Collaboration with community organizations such as NY Cares, visitations by local authors and a Read-In program (JHS 189) local middle school enrich programs already offered. Our Core Inquiry Team will support sub-inquiry teams and look at data across the school to better understand the needs of all students and monitor their growth based on implementation of curriculum and teaching methodologies. For the school year 2009-2010 there will be 12 sub-inquiry teams carefully monitoring targeted students' progress. All of the above evolves continuously based on student, staff and parent need to ensure success for all. Our focus will continue to be teaching students to be independent thinkers and be in charge of their learning. We believe that continued focus on literacy and math will give the students the necessary tools and knowledge to achieve this goal.

**SECTION III - Cont'd**

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	P.S. 022 Thomas Jefferson				
<b>District:</b>	25	<b>DBN #:</b>	25Q022	<b>School BEDS Code #:</b>	25Q022

DEMOGRAPHICS									
Grades Served in 2008-09:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			

<b>Enrollment:</b>				<b>Attendance: - % of days students attended</b>			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
Pre-K	36	68	45		96.1	96.3	96.1
Kindergarten	96	98	128				
Grade 1	121	97	108				
Grade 2	103	124	112	<b>Student Stability: - % of Enrollment</b> (As of June 30)	2006-07	2007-08	2008-09
Grade 3	93	103	119		90.6	91.7	90.90
Grade 4	97	98	123				
Grade 5	105	101	107	<b>Poverty Rate: - % of Enrollment:</b>			
Grade 6	107	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 7	0	0	0			90.6	91.7
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 11	0	0	0		1	0	1
Grade 12	0	0	0				
Ungraded	0	1	0	<b>Recent Immigrants: - Total Number</b>			
Total	758	690	742	(As of October 31)	2006-07	2007-08	2008-09
					49.0	34.0	40

<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number</b>			
(As October 31)	2006-07	2007-08	2008	(As of June 30)	2006-07	2007-08	2008-09

# in Self-Contained Classes	8	11	11				
# in Collaborative Team Teaching (CTT) Classes	0	8	15	Principal Suspensions	18	11	TBD
Number all others	28	18	23	Superintendent Suspensions	2	0	TBD
<i>These students are included in the enrollment information above.</i>							
				<b>Special High School Programs: - Total Number:</b>			
<b>English Language Learners (ELL) Enrollment (BESIS Survey)</b>				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	254	244	271	<b>Number of Staff: - Includes all full-time staff:</b>			
# ELLs with IEPs	1	8	9	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	49	52	53
				Number of Administrators and Other Professionals	5	6	8
<b>Overage Students: # entering students overage for grade</b>							
(As of October 31)	2006-07	2007-08	2008	Number of Educational Paraprofessionals	N/A	2	2
	0	0	0				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008	% fully licensed & permanently assigned to this school	100.0	98.1	98.1
American Indian or Alaska Native	0.3	0.1	0.1	Percent more than two years teaching in this school	83.7	82.7	84.9
Black or African American	2.5	2.2	2.6	Percent more than five years teaching anywhere	69.4	67.3	71.7
Hispanic or Latino	27.2	26.4	28.7				
Asian or Native Hawaiian/Other Pacific Isl.	64.2	65.9	63.2	Percent Masters Degree or higher	94.0	94.0	92.0
White	5.8	5.4	5.3	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.4	100.0	94.9
Multi-racial							
<b>Male</b>	53.6	52.3	52.4				
<b>Female</b>	46.4	47.7	47.6				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY						
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:				
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>						
<input checked="" type="checkbox"/>	In Good Standing (IGS)					
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 1					
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 2					
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 1					
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 2/Planning for Restructuring (PFR)					
<input type="checkbox"/>	NCLB Restructuring - Year ____					
<input type="checkbox"/>	School Requiring Academic Progress (SRAP) - Year ____					
<b>Individual Subject/Area Ratings</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
	ELA:			ELA:		
	Math:			Math:		
	Science:			Grad. Rate:		
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>						
<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
	ELA	Math	Science	ELA	Math	Grad. Rate
<b>All Students</b>						
<b>Ethnicity</b>						
American Indian or Alaska Native						
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander						
White						
<b>Other Groups</b>						
Students with Disabilities						
Limited English Proficient						
Economically Disadvantaged						
<b>Student groups making AYP in each subject</b>	0	0	0	0	0	0

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	75.4	Quality Statement Scores:	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	6.8	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)	19.5	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)	44.6	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	4.5	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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

## **SECTION IV: NEEDS ASSESSMENT**

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

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

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

Reviewing Quality Review Report, Progress Report, ARIS, Periodic Assessments, Surveys from staff and parents the following are noted: Our strengths include on-going Professional Development, large classroom libraries, a staff dedicated to addressing students' needs in an attempt to overcome the barriers - large ESL population, an even larger parent population that does not speak English, mobility, attendance issues (travel to homeland for 4-6 weeks), best practices are implemented through collaboration and on-going professional development. Many of the staff speak languages other than English and assist in translation for parents, and help to make parents feel comfortable and welcomed into the school community; and for those staff members not speaking a parent's native language, they have become comfortable and adequate in the use of DOE phone translation services. Almost all children achieve levels above 1 due to at risk SETSS, Speech Counseling, and 30 minutes of AIS daily, individually or in small groups to help students be successful, therefore, enabling them to be promoted to the next grade. All 5th grade students achieve levels 2-4 enabling them to be promoted to middle school. ELA finding - students in grades 3 and 4 did better than 5th grade students. Analysis - need to raise level of curriculum taught and how skills and strategies are being taught. Collaboration and professional development are offered on an as need basis, and lead teacher teams have been formed for both Literacy and Social Studies to align curriculum with State/NYC standards across grades. Teachers are growing in their ability to not only gather data, but to analyze it and use it to plan appropriate and differentiated instruction based on need and demographics. A Professional Reading Study Group headed by Assistant Principal meets regularly to discuss information gathered from professional readings, and to turn key to staff new approaches/ideas in education. The School Based Inquiry Team has expanded and supports 12 sub-inquiry teams consisting of more than 90% of eligible staff that work collaboratively, and share their work with colleagues. Though data indicates student scores are progressing in all curriculum areas our biggest concerns are with student growth in Reading and Math as evidenced by a lack of increase in students scoring at levels 3 and 4 as measured by the NYS ELA Assessment (a majority of students appear to remain at their previous levels), and a lack of 1 year growth as measured by the NYS ELA and Math Assessments for grades 4 and 5 mostly among the high level 3 and level 4 students. An Enrichment Program (Mon. - Thurs.) has been implemented for students in grades 2-5 for level 3 and 4 students to further develop students' academic talents through the arts, community work, technology, the sciences, and health. We will continue to address concerns among administration, staff and parents as indicated on the LES. To improve students' knowledge of their community, country and the world we have initiated a new social studies curriculum, Understanding By Design, based on NYS/NYC curriculum standards. A core Social Studies team has been formed

and meet monthly with Assistant principal to collaborate and plan across grades a comprehensive Social studies curriculum. Results should be apparent in 5th grade NYS Social Studies test in Fall 2010 after the new program has been in place for a year.

## SECTION V: ANNUAL SCHOOL GOALS

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

Annual Goal	Short Description
<p>Reading: By June 2010 70% of students in grades 4and5 will demonstrate a minimum of one year of growth as indicated on the 2010 NYS ELA, as compared to 65% on the 2009 NYS ELA as measured by proficiency ratings from 2009 to 2010.</p>	<p>100% of teachers will participate in professional development around the use of data and using that data to provide differentiated literacy instruction to children that will meet the needs of individula children and help them to grow a minimum of one year.</p>
<p>Inquiry Team: To increase targeted student (grades K-5, including subgroups ELLs and Sp. Ed) performance by 1-1 1/2 years growth in specific curriculum area(s) of identified weaknesses (content/skill/subskill) as measured by individualized student growth from Fall 2009 to June 2010, by increasing the number of teachers participating in Inquiry work.</p>	<p>With the increased number of teachers participating in Inquiry Teams across the grades and curriuclums, more students will be involved in inquiry work and individualized needs will be attended to, thereby affecting the growth of these targeted students, and many students with the same educational issues. Additionally, with the focus on the Conditions of Learning, overall instruction will improve.</p>
<p>Social Studies: By November 2010 95% of 5th grade students will achieve standard levels (3/4) as measured by the NYS Social Studies Assessment, as compared to 93% of 5th grade students scoring at levels 3 and/or 4 on the 2009 NYS Social Studies Assessment.</p>	<p>Each grade level team of classroom teachers, K-5, will participate in on-going professional development, planning and sharing of best practice to implement a coherent, comprehensive social studies curriculum which engages each grade level team in curriculum mapping that includes horizontally and vertically aligned curriculum.</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) :**

**Reading**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Reading: By June 2010 70% of students in grades 4and5 will demonstrate a minimum of one year of growth as indicated on the 2010 NYS ELA, as compared to 65% on the 2009 NYS ELA as measured by proficiency ratings from 2009 to 2010.</p>
<p><b>Action Plan</b> <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>Target Population: students in grades 4 and 5</p> <p>Implementation: Fall 2009-June 2010</p> <p>Projected Gains: minimum of 1 year growth; 1 1/2 year growth for level 1 students</p> <p>Teachers will use a variety of assessments including but not limited to running records, TC Assessments in reading and writing, periodic assessments and conference notes, and 2009 state ELA item analysis to track student progress and plan and implement strategic lessons based on individual needs.</p> <ul style="list-style-type: none"> <li>• PD will be provided to teachers on administering these assessments, to ensure that there is a consistency across grades in proper administration of these assessments</li> <li>• PD and ongoing support will be provided on how to lookat and analyze this data to differentiate instruction for children.</li> <li>• Administration to monitor growth of student reading levels periodically - Sept, Nov, Jan, March and June to ensure progress towards minimum of 1 year growth</li> <li>• Development and support of sub inquiry teams whose focus will be to improve student</li> </ul>

	<p>progress at a minimum of one year.</p> <p>Professional development including but not limited to developing a quality balanced literacy program throughout all grades k-5.</p> <p>Staff to attend TC calendar days that address reading instruction and work in lab sites with TC staff developers.</p> <p>Data specialist and Literacy Coach in collaboration with classroom teachers to identify areas of need for students in grades 4 and 5 based on item analysis/assessment information. (scheduled preparation periods)</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Budget will be used to fund the following:</p> <ul style="list-style-type: none"> <li>• Full time literacy coach - Title I and C4E</li> <li>• P/T data specialist - TL FSF and TL Data Specialist</li> <li>• 2 Teachers College staff developers - Title I SWP</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>2010 NYS ELA test results measuring yearly progress for students in grades 4 and 5.</p> <p>TC reading assessments including reading levels, fluency and comprehension, assessed a minimum of every two months.</p> <p>ELA periodic assessments including reading levels and comprehension assessed two times during the year.</p> <p>Student Conference note assessments conducted a minimum of once a week.</p>

**Subject Area**  
(where relevant) :

**Inquiry Team**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Inquiry Team:</b>          To increase targeted student (grades K-5, including subgroups ELLs and Sp. Ed) performance by 1-1 1/2 years growth in specific curriculum area(s) of identified weaknesses (content/skill/subskill) as measured by individualized student growth from Fall 2009 to June 2010, by increasing the number of teachers participating in Inquiry work.</p>
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<p><b>Action Plan</b>  <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>Implementation timeline: September 2009 - June 2010</p> <p>Continue and expand using ARIS Connect and Inquiry Interface as places to share ideas and findings concerning inquiry work.</p> <p>Encourage/Approve Inquiry work as the Alternative to Observation. Multiple Inquiry Teams will be established across the school to conduct action research to support improving student achievement.</p> <p>Inquiry teams will meet regularly to collect and analyze data, to make instructional decisions for targeted children and to monitor and revise these instructional decisions as needed.</p> <p>Facilitator from Core Inquiry Team assigned to each sub inquiry team meets a minimum of 1x month with team to discuss, review student progress and conditions of learning, and to guide team. Core members then share out at bi-monthly meetings. In addition Administration and Core members monitor student progress on Interface.</p> <p>All level 3 targeted students (who fall into the lowest 1/3) are expected to make a minimum of 1 year gain by June 2010, and those targeted students at level 1 and 2 are expected to make 1 1/2 year gain by June 2010, in curriculum area of concentration (content area/skills/subskills) as measured by the individualized June goal set by the inquiry team member servicing that student.</p> <p>Technology Intern, Literacy Coach, data specialist and Network Staff will support Inquiry Teams when/where needed. (scheduled common preparation periods, Extended Day). Professional development will support inquiry teams in the use of accountability tools and in the action research model of inquiry.</p> <p>Data specialist and Technology Intern will assist in use of ARIS, and entering and analyzing data on Inquiry Space. (scheduled common preparation periods, on an as need basis)Support by School Based Inquiry Team</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Budget will be used to fund the following:</p> <p>Technology Intern - TL Fair Student Funding</p> <p>Data Specialist - TL Fair Student Funding, TL Data Specialist</p>

	Literacy Coach - Title I, Contract for Excellence
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<p>Inquiry Space on ARIS showing extent of inquiry work</p> <p>Inquiry team agenda/minutes/logs</p> <p>Workshop/PD agendas</p> <p>Observation alternatives</p>

**Subject Area  
(where relevant) :**

**Social Studies**

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<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<p>Social Studies: By November 2010 95% of 5th grade students will achieve standard levels (3/4) as measured by the NYS Social Studies Assessment, as compared to 93% of 5th grade students scoring at levels 3 and/or 4 on the 2009 NYS Social Studies Assessment.</p>
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<p>In the spring of 2009, a team of teachers and administrators met to begin conversations over how instruction in social studies could be improved across the entire school.</p> <p>Grade level teams are now established to meet and plan social studies curriculum, creating curriculum maps for each grades use – this will ensure coherence of social studies curriculum across the grade.</p> <p>A schoolwide social studies committee, consisting of administration, one teacher from each grade and additional staff will oversee and facilitate this work to ensure a vertically-aligned, horizontally-aligned, coherent social studies curriculum across the school – they will meet regularly to discuss progress and issues and support staff.</p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Technology Intern - TL FSF</p> <p>Technology Specialist - TL FSF, Title I ARRA SWP</p> <p>Techquip - TL FSF</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Supervisory observations of social studies lessons.</p> <p>Student work samples/portfolios</p> <p>Teacher lesson plans/curriculum mapping indicating on-going lessons that are horizontally and vertically aligned across curriculums and grades.</p> <p>Student interest/enthusiasm levels in Social Studies lessons as noted by increased student participation.</p>

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

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

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

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

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	18	13	N/A	N/A	1	1		2
1	35	17	N/A	N/A	2	1	1	8
2	20	8	N/A	N/A	4	1	3	8
3	17	6	N/A	N/A	3		2	6
4	21	7	9	10	6	1	3	7
5	26	8	5	7	7	2	1	5
6								
7								
8								
9								
10								
11								
12								

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

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

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

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<p>Foundations K-2 and Words Their Way K-5, in addition to all students getting these programs daily at risk students will get additional practice 2x week in small group during Extended Day; focused reading instruction - Voyager for Sp. Ed students in grades 4 and 5: small group during AIS period and Extended Day; Guided Reading and strategy lessons: small group during school day 2-3x/week; Imagine Learning for B and I ELLs: individual student time on computer daily for 15 minutes during school day and/or Extended Day; and Reading Recovery for grade 1 students: one-to-one daily for select students during school day, Reading Recovery strategies by RR teacher: other grade 1 students during AIS and grade 2 students during Ext Day; After school ESL Program- language acquisition using all modalities/ELA test prep: both one-to-one and small group for 1.5 hours for 5 Friday sessions .</p> <p>Professional development is offered by Literacy coach during extended day through modeling with students, thus affecting student outcome.</p>
<b>Mathematics:</b>	<p>Everyday Math Games: 1x week all classroom teachers focus 15 minutes of game day time on at risk students in small groups during school day; on-line</p>

	<p>Everyday Math Program: 1-2 X week during AIS time, Extended Day and during school day -individual on computer. Math coach works with most struggling 4th graders M-F during AIS time in small group and 5th graders M-Th during Extended Day in small group.</p>
<b>Science:</b>	<p>during school day classroom teachers and/or science teachers during scheduled sessions, work individually or with small groups of students having difficulty with science concepts during independent science work.</p>
<b>Social Studies:</b>	<p>Individualized and small group instruction based on student need during the regular day by classroom teacher, and within scheduled time by RCCP and technology teachers; during AIS and Extended Day for at risk 5th grade students during the month of October and Nov just prior to NYS test, by classroom teacher and other support teachers during Ext. Day.</p>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<p>Individual/group counseling during the school day and Extended Day for all students needing guidance in following rules, expressing themselves appropriately, getting along with peers and adults, and any issues that effect a student's academic progress. Also, family issues that may be interfering with student academically, emotionally or socially.</p>
<b>At-risk Services Provided by the School Psychologist:</b>	<p>Individual counseling during the school day with Spanish speaking students seen last year, since a relationship had been developed. Pyschologist will assist students needing guidance in following rules, expressing themselves</p>

	<p>appropriately and getting along with peers, and family issues that may interfere with student's academical, social or emotional progress.</p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p>Individual counseling during the school day with Spanish speaking students (and Spanish speaking parents) some of whom a relationship was established previous year; assist students needing guidance in following rules, expressing themselves appropriately and getting along with peers, and family issues that may interfere with student's academical, social or emotional progress.</p>
<p><b>At-risk Health-related Services:</b></p>	<p>Small group Open Airway Asthma Program, for students with 504s for asthma medicine during student recess for mandated 6 sessions per group. Also, any health issues that develop during the school year on an as need basis. Physical Education teacher works with select group of students grades K-5 during Ext. Day with a nutrition and exercise program.</p>

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

*NCLB/SED requirement for all schools*

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

### **LAP 2009**

#### **Part II: ELL Identification Process**

1. Student registration that takes place once school has begun in September is organized by the Pupil Accounting Secretary, Pauline McCleary. She is often assisted by school aides, the Parent Coordinator, Liliana Coltelli, and parent volunteers who speak various languages. Beginning immediately, a pedagogue trained in the administration of the HLIS (one of the ESL teachers) will also assist with each registration in an effort to expedite the initial identification of possible ELLs by administering the HLIS, including the informal oral interview and the formal assessment. Beginning in August 2010, a pedagogue will also be present for registration that takes place in the summer before the start of school, which is also handled by Mrs. McCleary. Since Chinese is PS 22's largest and still growing population, every effort will be made to have Chinese-speaking personnel present at registration, as well as Spanish and Korean. Translation services will be used if necessary. The HLIS is offered to the parents at registration in their home language and/or English as requested or as deemed necessary. Once home language has been determined during the interview process, using the OTELE codes, admission data is input into ATS by the Pupil Accounting Secretary, Pauline McCleary. The LAB-R is administered by an ESL teacher (Rachel Emproto, Wei Fei, Mary Frangias, Ellen Frankel, Adrienne Ricciardi) within 10 days of the student's entry into the school as the first formal evaluation. If indicated, the Spanish LAB is then administered (Adrienne Ricciardi, certified Bilingual Spanish CB.) Exams are hand-scored in order to provide immediate information for class placement and differentiated instruction. Parents of students who are transfers from within NYC do not fill out a new HLIS; exam history (HIST) is looked at on ATS immediately to determine eligibility for ESL services. Transfers from within NYS may have a NYSESLAT score; an ESL teacher will call the sending school to enquire.

All entitled ELLs are annually evaluated using the NYSESLAT. In order to ensure that all students are tested, the RLER is run from ATS for both the LAB-R and the NYSESLAT. RADP reports are periodically run to ensure that no new admits (either new to the system or transfers) have been overlooked. Pre-slugged answer documents, when they arrive, are double checked against these reports and also against running class lists of entitled students. A checklist is made by the ESL Department for each class (ROCL) and each answer document is checked off when completed. A checklist for scoring the Writing portion of the NYSESLAT has been created; a label with student information is affixed to each checklist.

2-3. Once a child is determined to be entitled to ESL services or not, parents are notified with the appropriate letter in the appropriate home language (Letter C, Letter E). For entitled students, an invitation to attend the Parent Orientation Meeting is attached. Additionally, Letters G (Continued Entitlement) and H (Transition) are sent to parents at the beginning of the school year in the appropriate home language. In 2009, letters were sent in Albanian, Bengali, Chinese, English, Korean, Punjabi, Russian, Spanish and Urdu. The Parent Coordinator's name (Liliana Coltelli) is listed in all appropriate places; Adrienne Ricciardi is named as the ESL contact person for questions and for return of program selection letters, along with the school telephone number. All letters are given to classroom teachers for distribution to parents with a cover note of explanation for the teachers.

The first Parent Orientation is held at 8:00 AM, the beginning of the school day, on a date earlier than that listed on the Parent Survey as the return date. A specific agenda is followed: introductions to personnel, descriptions of the three program models and current research about each, viewing of the Parent Orientation Video in various languages, distribution of Parent Surveys to those who did not bring theirs with them or who want a new copy, help in filling out the surveys (Wei Fei-Chinese, Adrienne Ricciardi-Spanish, Sarah Yi [classroom teacher] or parent

volunteer-Korean), collection of surveys, discussion of program availability at PS 22 and other schools (including state mandates for formation of classes), general questions and answers, refreshments. The second Parent Orientation is offered several weeks later, in the evening, just before a scheduled PTA meeting. The third contact is by mail. If the Parent Survey is not returned by the time of Parent Teacher Conferences in November, the child's ESL and/or classroom teacher will have a survey ready for the parent to fill out at that time. Further parent outreach is made by telephone (using the translation service when necessary). In addition to scheduled meetings and contacts, parents are encouraged to visit or call the school at any time with questions. Efforts are made for every parent to understand the importance of filling out the survey and making a program choice for his child, including the fact that the default program is Transitional Bilingual Education as per CR Part 154. All surveys will be filled out and returned before the BESIS collection.

Identification, interview of parents and assessment of potential ELLs is an ongoing process that continues throughout the year as new students are registered.

The ESL contact person for survey collection and monitoring is Adrienne Ricciardi. A ROCL is printed for each class. It is used as a data checklist to record information for both new entrants and continuing ELLs: receipt of completed HLIS, home language and language requested by parents for communications from school, name of letter disseminated to parents and date of such (including subsequent letters for those not returned the first time), receipt of Parent Survey and Program Selection Form, parent choice, dissemination of placement letter and date. When the entire process has been completed, the original Parent Survey gets attached to the original HLIS and is placed in the student's cumulative record folder. A copy of each is kept in the ESL Department files.

4. As Parent Survey and Program Selection Forms are returned, a tally sheet is kept to monitor the number of surveys returned and the selections made. Initially, all entitled students are placed in the Freestanding ESL Program at PS 22, in the appropriate class to receive the mandated number of minutes of ESL instruction based on their proficiency level on the NYSESLAT or the LAB-R. When the threshold of fifteen students of one language in one grade or two contiguous grades whose parents are requesting either a Transitional Bilingual or Dual Language class is met, parents will be called in by the administration and the ESL Department for an additional meeting (in their native language) to discuss program choices and program goals. An attempt will be made to form a bilingual class if necessary.

5-6. Based on recent data (2007-2009) from the Parent Survey and Program Selection Forms, the clear choice of parents at PS 22 is for a Freestanding ESL Program, which we have in place. There is a trend among Chinese parents in kindergarten to opt for a bilingual model, but to date there has not been a sufficient number to begin a class. In the past, there has been a slight tendency among Korean parents of students in grades 2 and above to opt for a Transitional Bilingual model. Given the extremely limited opportunities for transfer, no parent has exercised a transfer option.

2007-08 (Gr. K-5)	Transitional Bilingual	Dual Language	Freestanding ESL
Chinese	14	10	9
Korean	7	0	11
Spanish	4	0	8

2008-09 (Gr. K-5)	Transitional Bilingual	Dual Language	Freestanding ESL
Chinese	14	7	23
Korean	6	0	5
Spanish	6	5	14
Other	1	0	7

2009-2010 (Gr. K-5)	Transitional Bilingual	Dual Language	Freestanding ESL
Data as of 10/29/09			
Chinese	8	12	20
Korean	1	1	7
Spanish	0	1	11
Other	2	1	0

### Part III: ELL Demographics

#### Programming and Scheduling Information

1-2. PS 22 has a Freestanding ESL Program in which all entitled students are served in a 100% collaborative push-in instructional model. To ensure consistency and alignment of instruction and planning, and to assure that the mandated number of instructional minutes are provided as per CR Part 154, there are two or more dedicated ESL classes on each grade, with one ESL teacher assigned to the grade whenever possible. PS 22 currently has five full-time, fully certified ESL teachers and one classroom teacher who holds an ESL license (teaching a dedicated ESL class.) Another classroom teacher of an ESL class holds a Bilingual Chinese license. Articulation between classroom and ESL teachers is scheduled. All mainstream classes at PS 22 are heterogeneous and travel in a block; most classes with entitled students include students in all proficiency levels (B through P), with a few having only Advanced and Proficient students. Most also have some English speaking students as well. PS 22 runs on a 7-school day, 45-minute period schedule. Across a month, ESL teachers spend a minimum of either 360 or 180 minutes per week in each class delivering explicit ESL instruction, sometimes including the 30-minute daily AIS block as mandated ESL instructional time. Classroom teachers provide the ELA instruction. Entitled ELLs in self-contained Special Education or CTT classes are fully served as per their IEPs.

3. ESL teachers refer to standards-based content area curriculum calendars for all subject areas, incorporating ESL strategic methodologies and instructional strategies alongside ELA methodologies to provide a balanced literacy program that is aligned with learning standards and core curriculum in ESL, ELA and content areas. Explicit ESL and scaffolded content area instruction are delivered in English in whole class, small group and individual settings, with planning based on curriculum calendars and ongoing assessments, both formal and informal. More than half of the ESL teachers are bilingual and offer support to students, parents and staff with academics and other issues. Bilingual books, glossaries (math, science, social studies) and dictionaries are available and used by students and teachers to help make content comprehensible. A variety of approaches and methods are used by both classroom and ESL teachers such as Shared Reading, Guided Reading, Shared Writing, Interactive Writing, Deconstruction/Reconstruction, Mapping Meaning to Text, Demystifying Figurative Language, and Word Play with BICS and CALP. Charts modeling correct language usage and content vocabulary, as well as various graphic organizers, are an integral part of instruction at PS 22. Classroom teachers and ESL teachers sometimes share the whole class instruction through parallel teaching, station teaching, team teaching, or the one teach one observe model, in order to further enrich language development for all students.

4.

a. SIFE students receive the mandated ESL instructional time. In addition, depending on their individual needs for instruction in language arts and/or mathematics, they receive additional instruction during AIS, Extended Day, Title III and At Risk programs.

b. Newcomers receive the mandated ESL instructional time, which includes differentiated small group instruction based on both formal and informal assessments. Scaffolds such as pictures, charts, and realia, as well as computer-based instruction such as Starfall and Imagine Learning are an integral part of the newcomer program. Traditional ESL texts such as New Horizons in English (Addison-Wesley) and

Newcomer Program (Prentice Hall Regents) may be used when appropriate. During the writing period, newcomers are offered paper suited to their level of English proficiency. Teachers of ELLs often place them in triads where they can listen to peers as models. They also receive additional instruction during AIS, extended day, and in Title III programs. Students who will be taking the ELA for the first time receive additional instruction to help them become accustomed to the exam.

c-d. ELLs receiving services for 4-6 years and Long-Term ELLs (completed 6 years) receive the mandated ESL instructional time for their proficiency level on the NYSESLAT. Small group differentiated instruction is provided by both the classroom and the ESL teacher during the school day and during AIS, extended day and in Title III programs. Based on formal and informal assessments such as NYSESLAT, ELL Periodic exams, ITAs, and teacher-made assessments, and through the work of Sub-Inquiry teams, students in these categories will receive specific strategy lessons in listening, speaking, reading and/or writing. To help meet the performance standards in listening, students listen to books on tape or computer based listening websites, play listening games and take part in additional read aloud and explicit listening strategy lessons. Small group and individual instruction for speaking skills include choral reading, Readers Theater, dialogues, repetition drills and formal and informal conversations with teachers and peers. Students who need help meeting performance standards in reading may be involved in commercial programs such as Voyager, Starfall, Imagine Learning, Foundations, Words Their Way, Scholastic Guided Reading and Reading Recovery. These students, who often have fluency but lack academic language, receive focused strategy lessons in academic vocabulary and usage. Additional personnel such as the Literacy Coach help to further differentiate instruction for these students. Ongoing testing with Running Records checks their reading progress frequently and helps to drive instruction. Pre-teaching of content area vocabulary also aids in content area comprehension for these students. To help students meet performance standards in writing, students might also (in addition to the strategies listed above) receive explicit instruction in writing development, organization, language use and mechanics.

e. ELLs with disabilities are served as per their IEPs. Those who are x-coded do not receive any explicit ESL instruction, but are included in NYSESLAT and ELL Periodic testing with test accommodations according to NY State and their IEPs. ELLs whose IEP recommends ESL receive the mandated number of minutes of ESL instructional time in a push-in program with differentiated instruction based on Special Education, ESL and ELA methodology. Other ELLs receive At Risk services through SETTS, SBST and guidance counseling, hearing, speech, OT and PT, as well as receiving their mandated minutes of ESL. ELLs who have been referred to the Committee on Special Education continue to receive mandated ESL services.

5. ELLs at PS 22 are served by the same intervention programs as non-ELLs. For all subjects, students are served in the AIS and Extended Day programs, with differentiated instruction provided, using programs such as Voyager and Scholastic Guided Reading. There is a Reading Recovery program, as well as At Risk and SETTS programs. Everyday Math is used at PS 22; the Spanish version is used, as well as the Differentiation Handbook to individualize lessons for ELLs. Math manipulatives help to make content comprehensible at all levels. Bilingual glossaries (science, social studies, math) for newcomers are available in many languages and are distributed for classroom and home use. Bilingual dictionaries are available in all classrooms. There is a Title III ESL program for Beginner and Intermediate ELLs. All programs are offered in English.

6. Transitional students are usually placed in the dedicated ESL classes, especially in year one after scoring Proficient on the NYSESLAT, in order to take advantage of the services of the push-in ESL teacher. As per the NY State Education Department, these students receive the same test accommodations as ELLs for two years following their exit from the program, including the use of bilingual glossaries and bilingual versions of exams.

7. In 2009-2010, PS 22 has become a Project School in the TC Reading-Writing Project with professional development and support provided by consultant teachers. Additionally, many classrooms are now using the Understanding by Design program for social studies. During Extended Day, we now offer an Enrichment Program as well as a remedial program. We are also investigating and considering a ballroom dancing program.

8. There are no planned changes in the services and programs offered to ELLs.

9. ELLs are given the same opportunities as all other students to participate in after school and supplemental services whether the programs are universal or based on need. Parents receive notification and brochures in various home languages. Such programs include strings, chorus, newspaper club, art club, student government, Title III ESL, and Extended Day Enrichment.

10. PS 22 uses a balanced literacy program; books on all levels are available for all classrooms. Native language books in fiction and non-fiction are available as well for both the independent reading period and to support content area. Many classes are using the Understanding By Design program for social studies and/or the NYC Full Year Trade Book Program, which help to make the content more comprehensible for ELLs. Everyday Math is used throughout the school, enriched with manipulatives. The Foss Program is used for science in all grades; there are two science laboratories where all students can learn through hands-on activities. All classes receive hands-on instruction in the technology lab, as well as use computers in the classrooms. Many classrooms have Smart Boards which are used for internet-based instruction and as a visual aid during instruction. ESL teachers bring other resources such as realia, posters, picture cards, and alternate texts to the classroom to help enrich language and make the content more comprehensible.

11. In the Freestanding ESL push-in model, native language support is provided through books (bilingual dictionaries, bilingual glossaries, dual language and native language literature.) Students are placed in triads for instruction, often with one or more proficient peers who speak the same language. PS 22 is a culturally diverse school and literature and lessons reflect our sensitivity to the backgrounds of our many ELLs and their families.

12. All programs, placements and instruction at PS 22 are age and grade appropriate, providing standard bearing grade level instruction.

#### Professional Development and Support for School Staff

1. Since the percentage of native English speakers at PS 22 is so small, all teachers at PS 22 are considered teachers of ELLs, whether classroom teachers, cluster teachers or ESL teachers. Professional development is provided through various means. Outside of the school, the Office of English Language Learners and other DOE offices offer many opportunities for study which teachers take advantage of. Similarly, the Teachers College Reading Writing Project offers workshops which many teachers attend. Turnkey workshops within the school are then scheduled in order to share information. PS 22 is a Project School for 2009-2010. TCRWP staff developers have created lab sites and discussion groups by grade within the school which classroom and ESL teachers attend. Teachers are also supported by the Integrated Curriculum & Instruction Network Support Specialists with data analysis and with practical classroom strategies. ELL Compliance and Performance Specialists support ESL teachers and administration by ensuring that mandates are met and that ELLs and their parents are receiving all services to which they are entitled. PS 22 has a voluntary professional book club in which teachers and administration read and discuss contemporary texts with current research about teaching and learning. Most teachers at PS 22 are involved in Sub-Inquiry Teams in 09-10 for the first or second time and will be supported by the School Based Inquiry Team in this learning experience.

2. Classroom teachers of ELLs receive extra time to work on records that will be sent to the receiving middle school. The guidance counselor often serves as the middleman between the two schools. The local middle school offers a program during the school day that helps familiarize the students with the new school.

3. Teachers at PS 22 have completed the minimum 7.5 hours of Jose P training in a variety of ways. Some have completed courses at universities, some have taken in-service credits through the DOE, many have received in-house professional development from ISI NSS workshops or from ESL certified colleagues. Records of this training have been recorded and certificates issued by the school.

#### Parental Involvement

1. PS 22 has a PTA which holds monthly meetings and activities. There is a Parent Book Club. Various family activity nights (Family Math, Literacy, Bingo, Sports, Science) are held throughout the year and are very popular as evidenced by the high attendance. Two teachers and the Parent Coordinator have been trained in MAPPS and have held workshops. Various parent meetings are held throughout the year on topics

such as writing or understanding state assessments. Monthly curriculum guides are being sent home to parents of students in all grades. Parents are invited to accompany class trips. At the beginning of the school year, Meet the Teacher days are well attended, while Parent Teacher conferences in November and March customarily have large turnouts.

2. Best Academy provides a much-needed afterschool program at PS 22 as a (paid) service to working parents. There is a DOE-run Adult ESL class at PS 22 three days a week. The Guidance Department is a link for parents to many needed services outside of PS 22.

3. From time to time, parents are surveyed on a variety of issues. Liliana Coltelli, our Parent Coordinator, is always available, and parents are aware they can contact the school at any time regarding any issue.

4. The first concern of a parent is the education of his child. PS 22 offers activities which involve parents and children learning and playing together. We also offer activities to help parents understand how the school functions, the curriculum and how they can help their children at home. We encourage parents to participate by keeping them abreast of what is happening at PS 22.

#### Part IV: Assessment Analysis

B. After review and analysis of assessment data:

1. Analysis of 2009 LAB-R and NYSESLAT data shows 284 entitled students at PS 22. Overall, there are 100 Beginners, 68 Intermediate and 116 Advanced students. There is a large number of students in the primary (K-1) grades, most of whom score in the Beginning-Intermediate level. Students perform better and become proficient more quickly in the areas of listening and speaking than in reading and writing. Research showed that, overall, there were 82 students who scored Proficient in the L/S subtests but were held back by a lower score on the R/W subtests, evenly distributed across the grades. There were only 20 students who scored Proficient in the R/W subtests but were held back from transition by the L/S subtests, again, evenly distributed across the grades. (Except in Grade 5, where there were 5 students in each category.) Beginners in Grades 1-5 (NYSESLAT) are all newcomers. With the exception of kindergarten, students tend to move from Beginning to Advanced proficiency level in the Listening/Speaking modality. However, the results of the Reading/Writing subtest show many students scoring in the Intermediate level. All of these have implications for whole class, small group and individual instruction.

2. ESL teachers analyze in detail the results of the NYSESLAT, using ATS, ARIS and/or NYStart, looking closely at student achievement in each modality. Results, which are shared with classroom teachers, directly affect instructional decisions for small groups, entire classes and individual students. This data helps with the formation of these strategy groups as well as with the choice of methodology and materials. NYSESLAT research has school wide implications for instruction for all students.

3a. Examination of ELLs' scores in math (NYS Math Spring 2009) shows most students scoring in Level 3 or Level 4, including 24 students who took the exam in the native language version. The two students who scored in Level 1 were a SIFE student and a Special Ed student. On the Winter 2009 ELA, ELLs who were not exempt scored Level 2 or 3, with 3 students in Level 1 (one is a hold over, the other two are Special Ed students.) Spring 2009 NYS Science (4<sup>th</sup> grade) showed most students at Level 3 (17), with 8 each at Levels 2 and 4. All students who took the native language version scored in either Level 3 or 4. Fall 2008 NYS Social Studies (5<sup>th</sup> grade) showed most ELLs at or above grade level with scores in Level 3 or 4. However, this test also had more students scoring at Level 1 than the other assessments, perhaps due to the test's early administration date, the emphasis on writing and/or the need for prior knowledge of American and New York history and geography, which first year students would not have. Most, if not all, of the students who use the translated versions of the exams and answer in their native language are first year students; by their second and third year the students are generally more comfortable taking the assessments in the language of instruction. Nevertheless, they are offered the native language version when it is available, and are tested in a classroom with a bilingual proctor who gives instructions in both languages. Bilingual glossaries may also be used.

b. As with the NYSESLAT, the ELL Periodic Assessments have a large impact on ESL and ELA instruction in grades 3-5. The Periodic Assessments allow teachers to pinpoint specifically, class-by-class and student-by-student, which standards and types of questions are

weakest for students within reading, writing, and listening and can plan standard bearing grade level instruction accordingly. Administrators use these results to drive the instructional plan for the entire school.

c. The overall scores on the ELL Periodics do not necessarily predict performance on the NYSESLAT since the writing section is completely multiple choice and there is no actual writing done by the students. However, study of the Item Analysis Report on Pearson Inform (Fall 09-10) led to some conclusions about ELLs and their strengths and weaknesses. For both grade bands, reading had the lowest scores, with writing and listening about equal. Further investigation showed that questions with inferencing had low scores for both grade bands. In writing, students did poorly in conventions of writing English, and in listening, they did poorly in following oral directions. All of the strongest answers, in all three modalities, had picture choices rather than text, which shows that the ELLs are more successful with scaffolds than without.

5. The success of programs for ELLs is evaluated by analyzing data: NYSESLAT, ELL Periodics, ELA, NYS Math, Science, and Social Studies Assessments, Running Records, Writing Continuum, and/or attendance, specifically looking at statistics for ELLs. The conditions of learning for ELLs in the classroom are observed to ensure that both ELA and ESL standards are followed. Stages of language acquisition are also examined as a measure of ELLs' progress.

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

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

**Grade Level(s)**

**1-5**

**Number of Students to be Served:**

**LEP 125**

**Non-LEP 0**

**Number of Teachers 10**

**Other Staff (Specify) Jennifer Kim**

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

### **Title III, Part A LEP Program**

#### **Language Instruction Program**

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must

include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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P.S. 22 is located in Flushing, Queens. It serves a student population of about 725 children that is largely immigrant and first generation. As stated in the CEP students come from the multi-ethnic, multi-cultural neighborhood of Flushing, where many new immigrants arrive daily. There are over 40 nationalities represented among our students. Over 1/3 of our students are English Language Learners, and over 85% come from homes in which languages other than English are spoken. Korean, Chinese and Spanish are the major languages spoken by our students, but we also have students who speak Pashtu, Urdu, Russian, other languages. We are a Title I school, since over 70% of our students come from low income families. Afterschool Program - Dec. 3, 2009 - June , 2010 2:20 pm - 4:00 pm for beginner level ELL students (depending on enrollment, program will open to other levels as well) to focus on language development uin literacy and math. Serving grades 1-5 for between 80-100 students (All ELLs are invited), program will be taught in English. Staff hired will be an ESL licensed teacher and teachers who have demonstrated strong techniques in teaching ELL students. Program will schedule 50% of instructional ime with a licensed ESL teacher and 50% of other content area with other than an ESL teacher. These programs will rpvide supplementary enrichment for our ELLs. Students/adults willh ave the opportunity to expressthemselves through plays. Supplemental ESL support, over and above the mandated 360 minutes of service, will be offered to targeted students in English language acquisition, test taking strategies, the 'language' of the assessments and content areas.

### **Professional Development Program**

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

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Professional development will be held weekly based on a scheduled cycle of ICI Network support to all ESL teachers and the CB teachers they work collaboratively with to assist in best practices. Implementation of best practices using ESL strategies and techniques will be reviewed and discussed. Various assessments will be discussed and interpreting data (including most recent NYSESLAT results) to drive instruction will be emphasized. These sessions will be flexible enough to accommodate the needs of the teachers to positively influence the growth of the students in their care. Use Data to Drive Instruction – looking at Math Interim Assessments how ELLs Learn Looking at The Interim Assessments once again -Review Interim Assessments from March to adjust program or change individualized instruction Assessing the Program and Student Progress

### **Form TIII – A (1)(b)**

-

**School: 022**

**BEDS Code: 342500010022**

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

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$43700.00	Professional salaries, per session ESL teachers, 6 hours at \$49.73 equals \$894.14 Supervisor 4.5 hours at \$51.34 per hour equals \$231.03.  F Status, ESL total \$17,480.
<b>Purchased services</b> - High quality staff and curriculum development contracts	\$8000.00	Ballroom Dancing for 4 ESL classes, grades 4 and 5.
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	N/A	N/A
<b>Educational Software (Object Code 199)</b>	\$17,100.00	114 educational software sites (additional 11 sites given free) which offers ESL interactive English Language development and assessments which will drive instruction based on need.
<b>Travel</b>	N/A	N/A
<b>Other</b>	N/A	N/A

<b>TOTAL</b>	<b>\$68,800.00</b>	
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## **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

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

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

For written translation: parent coordinator accesses all notices to parents and emails to translation unit so that our written translated versions in languages are available in a timely fashion. Staff is encouraged to use phone translation services. During parent/teacher conferences translators are hired to assist teachers in communicating with parents. During emergency needs in-house staff are enlisted to assist with translations.

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.

More than 1/3rd of our student population are ELL's and about 2/3 of our parents are non-English speakers. The use of both written translation or translation service (phone or translator) helps parents to better express their concerns and assists us in helping parents understand the academic/social needs relative to their children. When parents arrive to register their children, language preference is noted.

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

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

Refer to Part A No. 1 above. In addition, notices are kept from previous year for a quick translation turn around. Parents complete language survey, parents have requested translations to be able to better communicate their issues.

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.

Refer to Part A

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Notices are posted at entrance in multiple languages to inform parents of availability of written and oral translations. Again, we're fortunate to have in-house staff speaking a variety of languages, specifically the three major language represented in our community.

**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:	\$429001	\$48856	\$477,857
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4290		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$489	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$21450		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$2443	
6. Enter the anticipated 10% set-aside for Professional Development:	\$42900		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$4886	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year:  
100

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

N/A

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

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

Disseminated to Title I parents at meeting on November 5, 2009

P.S. 22 believes that without the participation and support of our parents, children will have difficulties meeting the levels of achievement that will allow students to meet promotional criteria set by the New York City Department of Education, New York State and Federal *No Child Left Behind* mandates and becoming successful adults.

The multicultural school population surrounding P.S. 22 attracts many new immigrants, many who have difficulties with the English Language. In order to entice and help our parents to be active participants in their students' education we will do the following:

- Provide monthly calendars to inform parents of special events in the school and community in addition to the daily breakfast and lunch menu.
- Provide workshops in literacy and mathematics and other curriculum areas.
- Provide parenting workshops.
- Provide workshops on how to help with homework.
- Provide annual (September) informational meeting on School-wide programs and its benefits.
- Provide workshops on State Assessments.
- Provide ESL workshops.

- Provide translations for meetings, PTA/P/T conferences, any meeting with a parent needing translation.
- Provide workshops based upon parent needs/interests (survey parents).
- Provide workshops on communicating with the school including:
  - p/t conferences – questions to ask
  - information on the school report card
- Invite parents to participate in events, presentations, performances that are targeted on the multicultural nature of the community.
- Disseminate information about meetings and workshops via flyers translated into the three major languages (Spanish, Korean and Chinese), face-to-face discussions (translated), school messenger, and letters (translated), monthly calendar and (outdoor) sign board.
- Parent Coordinator will hold parent meetings and workshops and continuously call and connect with parents.
- Provide additional meetings (AIS monthly team meetings and individual parent/teacher conferences) for parents of our at-risk students so that they may be informed about their child’s difficulties, strategies employed to help their child and if a child has not met promotional criteria, the additional support of summer programs as designed by NYCDOE.
- School Leadership Team will address parents’ needs, concerns and participation in school and plan and tailor parent involvement activities.
- School Guidance Counselor will address parents’ concerns about their children’s socio/education.
- Provide monthly “coffee and conversation” sessions for parents with the principal.

Every effort will be made to hold workshops at convenient times for our parents. A survey will be taken of the parent population to determine the best time for meetings. In addition, comparison of attendance logs will be used to determine the optimum time to hold workshops.

Parents’ needs and concerns about School-wide program will be addressed in this order: parent coordinator, assistant principal, principal. School-wide program will be on the agenda at PTA meetings.

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

P.S. 22 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-2010.

### Required School-Parent Compact Provisions

#### School Responsibilities

P.S. 22 will:

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

(Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.)

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

November 10, 2009 and March 16, 2010 from 12:20pm-2:50pm  
And from 5:30pm – 8:00 pm and as needed throughout the school year.

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

Progress report 3 times throughout the year. Report cards 3 times a year. Parent notice in their native language on individual student progress (moving up reading book level).

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

Parent teacher conferences (see above). Before and after regular school sessions, during teacher preparation periods. Face to face parent notices, phone conversation (phone translation services used) and emails.

- provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:  
Meet the teacher (September), open school week (November), class trips, visitations encouraged on a daily basis. Reading and writing celebrations and UBD Fridays.

- 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:

[Describe the ways in which parents will support their children's learning, such as: (-note items listed below are suggestions only, except for the items in blue which should be included )]:

- 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 is completed;**
  - **monitoring the amount of television my children watch;**
- **volunteering in my child's classroom;**
- **participating, as appropriate, in decisions relating to my children's education;**
- participating in school activities on a regular basis;

- promoting positive use of my child's extracurricular time.
- 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;
- 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.
- reading together with my child every day;
- providing my child with a library card;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;
- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;
- supporting the school's discipline policy;
- express high expectation and offer praise and encouragement for achievement.)

## **PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

**Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

To develop June goals and unit goals by grade, as well as goals for individual students with support from science teachers. Meetings will be scheduled by grade to align classroom teacher instruction that follows through on skills taught by science teachers. FOSS program followed in K-5. Social Studies: A committee with representation from grades K-5 will continue to meet regularly with AP to look closely at State Social Studies curriculum at each grade level to examine concepts taught and materials needed to assist teachers in implementing the curriculum. 85% of teachers this year will pilot a "theme/project" based program understanding by design (Fridays), closely aligned with social studies curriculum, and will incorporate all core curriculum areas using creative methodologies to produce products at the end of a cycle.

2. Schoolwide reform strategies that:

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

Schedule: daily AIS period to support children based on need. 90 minute literacy block. Extended math period. Word study program in all classes. Fridays dedicated to understanding by design, incorporating all curriculum areas into the social studies curriculum.

Classroom teachers plan and differentiate instruction based on each child's individual needs. AIS (30 minutes) of one on one small group support for at risk students in area of need. Extended Day for level 1 low level 2 students to enable them to be successful. SETSS teacher to work with both mandated and at risk students in their area of need in a push in model. Classroom teacher to provide one to one conferring and small group instruction based on students' needs. Enrichment program offered to advanced level students in an after school program.

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.

Exploring the possibilities of a before/after school program to prepare students for State tests in small group instruction, one to two days a week.

- o Help provide an enriched and accelerated curriculum.

Understanding by design-social studies curriculum incorporating reading, writing and math. An enrichment program offered two to three times a week for high level 3 and 4 students.

- o Meet the educational needs of historically underserved populations.

Provide one on one instruction, or small group instruction, half hour daily, during AIS and or extended day. Classroom teachers offering differentiated instruction. Academic Intervention Team meets monthly with teachers of struggling students to offer recommended support.

- 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.

At risk counseling by full-time school counselor, part-time school psychologist and social worker.

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

N/A

3. Instruction by highly qualified staff.

All staff are teaching in their license area.

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.

TC staff developers offering in house professional development in labsites and meetings. Principal's TC Group, Principal network meetings, AP leadership group, TC Summer I(nstitute, Study groups and Professional Book clubs, on-going professional development for all teachers in ARIS, use of technology, TC Pro, Science - FOSS, AP network meetings and AP ESL meetings.

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

Interviews with demonstration lessons, observations of substitute teachers, encouraging/acquiring student teachers in quality classrooms with observations by administration, having student teachers participate in professional development while in school setting.

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

Encouraging participation in family nights in Literacy, Math, Science, the Arts, Physical Ed., winter and Spring concerts; parent book club; Coffee and Conversations with the Principal 2x month(morning and evening); workshops for parents on understanding state tests, grade specific curriculum; visits to child's class, translation by staff or DOE phone translation services, parent notices in native language; DOE English classes housed in our building (AM and PM classes 3x/week), additional meetings (PTA, AM/PM based on interests/needs) as determined by LES results. Children's arts and crafts workshop during PTA meetings.

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.

Parent/child orientation, and visit to classrooms in June, parent visit with student first day in September for 1 hour, then 1 1/2 hrs. on 2nd day 1/2 day student only on 3rd day for student transition into full day school.

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

A variety of teams formed /staff is encouraged to offer recommendations on assessments and instructional programs affecting student outcomes - SLT, Faculty and grade meetings, AIS meetings, training for all teachers in ARIS, TC Pro, Predictives, School Environment Team; Inquiry team, Core Inquiry Team and Sub-Inquiry Team.

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.

Monthly AIS meetings are held. Teachers are required to inform team of the interventions/support they have implemented, and any support staff intervention. Recommendations are then made and students are monitored on a monthly basis. Principal and AP read all IEPs before meeting is held with parent for recommendations. Reading Recovery for first grade students. Targeted Inquiry Team instruction. All students set goals with assistance from teachers. SETSS assigns annual goals for all special ed 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.

Incorporate health and fitness program into phys ed and science curriculum; prevention intervention programs: RCCP staff specialist working with staff, students and parents for solving conflicts and cooperation among all. adult education: DOE Adult ESL classes for parents/community members; parent book club PreK: encourage parents to enroll appropriate aged student into school PreK program

## **PART D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

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

N/A

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

N/A

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

N/A

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

N/A

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

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

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

N/A

7. Provide strategies to increase parental involvement; and

N/A

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

N/A

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

*All schools must complete this appendix.*

### **Background**

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

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

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### **CURRICULUM AUDIT FINDINGS**

#### **KEY FINDING 1: CURRICULUM**

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

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

##### **Background**

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

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

#### **ELA Alignment Issues:**

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

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

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

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

#### **-English Language Learners.**

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

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

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

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

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

A committee consisting of the Principal, 1 Assistant Principals (1 data specialist), ELA coach, Lead ESL teacher met to look at curriculum maps and taught curriculum and ELA assessment information. The following final team analysis will be shared with the SLT, PTA and staff. According to results of state ELA students are not progressing sufficiently, and the SBIT and sub inquiry teams are looking into factors that contribute to the problem. Teachers have complained that the writing curriculum fails to focus on writing mechanics and grammar, thereby affecting assessment outcomes. It was determined by the team after analyzing assessment data that curriculum maps are too rough in addressing skills and strategies. However, ELA taught curriculum will need addressing, and we are further refining curriculum maps to address these issues. We are setting not only June goals for students, but monthly student, class, grade and school goals. The Literacy Coach in meeting with classroom teachers align the reading/writing curriculum to address the needs of the students at PS22. again, Inquiry Team is not only analyzing written curriculum, but what and how it is being taught. ELA materials are varied and abundant to address individual student needs. Some teachers believe a textbook/workbook is needed to address mechanics and proper grammar. According to the 2008 ELA the trends for the ELLs (a large population not meeting the standards/not progressing adequately) is the following: The majority of the questions that the students had trouble with were based on narrative non-fiction and informational texts.

They did better on the questions based on poetry and narrative fiction.

They had some difficulty with graphic organizers of various types.

They did well on questions based on listening passages, both multiple choice and short response.

Types of questions that posed the most difficulty:

Make predictions, draw conclusions and make inferences about events and characters

- . Which sentence about X is most likely true?
- . What will X most likely do next?

Determine the meaning of unfamiliar words by using context clues, dictionaries and other classroom resources.

- . The word X most likely means...

Read unfamiliar texts to collect data, facts and ideas

- . Which of these facts is included in this passage?
- . Which sentence from the article best tells why X would be.....?

Identify main ideas and supporting details in informational texts.

- . What is another good title for this passage?
- . According to the passage.....

Evaluate the content by identifying important and unimportant details

- . What is the most likely reason for....?
- . Which of these details is most important to the story?

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?

State assessments indicate that students grade 3-5, do not fully demonstrate the ability to make predictions, draw conclusions and make inferences about events/characters and do not fully identify elements of characters, plot and setting that identify the author's purpose. Students in grade 4 have difficulty editing/writing, passages in grade 4 and 5 using the rules of writing mechanics.

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.

Inquiry team(s) ELA and ESL to study, plan, implement. Analyze data - look at trends.

P.D. - grade, schoolwide (to build the foundation for the testing grades) - on writing mechanics, predicting, drawing conclusion and making inferences.

P.D. - Teachers will plan more opportunities for students to edit their own writing after teaching strategies in editing, monitoring/observing, teaching on the strategies that will support, enable students to apply learned strategies. Continually assess to determine student growth. Analyze data to implement small groups/individualizing instruction. Conferring to include targeted strategies and skills.

P.D. - ESL teachers, classroom teachers. ESL strategies that address academic language acquisition.

## **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.

According to the 2009 Math the trends for ELLs is the following: For the most part, ELLs did well on Number Sense and Operations and some Algebra questions with patterns (especially questions that were visual in nature.) Questions that posed difficulty were often language rich. Others were not read carefully and/or the students did not remember or study the key vocabulary. ELLs did better on the extended responses than on the short responses; students who scored 0 on these responses were across the ESL proficiency levels, from B to I

Types of questions that posed the most difficulty:

Measurement: Select tools and units appropriate to the mass/length etc. of the object; equivalent standard units of length

Which measure is most likely the X of...?

Which unit of measure is best for....?

Statistics and Probability: Read and interpret data in bar graphs and pictographs; formulate conclusions and make predictions from graphs-Longer than...but shorter than... [language]-Exactly half/fewer than half/more than half [language]Geometry: Identify congruent and similar figures; define and use correct terminology when referring to shapes.

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?

State assessments indicate that students do not fully demonstrate the ability to communicate, problem solve and reason. Students failed to fully provide specific detailed explanations for how they attacked and solved the problem.

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.

Analyze data - look at trends. Professional development - grade, and school (to build) the foundation for the testing grades) on problem solving strategies. Teachers will plan more opportunities for students to engage in writing explanations and reasoning and opportunities to demonstrate specific detailed explanations for how they attacked and solved a variety of problems across content strands.

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## KEY FINDING 2: INSTRUCTION

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

### **2A – ELA Instruction**

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

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

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

The instructional cabinet met to discuss the school's instructional program and reflect on the quality of instruction and level of student engagement. The cabinet spent time visiting classrooms at various times throughout the days over several days to observe teaching practices and routines in place. For the majority of the time it was found that students were engaged in the lessons, and were participating in differentiated instruction individually, in partnerships or in small groups.

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?

The findings are not applicable to our school for many reasons. While direct instruction, which includes teacher explaining a concept or strategy, modeling it to students and guiding them while they practice it, the instructional time also includes a full complement of the components of balanced literacy and differentiated instruction. We implement a balanced literacy curriculum utilizing all components at various times throughout the day. Students participate in a reading and writing workshop which begins with approximately 10 minutes of direct instruction. Within this 10 minute time period, there is a high level of student engagement which is evidenced by their conversations with each other and the sharing and growing of ideas and thoughts. This direct instruction is followed by a work period where instruction is differentiated according to student data. Teachers tailor instruction to meet the needs of students and plan to deliver this instruction in small groups and individually on a daily basis.

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.

N/A

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## 2B – Mathematics Instruction

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

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

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

Supervisory classroom practice observation in classes indicates that partnerships and group work for use of manipulatives are utilized in most classes.

Additionally, online math games, smartboards and technology is in use.

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?

The findings are not applicable to our school for many reasons (as stated above:Coach/supervisory classroom practice observation in classes indicates that partnerships and group work for use of manipulatives are utilized in most classes. Additionally, online math games, smartboards and technology is in use).

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.

N/A

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

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

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

Please respond to the following questions for Key Finding 3:

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

Based on BEDs report and school seniority (number of years at P.S. 22) there was an extremely low percentage of new teachers/transfers.

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?

N/A

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

N/A

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

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

Please respond to the following questions for Key Finding 4:

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

A team of administrators including a data specialist, reading and math coach and the lead ESL teacher met to determine the relevance of this finding. The team looked at data from the ELA and Math Assessment, and determined that ESL students were not successful on these assessments. The team created a survey for teachers to indicate their areas of strengths and weaknesses. Upon reviewing these surveys it was found that many teachers indicated a need for further professional development on ESL instruction including differentiating, planning for and implementing appropriate strategies.

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

Applicable  Not Applicable

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

Upon discussing these issues with ESL teachers and classroom teachers of ELL's it was found that most were unfamiliar with QTEL and the LAP. However, they have attended study groups provided by Teacher's College geared specifically for targeting transitional readers, and have had the support of our network support specialist. In these sessions, teachers have worked with the NSS to identify students' strengths and weaknesses and how to plan effective instruction for ELL's by utilizing ESL methodologies and differentiation.

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

We plan on addressing these issues in the following ways:·Continue using our ICI NSS to support ESL teachers and the instruction they deliver in the classrooms.·Continue our attendance at the Teacher's College workshops geared specifically for ELL's·Establish a study group where groups of teachers read current literature on ESL methodologies and explore avenues to implement new findings into the classrooms.·We will plan on creating a schedule for inter-visitation with neighboring schools to observe ESL programs and practices that are working successfully.·We will form a committee of teachers and administrators to meet on an ongoing basis to reflect on ESL instruction and explore best teaching practices for ELL's. The team will research and decide on piloting new programs and interventions.·We will include discussion of the school's LAP to be shared at grade and faculty conferences.·All professional development opportunities will be advertised to the entire staff via e-mail/flyers and they will have the opportunity to decide which sessions they'd like to attend.·Further in-house professional development will be provided to teachers enabling them to utilize a language acquisition checklist to plan for and differentiate instruction and monitor progress for ELL's based on their stage of language acquisition. Teachers will explore the correlation of language stage, student expectations and suggested teaching strategies.

## **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.

A team consisting of the data specialist, administrators, literacy and math coach and ESL teachers met to analyze data from various sources including the ELA, State Math Assessment and NYSESLAT. Based on the findings it was concluded that the ESL students fell in the bottom third of scores in regard to the ELA and Math Test. In regard to the NYSESLAT it was found that students performed better on the listening and speaking strands than the reading and writing strands. The team met with classroom, content area and ESL teachers to assess their knowledge of this data and found that while ESL teachers had the information, classroom teachers and content area teachers of these students did not.

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 school is implementing a data driven approach to planning instruction. Emphasizing the focus on analyzing data and utilizing the findings to inform instruction has been our goal. Increased support in this area will directly impact the quality of education we deliver and our students' performance and success rate.

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.

We plan on addressing these issues in the following ways: Professional development will be provided to support teachers in analyzing data and using the information to differentiate instruction for ELL's. An effort to increase congruence between classroom and ESL teachers will be made to increase communication and effective planning. Teachers will be provided with a checklist to use to monitor ELL's as they move through the stages of language acquisition. This checklist will assist them in analyzing trends for each class and planning for appropriate instruction tailored to individual students' needs. A team consisting of ESL, content area and classroom teachers will be formed to analyze testing and classroom

data to identify trends, strengths and weaknesses of individual students, align these with the units of study and differentiate instruction accordingly. These teachers will meet as a team in order to collaborate and form a shared/collaborative plan of action for their ESL students.

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

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

Please respond to the following questions for Key Finding 6:

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

All staff instructing students with IEP's receives a copy of the IEP along with professional development from guidance counselor and administrators to understand and implement necessary strategies to address each students needs. Common preparation periods throughout the week enable all teachers on a grade, both general and special education to collaborate on curriculum.

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?

Upon analyzing student data it was evident there was a lack of effective differentiated instruction provided to the targeted students. While conference notes and planning templates indicate some differentiation, it is scattered and unfocused. Furthermore, knowledge of how to differentiate instruction specific to the accommodations and modifications in students' IEP's was indicated to be a struggle by all teachers involved. Professional development in current methodologies in planning instruction for special education students is lacking as indicated by teacher's responses and feedback.

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.

We plan to address these issues in several ways including:

- Assistant principal is attending a special education study group with the ICI NSS for special education to explore how to utilize data to implement best teaching practices and effective differentiation methods. Information will be turn keyed during grade and faculty meetings and separate professional development sessions for teachers where need be.
- The ICI NSS for special education will be invited to present professional development to teachers. ICI NSS will work closely with CTT teams, self-contained special education teacher and SETSS, to offer professional development necessary to ensure student success.
- A study group will be established for teachers to explore current literacy on the topic and discuss findings and ideas in a collaborative setting.
- The special education, general education and SETTS teachers will be provided with time for congruence to collaborate and to create a plan of action for each of the students they service.
- Increased collaboration with the SBST to analyze IEP's, discuss best teaching practices based on students' needs and plan for instruction accordingly.

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

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

Please respond to the following questions for Key Finding 7:

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

Classroom observations - IEP Review

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?

IEP's all have standard bearing grade level criteria. Teachers have checklists for those grade level promotional standards. All teachers were and continue to be informed that IEP accommodations must be enforced in the classroom unless otherwise noted on IEPs.

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.

N/A

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

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

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

<http://schools.nyc.gov/NR/ronlyres/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.)

0

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

N/A

**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).

0

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

N/A

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.

N/A