



**P.S. 043**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: P.S. 043**  
**ADDRESS: 160 BEACH 29 STREET**  
**TELEPHONE: 718-327-5860**  
**FAX: 718-327-6925**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 27Q043      **SCHOOL NAME:** P.S. 043

**SCHOOL ADDRESS:** 160 BEACH 29 STREET, QUEENS, NY, 11691

**SCHOOL TELEPHONE:** 718-327-5860      **FAX:** 718-327-6925

**SCHOOL CONTACT PERSON:** John Quattrocchi      **EMAIL ADDRESS** JQuattr1@schools.nyc.gov

**POSITION / TITLE**      **PRINT/TYPE NAME**  
**SCHOOL LEADERSHIP TEAM CHAIRPERSON:**      Gail Kmitis

**PRINCIPAL:**      John Quattrocchi

**UFT CHAPTER LEADER:**      Ellen Gotlob

**PARENTS' ASSOCIATION PRESIDENT:**      Ms Fisher

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)*      NA

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

**DISTRICT:** 27      **SSO NAME:** Empowerment Support Organization

**SSO NETWORK LEADER:** Blaize, Joseph

**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
John Quattrocchi	Principal	Electronic Signature Approved.
Ellen Gotlob	UFT Chapter Leader	Electronic Signature Approved. Comments: na
Gail Kmitis	UFT Member	Electronic Signature Approved. Comments: na
Susan Allers	UFT Member	Electronic Signature Approved. Comments: na
Ida Valenti	UFT Member	Electronic Signature Approved. Comments: yes

\* Core (mandatory) SLT members.

## SECTION III: SCHOOL PROFILE

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

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

*The vision/mission of PS 43Q is to create a community of lifelong learners where high rates of literacy are achieved through active student participation in an array of academic, scientific, artistic and technological activities. Through high expectations and commitment by the entire school community, we believe that every student can reach high standards of excellence.*

PS/MS 43Q is an Empowered Professional Learning Community consisting of a handicapped accessible four-story main building, five Transportable Classroom Units (TCUs) and an Early Childhood Center (ECC) located in Far Rockaway, Queens .

The PS/MS 43 PreK-8 Learning Community has many unique characteristics that we are proud of:

- "A" level school on the NYC Public School Progress Report
- Met all of our Annual Yearly Progress targets in all subject areas and for all subgroups
- Accelerated the Math and Science Curriculum in 6<sup>th</sup> – 8<sup>th</sup> grades
- Students in grade 8 will be taking the 9<sup>th</sup> grade Math A regents, the 9<sup>th</sup> grade Living Environment regents and the Spanish Competency exam in June 2010
- Implemented Elementary AVID program in grades 4-6 and AVID in grades 7-8 (Advancement Via Individual Determination)
  - Certified AVID Site four years in a row
  - 3 teachers have been trained as National Trainers for Elementary AVID
  - 20 - 4<sup>th</sup> – 6<sup>th</sup> grade teachers trained in Elementary AVID
  - 11 - 7<sup>th</sup> and 8<sup>th</sup> grade teachers trained in AVID
  - 3 - Administrators trained in AVID
  - 1 - Administrator trained in Elementary AVID
  - Hosted Elementary AVID 2009 Summer training

- Created a “Smart Start” and “Smart Start Plus” program for our middle school students who demonstrate a need for a greater degree of both academic and affective support
- Dedicated to increasing academic rigor for all students in all programs through differentiated professional development and implementation of differentiated tasks throughout our learning community;
- Professional Learning Community (Dufuor) with a “Whatever It Takes” attitude to develop Academic Rigor, Student Engagement, Communication and Safety and Respect;
  - 10 Professional Learning Teams - group planning, data analysis, best teaching practices; inquiry team
- Received over one million dollars in grants (i.e. Dual Language, CSRD, CVS, AVID);
- Implemented Dual Language program in grades K-6 to address the needs of our ELL and general education population
- Implemented Stepping Stone, Dolphin, and ARP classes for our high performing students in grades 1-8
- Six Collaborative Team Teaching classes in the 2009-2010 school year
- Collaborated with District 75 to implement an Inclusion program for our Special Education students and an Inclusion program for District 75 students;
- Continued implementation of Responsive Classroom strategies and methodologies (Morning Meeting/Circle of Power and Respect) that is improving our school culture relevant to safety and respect;
  - 46 staff members trained in Responsive Classroom I and/or II
  - Hosted Responsive Classroom I 2009 Summer Training at the school
- Formed Inquiry Teams to gather and analyze data to provide a complete view of the learning outcomes and needs of individual students, groupings of students (Class, Grade, School) and professional needs of teachers;

**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. 043				
<b>District:</b>	27	<b>DBN #:</b>	27Q043	<b>School BEDS Code #:</b>	27Q043

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 checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance:</b> - % of days students attended					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Pre-K	54	54	54		91.8	91.5	92.0		
Kindergarten	144	133	124						
Grade 1	147	156	141	<b>Student Stability:</b> - % of Enrollment					
Grade 2	147	145	147	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	146	140	146		88.5	91.4	88.69		
Grade 4	142	142	140						
Grade 5	150	136	138	<b>Poverty Rate:</b> - % of Enrollment:					
Grade 6	169	163	131	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	136	165	154			88.5	91.4		
Grade 8	110	121	152						
Grade 9	0	0	0	<b>Students in Temporary Housing</b> - Total Number:					
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	0	0	0		21	19	57		
Grade 12	0	0	0						
Ungraded	19	19	20	<b>Recent Immigrants:</b> - Total Number					
Total	1364	1374	1347	(As of October 31)	2006-07	2007-08	2008-09		



American Indian or Alaska Native	0.4	0.4	0.5	Percent more than two years teaching in this school	66.7	65.7	65.1
Black or African American	67.3	68.4	66.7	Percent more than five years teaching anywhere	60.2	55.6	55.0
Hispanic or Latino	27.4	26.4	27.5				
Asian or Native Hawaiian/Other Pacific Isl.	3.1	2.9	2.8	Percent Masters Degree or higher	83.0	81.0	82.0
White	1.8	1.8	1.9	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	99.5	96.3	92.1
Multi-racial							
<b>Male</b>	52.2	51.6	49.3				
<b>Female</b>	47.8	48.4	50.7				

### 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"/>	<b>If yes, area(s) of SURR identification:</b>	
<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: IGS	ELA:

	Math:	IGS	Math:	
	Science:	IGS	Grad. Rate:	

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
<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>	6	6	5	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	70.0	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	W
School Environment (Comprises 15% of the Overall Score)	8.8	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 30% of the Overall Score)	19.2	Quality Statement 3: Align Instructional Strategy to Goals	W
Student Progress (Comprises 55% of the Overall Score)	39.7	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	2.3	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	W	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**

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**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?

The PS/MS 43Q learning community has examined the results of our state assessments, acuity assessments, last years Quality Review, our school Report card and Progress Reports to determine our strenghts and barriers

### **Overall School Strengths**

- Our school is providing an enormous amount of resources for teacher support through coaching staff, UFT Teacher center
- We have the most comprehensive analysis of data to inform our instruction
- We know where every student is at in terms of progress - what the strengths and challenges are for every student in this school
- We know as a school where our teachers need to direct their energies order for students to make progress
- We have created major operational changes in programming, organization, whole school approach to behavior management (Responsive Classroom, Character Safety and Discipline Teacher) to maximize a quality learning environment in order to improve student outcomes

- Continue to provide extensive data as a support tool to assist in helping every student make progress

### **ELA Strengths**

- More students made progress than did not
- 66.6% of students at proficiency levels 3 or 4
- 67.1% of students making at least 1 year of progress
- 92.1% of student in lowest third made at least one year of progress
- The overwhelming majority of our students are performing at Level 3

### **ELA Challenges**

- Few students are at Level 4
- Ensure that no students slip back
- Moving the high functioning level 2 students to level 3; moving the high functioning level 3 student to level 4

### **Math Strengths**

- 80% of students at proficiency levels 3 or 4
- 55.5% of students making at least 1 year of progress
- 68.3% of students in lowest third making at least 1 year of progress

### **Math Challenges**

- Upper school students perform better in Math than lower school students
- Moving the high functioning Level 2 students to Level 3; moving the high functioning Level 3 student to Level 4
- Every student must make progress

Based on this information the following needs were identified and procedures put in place:

- Student Performance
  - Ensure data is used more effectively to establish challenging targets for individual teachers and students across all grade levels
  - Raise student and teacher expectation by providing more challenge for high performing students so a greater percentage achieve level 4.
    - Actions:
      - Expand Inquiry Teams
      - Continue to examine data that indicates where every student is at in terms of progress – what are each student’s strengths and challenges
- Student Engagement
  - To ensure all targets use benchmark data to demonstrate progress is being made throughout the year

- Actions:
      - Continue to develop the process of long term goal setting which is time scaled and benchmarked so students are increasingly aware of what they need to do, know and understand if they are to achieve the goals set
      - Conference with students regarding monthly goals
      - Provided professional development in differentiated instruction
- Academic Rigor
  - To ensure that good practice in differentiating instruction is spread throughout the school
  - Ensure that lesson observations take place regularly and identify the key areas that will further improve the quality of teaching across the school
    - Actions:
      - Schedule One-on-One Teacher/AP meetings to discuss class data, teacher focus, differentiated instruction, next steps, professional development goals
- Communication/Safety and Respect
  - To ensure that the entire school community adopts a consistency of approach when addressing student expectations and discipline
  - Further refine teacher action plans so they reflect individual need and are supported by targeted, individual professional development opportunities that sustain their development
    - Actions:
      - Develop differentiated professional opportunities for summer of 2010
      - Teacher center and professional development opportunities
      - Continue “Conversations with Q” when Lead teachers and grade levels meet with principal and assistant principals to discuss policies and strategies
      - Continue to implement Responsive Classroom strategies
      - Sent staff members to Responsive Classroom II Summer Institutes
      - Hosted Responsive Classroom I Summer Institute
      - Continue Responsive Classroom mentor group to involve all staff in the Responsive Classroom process
      - Continue non-negotiable 1<sup>st</sup> period for Morning Meeting/Circle of Power and Respect

### **Accomplishments**

- A” level school on the NYC Public School Progress Report
- Met all of our Annual Yearly Progress targets in all subject areas and for all subgroups
- Accelerated the Math and Science Curriculum in 6<sup>th</sup> – 8<sup>th</sup> grades
- Students in grade 8 have taken the 9<sup>th</sup> grade Math A regents for the past two years

- Students in grade 8 will take the 9th grade Math A Regents as well as the 9<sup>th</sup> grade Living Environment regents and the Spanish Competency exam in June 2010
- Implemented Elementary AVID program in grades 4-6 and AVID in grades 7-8 (Advancement Via Individual Determination)
  - Certified AVID Site four years in a row
  - 3 teachers have been trained as National Trainers for Elementary AVID
  - 20 - 4<sup>th</sup> – 6<sup>th</sup> grade teachers trained in Elementary AVID
  - 11 - 7<sup>th</sup> and 8<sup>th</sup> grade teachers trained in AVID
  - 3 - Administrators trained in AVID
  - 1 - Administrator trained in Elementary AVID
  - Hosted Elementary AVID 2009 Summer training
- Created a “Smart Start” and “Smart Start Plus” program for our middle school students who demonstrate a need for a greater degree of both academic and affective support
- Dedicated to increasing academic rigor for all students in all programs through differentiated professional development and implementation of differentiated tasks throughout our learning community;
- Professional Learning Community (Dufuor) with a “Whatever It Takes” attitude to develop Academic Rigor, Student Engagement, Communication and Safety and Respect;
  - 10 Professional Learning Teams - group planning, data analysis, best teaching practices; inquiry team
- Received over one million dollars in grants (i.e. Dual Language, CSRD, CVS, AVID);
- Implemented Dual Language program in grades K-6 to address the needs of our ELL and general education population
- Implemented Stepping Stone, Dolphin, and ARP classes for our high performing students in grades 1-8
- Six Collaborative Team Teaching classes in the 2009-2010 school year
- Collaborated with District 75 to implement an Inclusion program for our Special Education students and an Inclusion program for District 75 students;
- Continued implementation of Responsive Classroom strategies and methodologies (Morning Meeting/Circle of Power and Respect) that is improving our school culture relevant to safety and respect;
  - 46 staff members trained in Responsive Classroom I and/or II
  - Hosted Responsive Classroom I 2009 Summer Training at the school
- Formed Inquiry Teams to gather and analyze data to provide a complete view of the learning outcomes and needs of individual students, groupings of students (Class, Grade, School) and professional needs of teachers

## **Aids and Barriers**

### **Aids**

- Resources for teacher support through coaching staff, UFT Teacher center
- Comprehensive analysis of data to inform our instruction
- Know every student's progress - what the strengths and challenges are for every student in this school and where energies need to be directed
- Willing to make changes in programming, organization to maximize a quality learning environment
- A staff that is willing to do whatever it takes for our students to make progress
- Continue implementation of our Responsive Classroom, which fosters good discipline and school safety.

### **Barriers**

- Reduction in school budget
- Limited space to continue to provide reduced class size throughout the grades
- Large mobility population

## 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><b>Academic Rigor</b> 5% increase in English Language Arts and Math student progress as measured on the annual school progress report using results of the state assessments September 2009- June 2010</p>	<ul style="list-style-type: none"> <li>• To ensure that improved academic rigor is a focus of the entire PS/MS 43 Learning Community (school leaders, faculty, students and families) the following strategies are in place:               <ul style="list-style-type: none"> <li>○ Developing lesson plans using differentiation to meet needs of all students</li> <li>○ Continuation of a school-wide grading policy</li> <li>○ Continue AVID classes</li> <li>○ Continue Smart Start Classes</li> <li>○ Increase the number of Dual Language classes</li> <li>○ Continue Responsive Classroom Committee</li> <li>○ Expand "Conversations with Q" to include paraprofessionals</li> <li>○ Continue Differentiated Instruction Lesson Schedule by Assistant Principals</li> <li>○ Establish standards for lesson</li> </ul> </li> </ul>

	<p>planning reflecting a differentiated approach to instruction based on classroom data</p> <ul style="list-style-type: none"> <li>○ Conduct snapshots by members of the Principal’s Cabinet to set individual teacher goals</li> <li>○ Conduct formal observations that include pre and post meetings by school leaders</li> <li>○ Use of California Professional Teaching Standards - focusing on Engaging Students in Learning and Effective Environment</li> <li>○ Conduct Interclass visitations planned by members of the Professional Learning Teams</li> <li>○ Provide Professional Development and coaching in learning new instructional strategies to meet student instructional needs</li> <li>○ Introduce Math A and Living Environment regents program in 8<sup>th</sup> grade</li> <li>○ Accelerate math and science curriculums in 6<sup>th</sup> - 8<sup>th</sup> grades</li> <li>○ Investigate incorporation of critical reading skills in 7<sup>th</sup> and 8<sup>th</sup> grades</li> </ul>
<p><b>Student Engagement/Performance</b> 5% increase in use of differentiated instruction as an educational tool as measured by administrative teacher observations September 2009- June 2010.</p>	<p>To ensure that Student engagement and performance is a focus of the entire PS/MS 43 Learning Community (school leaders, faculty, students and families) the following strategies are in place:</p> <ul style="list-style-type: none"> <li>○ Develop learning goals through individual student/teacher conferences regarding</li> <li>○ Establish monthly math and ELA goals based on student strengths and weakness</li> <li>○ Share the data gathered from state</li> </ul>

	<p>assessments</p> <ul style="list-style-type: none"> <li>○ Explain future targets</li> <li>○ Plan what students can do to grow academically – develop academic independence and intrinsic desire to improve</li> <li>○ Explain what teachers will do to support their success and what AIS services are available.</li> <li>○ Plan additional intervention services (Saturday Institute, pull-out/push-in programs) for students in Levels 1 and 2 including our ELL and special education students</li> <li>○ Focus on the Math and ELA skills of our students in Levels 1 and 2 including our ELL and special education students in our Extended Day program</li> <li>○ Select students for specialized programs i.e., ARP, AVID, Dolphin, Elementary AVID, Voyager, Resource Room</li> <li>○ Identify students with special needs (Intervention/Referrals)</li> <li>○ Write IEPs</li> <li>○ Form Guided Reading groups based accumulated data Lesson</li> <li>○ Refer students to the Pupil Personnel committee</li> <li>○ Form extended day clubs such as drama, dance and science</li> <li>○ Examine each student’s interim assessments, student report card and attendance records to assess student progress and academic needs</li> <li>○ Maintain data binders to assist with differentiated instruction and monitor student progress</li> </ul>
<p><b>Parent Involvement</b></p>	<ul style="list-style-type: none"> <li>● To ensure that Parent Involvement is</li> </ul>

Increase parental involvement by 5% in the PS/MS 43 Learning Community between September 2009-June 2010

a focus of the entire PS/MS 43 Learning Community (school leaders, faculty, students and families) the following strategies are in place:

- Discuss student goals with parent/caregivers at Parent/Teacher Conferences
- Schedule Parent/Teacher Conferences
- Hold IEP parent/teacher conferences
- Keep attendance records of parent/caregiver workshops and meetings
- Distribute A-501 forms for students in need of academic intervention; development of intervention plans
- Distribute Report Cards
- Purchase homework agendas for all students that are used to communicate assignments, important dates and meetings, behavior concerns
- Maintain teacher phone call and parent contact logs
- Distribute Academic Alerts mid marking period
- Schedule Monthly Parent Teacher Association Meetings
- Schedule Monthly School Leadership Team Meetings
- Publish and distribute school newsletter
- Continue support of the Parent Teacher Association

**Safety and Respect**

10% Decrease in number of suspensions as reported on the School's Report Card by during period from September 2009 – June 2010

To ensure that Safety and Respect is a focus of the entire PS/MS 43 Learning Community (school leaders, faculty, students and families) the following strategies are in place:

- Continue Responsive Classroom Morning Meetings/Circles of Power and Respect
- Continue grade layout in the Learning Community
- Continue the school uniform policy
- Use common planning time to discuss data, student needs and instruction
- Continue “Conversations with Q”
- Continue monthly Safety Committee meetings

## 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**

**Academic Rigor**

(where relevant) :

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<p><b>Annual Goal</b></p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>5% increase in English Language Arts and Math student progress as measured on the annual school progress report using results of the state assessments September 2009- June 2010</p>
<p><b>Action Plan</b></p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Staff Development-Differentiated Instruction, AVID, Responsive Classroom, Balanced Literacy all grades including ESL and Special Education (principal, assistant principals, lead teachers)</p> <ul style="list-style-type: none"> <li>○ Accelerate Curriculum to enable 8th grade students to take the 9th Grade Math A and Living Environment Regents and the Foreign Language Proficiency exam (principal, assistant principals, content area teachers)</li> <li>○ Form Inquiry Team to investigate critical reading skills needed to interpret informational texts Grades 6-8 (AVID Site Team members)</li> <li>○ Dolphin and ARP programs (teachers, administration)</li> </ul>

	<ul style="list-style-type: none"> <li>○ Extended Day and Saturday Institute Enrichment Activities</li> <li>○ Professional Development – AVID, Differentiated Instruction, Responsive Classroom</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b></p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>● Teacher Center – September 2009 – August 2010 (All Staff)</li> <li>● Differentiated Instruction (Staff, PreK-8 Special Education, ESL)</li> <li>● Coaching (All Staff)</li> <li>● PLT Meetings (All Staff) 2x a month</li> <li>● Guidance from Administrators - September 2009 – August 2010 (All Staff)</li> <li>● AVID Site Team (monthly)</li> <li>● Coaching in accelerating the math curriculum for 6th – 8th grade teachers (Teachers, students)</li> <li>● Funding – Fair Student Funding, Title I, C4E, Title III, EGCSR, Children First, Your Schools Your Choice Grant, ARRA</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b></p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Examination of the following data on a monthly basis expecting a 5% gain in student progress during the 2009-2010 school year:</p> <ul style="list-style-type: none"> <li>● Interim assessments - Acuity</li> <li>● State assessments</li> <li>● ARIS</li> <li>● Student/Teacher Conferencing</li> <li>● Teacher Observation</li> <li>● Student Report Cards</li> </ul>

**Subject Area**

**Differentiated Instruction**

(where relevant) :

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<p><b>Annual Goal</b></p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>5% increase in use of differentiated instruction as an educational tool as measured by administrative teacher observations conducted September 2009- June 2010.</p>
<p><b>Action Plan</b></p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Target Population – All students including Special Education and ESL, Teachers, Administration</p> <ul style="list-style-type: none"> <li>• Snapshots</li> <li>• Conferencing with Assistant Principals</li> <li>• Observations (formal and informal)</li> <li>• Professional Development</li> <li>• PLT Meetings</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b></p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Teacher Center – September 2009 – August 2010 (All Staff)</li> <li>• Differentiated Instruction Training (Staff, PreK-8 Special Education, ESL)</li> <li>• Coaching (All Staff)</li> <li>• PLT Meetings (All Staff) 2x a month</li> <li>• Guidance from Administrators - September 2009 – August 2010 (All Staff)</li> <li>• Staff attendance at Differentiated Instruction Conferences</li> </ul> <p>Funding – Fair Student Funding, Title I, C4E, Title III, EGCSR, Children First, Your Schools Your Choice Grant, ARRA</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b></p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Examination of the following data on a monthly basis to track a 5% increase in use of differentiated instruction as an educational tool :</p> <ul style="list-style-type: none"> <li>• Student/Teacher Conferencing</li> <li>• Teacher Observation</li> <li>• Administration formal and informal observations</li> </ul>

**Subject Area****Parent Involvement**

(where relevant) :

<b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	5% increase in parental involvement in the PS/MS 43 Learning Community between September 2009 – June 2010.
<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>	Coordinated by our parent coordinator parents/caregivers of all students will be invited to participate in or receive: <ul style="list-style-type: none"> <li>• School Leadership Team</li> <li>• PTA</li> <li>• school administration</li> <li>• Parent workshops</li> <li>• Monthly newsletter</li> <li>• Parent Teacher Conferences</li> <li>• Culinary workshops and lectures</li> </ul>
<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>	<ul style="list-style-type: none"> <li>• Parent Coordinator</li> <li>• Funding – 1% Set Aside from Title I</li> </ul>
<b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	5% increase in parental involvement observed September 2009-June 2010 through: <ul style="list-style-type: none"> <li>• Examination of P/T conference attendance</li> <li>• PTA attendance</li> <li>• Workshop Schedule and attendance</li> <li>• Homework agenda communication</li> <li>• Parent contact logs</li> </ul>

**Subject Area**

**Safety and Respect**

(where relevant) : \_\_\_\_\_

<p><b>Annual Goal</b></p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>10% decrease number of suspensions seem during the 2008- 2009 school year this school year September 2009-June 2010</p>
<p><b>Action Plan</b></p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"><li>• Implement Responsive Classroom/ Morning Meeting</li><li>• Send staff members to Responsive Classroom week-long Summer Institutes</li><li>• Turnkey</li><li>• Teacher Language</li><li>• Continue RC</li><li>• Committee of trained staff/mentors</li><li>• Principal and Assistant Principals</li><li>• Discipline, Character and Respect Teacher</li><li>• Safety Committee</li></ul>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b></p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"><li>• Summer Institutes - Responsive Classroom</li><li>• Responsive Classroom Committee</li><li>• “Power of Our Words” books for all staff members</li><li>• Safety Committee monthly meetings</li><li>• Discipline, Character and Respect Teacher</li><li>• Funding – Fair Student Funding, Title I, C4E, Title III, EGCSR, Children First, Your Schools Your Choice Grant, ARRA, Violence Prevention Office of Youth Development</li></ul>

<p><b>Indicators of Interim Progress and/or Accomplishment</b></p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Data review of the following to ensure 10% decrease in suspensions 9/09 – 6/10 compared with last 2 years:</p> <ul style="list-style-type: none"><li>• Monthly check of suspension rates</li><li>• Monthly Safety Meetings</li><li>• Teacher observation 9/09 – 6/10</li><li>• Comparison of last years suspension rate to this year 9/09 – 6/10</li><li>• Number of Elementary suspensions compared to Middle School 9/09 – 6/10</li></ul>
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## **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	# of Students Receiving AIS	# of Students Receiving AIS			
K	2	4	N/A	N/A	14	0	0	3	
1	2	4	N/A	N/A	13	0	0	2	
2	34	13	N/A	N/A	15	0	0	4	
3	68	20	N/A	N/A	11	0	0	3	
4	55	15	12	10	5	0	0	2	
5	50	10	0	12	13	0	0	4	
6	50	10	0	10	8	0	0	6	
7	33	12	15	17	5	0	0	4	
8	35	25	22	5	20	0	0	3	
9	NA	NA	NA	NA	NA	NA	NA	NA	
10	NA	NA	NA	NA	NA	NA	NA	NA	
11	NA	NA	NA	NA	NA	NA	NA	NA	
12									

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

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

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

<p>Name of Academic Intervention Services (AIS)</p>	<p><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.).</p>
<p><b>ELA:</b></p>	<p>The <u>Wilson Reading System</u> is implemented with selected SETTS, PIP and special education students in need of academic intervention. Wilson is a research-based reading and writing program for teaching decoding and encoding (spelling) beginning with phoneme segmentation. WRS directly teaches the structure of words in the English language so that students master the coding system for reading and spelling. The language system of English is presented in a systematic and cumulative manner so that it is manageable. It provides an organized, sequential system with extensive controlled text to help teachers implement a multisensory structured language program .</p> <p>The <u>Voyager Passport Reading</u> Intervention system provides support for struggling readers in grades K-3. Children are selected for this program based on their on their ELAS-2 scores. These scores were compared with benchmarks established by the Voyager program. Students not meeting the benchmarks were eligible for the program. Voyager is a daily 30 to 40 minute program. Groups of approximately 6 children receive instruction in essential components of literacy – word study, phonemic awareness, phonics, vocabulary, comprehension and fluency. Teachers and paraprofessionals received training to provide these services. Students’ reading progress is evaluated using the Vital Indicators of Progress (VIP) assessments. Depending on the grade level, children are evaluated in the following areas – initial sound fluency, letter naming fluency, phoneme segmentation fluency, nonsense word fluency, reading connected text and retell fluency.</p> <p><u>Early Childhood Literacy</u> Cluster positions were dedicated to serving Kindergarten, 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> grade classes (general education and special education) and the full day PreK class. The cluster teacher is an integral part of the grade. Team planning is encouraged. Lessons focus on connecting listening/writing, reading/writing, and writing mechanics/grammar to the content areas.</p> <p><u>Extended Day</u> is a 40-minute afterschool program is for level 1 and 2 students in grades 3 – 8 held on Tuesday, Wednesday and Thursday afternoons September through June. The program focuses on developing skills necessary for the state assessments as well as EPAL, reading and math and homework support.</p>

	<p>Early childhood <u>reduced class size</u> (average of 20) continued to be implemented in grades K-3.</p> <p><u>Dolphin</u> is an accelerated/enrichment program for selected students is provided in grades 1 through 5. Programmed into the model is flexible grouping to address giftedness in major subject areas and additional enrichment in music, art and foreign language. Students are responsible for all grade level class work, accelerated work and monthly projects.</p> <p><u>AVID</u> Students selected for the program are in the academic middle, high Level I, Level II and low Level III who have the desire to go to college and the willingness to work hard. These are students who are capable of completing rigorous curriculum but are falling short of their potential. Typically, they are the first in their families to attend college and are from low-income or minority families. In addition to working with AVID trained teachers, 7<sup>th</sup> and 8<sup>th</sup> grade students spend one period a day in the AVID elective where they learn organizational and study skills, work on critical thinking and asking probing questions, get academic help from peers and college tutors, and participate in enrichment and motivational activities that make college seem attainable</p>
<p><b>Mathematics:</b></p>	<p>In grades K-5 Math Steps and a pacing and alignment calendar supplemented the Everyday Mathematics instructional workshop model and New York Coach books. The K-5 75-minute math block consisted of the problem of the day, math message, warm up activities, teaching lesson, ongoing learning and practice and/or math journal writing, extra practice / enrichment / minute math, and/or games/skills/practice/test-prep.</p> <p>Grades 6-7 used Prentice Hall Course 123, 8<sup>th</sup> grade used Pre Algebra. The Math Block followed the workshop model: explore, a mini-lesson (investigate, problem set A, think/discuss, problem set B), share/summarize, and/or on your own, connect/extend, and homework/skills practice/test prep.</p> <p>The instructional math program included investigation, application and cross-curriculum connections, review of prerequisite skills, independent/group work, problem of the day, writing and guided practice.</p> <p><u>Extended Day</u> - 40-minute afterschool program is for level 1 and 2 students in grades 3 – 8 held on Tuesday, Wednesday and Thursday afternoons September through June. The program focuses on developing skills necessary for the state assessments as well as EPAL, reading and math and homework support.</p>

<b>Science:</b>	This 40-minute afterschool program is for level 1 and 2 students in grades 3 – 8 held on Tuesday, Wednesday and Thursday afternoons September through June. The program focuses on developing skills necessary for the state assessments as well as EPAL, reading and math, science and homework support. Students in grade 8 are preparing to take the 9 <sup>th</sup> grade Living Environment Regents in June 2010. An accelerated curriculum began in 6 <sup>th</sup> grade and is continued through 8 <sup>th</sup> grade.
<b>Social Studies:</b>	<b>Extended Day</b> This 40-minute afterschool program is for level 1 and 2 students in grades 3 – 8 held on Tuesday, Wednesday and Thursday afternoons September through June. The program focuses on developing skills necessary for the state assessments as well as EPAL, reading and math, science, social studies in grade 5 and homework support
<b>At-risk Services Provided by the Guidance Counselor:</b>	Students are referred for at risk serves by teachers and the PPT. Services are provided during the school day.
<b>At-risk Services Provided by the School Psychologist:</b>	NA
<b>At-risk Services Provided by the Social Worker:</b>	NA
<b>At-risk Health-related Services:</b>	Services are provided during the school day by the nurses, health paraprofessionals and our health coordinator.

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

*NCLB/SED requirement for all schools*

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

***See End of Document***

***LAPK-8Final worksheet (see attached)***

**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:** 57 LEP

**Number of Teachers** \_\_\_\_\_ **Other Staff (Specify)** \_\_\_\_\_

**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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### **Instructional Program**

- *Type of Program*
  - *Before/After School*
  - *Saturday Academy*
  - *Supplemental Push-in Day Program*
  - *Reduced Class size (must be in Self-contained ESL or Bilingual class setting)*
  - *Support an existing DL program*
- *Rationale for program*
- *Description of Program*
- *Language(s) of Instruction*
- *Service providers (must be ESL/Bilingual certified)*
- *Frequency of program*
- *Duration of program*
- *Number of students*
- *Grade levels*
- *Materials (must be supplementary and should not exceed 20% of the total allocation)*

*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. Explain how the school will use Title III funds to provide professional development to support ELLs. Describe the target audience.

### **Professional Development**

- *Rationale*
- *Activities*
- *Alignment with Instructional Supplemental activities*
- *Service provider qualification*
- *Frequency*

- *Duration*
- *Targeted audience*
- *Internal Services (services rendered by DOE offices, such as Q-TEL) cannot be charged to Title III*

*Description of Parent and Community Participation*—Explain how the school will use Title III funds to increase parent and community participation ELLs

**Parental Involvement**

- *Optional and should not exceed 10% of total allocation*
- *Activities*
- *Service provider qualifications*
- *Refreshments*
- *Frequency*
- *Duration*

**Form TIII – A (1)(b):**

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>Professional salaries (schools must account for fringe benefits)</b> <ul style="list-style-type: none"> <li>- Per session</li> <li>- Per diem</li> </ul>	<b>\$10,842.93</b>	<p><b><u>After School Program</u></b>            Four ESL teachers will provide direct instruction to the targeted ELL population for two 1.5 hour weekly for a duration of 17 weeks  <u>4 teachers</u> X 1.5 hours per week = 6 hours per week X 17 weeks = 102 hours total            102 x 49.89 (per session rate w/fringe)= \$5,088.78</p> <p>One supervisor will oversee the program, as there is no other after-school program in session during these days. He will be paid at the supervisor per-session rate for the duration of the program (1.5 hr/ 17 weeks)  <u>1 supervisor</u> X 1.5 hours per week X 17 weeks = 25.5 hours total            25.5 X 52.21 = \$1,331.35</p> <p><b><u>Saturday Academy</u></b>            3 ESL teachers will provide instruction to ELLs in the Saturday Test-prep Academy for four 3.5-hour sessions.            3 teachers X 3.5 hours X 4 sessions = 42 hours total            42 X 49.89 = \$2,095.38</p> <p>One supervisor will oversee the program, as there is no other operational program in the building on Saturday. He will be paid at the supervisor</p>

		<p>per-session rate for the duration of the program (3.5 hr/ 4 weeks)  1 supervisor X 3.5 hours X 4 sessions = 14 hours total  14 X 52.21 = \$730.94</p> <p><b><u>Professional Development</u></b>  The four Title III teachers will receive four 2-hours sessions of professional development to be conducted by the supervisor  <u>4 teachers</u> X 2 hours per session = 8 hours X 4 sessions = 32 hours total  32 X 49.89 = \$1,596.48</p>
<b>Purchased services</b> <ul style="list-style-type: none"> <li>- High quality staff and curriculum development contracts.</li> </ul>	None	<b>None</b>
<b>Supplies and materials</b> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials.</li> <li>- Must be clearly listed.</li> </ul>	<b>\$2,207.07</b>	<b>NYSESLAT Test Preparation Materials from Attanasio to support the instructional program</b> <b>\$2,197.02</b> <b>General Supplies: \$10</b>
<b>Educational Software (Object Code 199)</b>	<b>\$1,950</b>	<b>To purchase 13 additional Imagine Learning Licenses to support the literacy program as described in the narrative.</b> <b>13 X \$150 = \$1,950</b>
<b>Total</b>	<b>\$15,000</b>	

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

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

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

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

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.  
**Each September PS/MS 43 conducts a survey to determine what languages are spoken in the homes of our students. Classroom teachers ask their students which language their parents/guardians are most comfortable communicating in. When available, Part 3 of the Home Language Identification Survey (HLIS) is also referred to for parent's preference when receiving written and oral information. The data is then compiled and lets us know which students should receive translated documents. Documents are then translated into the corresponding languages. The following languages are spoken in the homes of our students: Spanish, French, Haitian-Creole, Tagalog, Fulani, Yoruba, Russian, and Pashto.**

**In addition, the school community is interviewed to see what school based documents parents would benefit from receiving in their home language. Interviews are conducted with the principal, assistant principals, parent coordinator, ESL teachers, dual language coordinator, classroom teachers and parents. The resulting data is used to determine the major school based documents that need to be translated.**

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.

**The PS/MS 43 school community found that written translations and oral interpretations were necessary to communicate to parents. Spanish is the language that needs to be used the most to communicate with parents. The school community was notified of this finding via written communication. The staff and parent association were notified that if they would like interpreters or written documents to be translated, that they should submit a request to the Dual Language Coordinator.**

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

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

**Based on the interviews conducted, the types of documents that need to be translated include: the monthly school calendar, proper dress attire policy, registration requirements, notices from the PTA regarding times and dates of meetings, half day notices, assessment information, behavioral contracts, workshop notices, general school information that is vital for parents, trip permission slips, etc. The written translation services are provided in-house by school staff.**

**The translation of these documents will provide increased opportunities to inform more parents of important school related events and information.**

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.

**The above mentioned survey also yielded results for oral interpretation needs. That survey lets us know what languages parents speak at home and would be more comfortable communicating in orally. A survey of the staff at PS/MS 43 indicated that teachers would like to have translators available when they need to communicate during parent teacher conferences and during parent workshops and meetings. A canvas of parents also indicated that they would like to hear information in their own language so that they can be better informed about their children. We have identified existing teachers and paraprofessionals that would be willing to interpret for parents and teachers and when necessary look for interpreters outside the school.**

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>.

**Parental notices will be sent in English and other targeted languages informing parents of the availability of translation and interpretation services at the school. In addition, a copy of such notification will be posted in a prominent location near the main office of the school.**

**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:	\$843,360	\$55,579	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$8,433		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$555	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$42,165		

5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$2,778
6. Enter the anticipated 10% set-aside for Professional Development:	\$84,336	
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$5,557

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year:  
98%

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.

Wherever possible all recruited teachers are appropriately certified. Where they are not we are monitoring their progress through Principal counseling, administrator support and Teacher Center technical assistance.

The Principal in collaboration with Liaisons will follow the policies set forth by the Department of education to ensure that the selection of highly qualified teachers follows the guidelines set by the New York State Education Department.

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

**Explanation :** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents,

are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

### **School Parental Involvement Policy –**

**PS/MS 43Q agrees to implement the following statutory requirements:**

- **The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.**
- **The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.**
- **The school will incorporate this parental involvement policy into its school improvement plan.**
- **In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.**
- **The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.**
- **The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:**
- **Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—**
  - **that parents play an integral role in assisting their child’s learning;**
  - **that parents are encouraged to be actively involved in their child’s education at school;**
  - **that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.**
- **The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.**

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

#### **School-Parent Compact –**

**PS/MS 43Q**, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2008-09.

#### **Required School-Parent Compact Provisions**

##### **School Responsibilities**

##### **PS/MS 43Q will:**

1. **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.]**
  - a. **Provide in school professional learning activities and opportunities for professional learning outside of school**
  - b. **Continue developing and implementing our character education program**
  - c. **Continue having 3 assistant principals and 3 guidance counselors**
  - d. **Implement a Character, Discipline position in the school**
  - e. **Continue to provide AIS services for students (i.e. afterschool, Saturday Institute, Lunch and Learn, reading and math coaches)**
  - f. **Continue to provide services for high achieving students (i.e. Dolphin program, ARP program)**

2. **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: in the fall and the spring of the 2008-2009 school year**
3. **Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: parents/caregivers will receive quarterly reports on student progress**
4. **Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Parent/teacher communication can take place in the student homework agenda, telephone communication and email. Parent/caregivers are invited to make appointments to meet with teachers**
5. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: learning leaders, meet the teacher night, dance festival, awards ceremonies, assembly programs, Celebration by the Sea**
6. **Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.**
7. **Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.**
8. **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.**
9. **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.**
10. **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.**
11. **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.**
12. **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.**
13. **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.**

### **Parent Responsibilities**

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

- **Monitoring attendance.**
- **Checking homework agenda each day**

- **Making sure that homework is completed.**
- **Monitoring amount of television their children watch.**
- **Volunteering in my child's classroom.**
- **Participating, as appropriate, in decisions relating to my children's education.**
- **Promoting positive use of my child's extracurricular time.**
- **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.**
- **Attending monthly grade specific meetings as appropriate**
- **Attending 3 AVID meetings if appropriate**
- **Making sure my child has the appropriate tools for learning: pencils/pens, notebooks**
- **Monitoring my child's choices in the areas of perseverance, respect, responsibility, compassion, giving, honesty and self discipline**

**Student Responsibilities (revise as appropriate to grade level)**

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

- **Do my homework every day and ask for help when I need to.**
- **Read at least 30 minutes every day outside of school time.**
- **Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.**
- **Bring home my homework agenda**
- **Complete all assignments**
- **Display the ability to "Make the Right Choice" and display the 7 core virtues listed above.**

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

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

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

**PS/MS 43Q uses a variety of methods to review the school's program and student achievement. Test scores, student and staff attendance rates, the latest PASS review, parent and staff interviews are used to review the school's curriculum, climate, character and community. The following documents are examined:**

- ECLAS
- State and City assessments
- Annual School Report Card
- Quality Review
- Student portfolios
- Teacher developed tests
- ACIS
- PTA meeting minutes and attendance
- Student report cards
- Attendance at parent-teacher conferences
- Interim assessments reports
- Attendance reports
- Referrals
- Promotion in doubt letters
- School newsletter
- Awards assemblies
- Occurrence and suspension records

2. Schoolwide reform strategies that:

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

**The first priority of the PS/MS 43 Learning Community is the formation of an instructional program that is based on the development of an effective, connected curriculum featuring best teaching practices. This curriculum impacts on all students including students in special education classes and ELL students.**

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.

### Reduced Class Size

Early childhood reduced class size (average of 20) continued to be implemented in grades K-3. School funds support reduced class size in grades 4-8.

o Help provide an enriched and accelerated curriculum.

### Dolphin Program

The accelerated/enrichment program for selected students is provided in grades 1 through 5. Programmed into the model is flexible grouping to address giftedness in major subject areas and additional enrichment in music, art and foreign language. Students are responsible for all grade level class work, accelerated work and monthly projects.

### Instructional Arts Program

Our comprehensive arts program prepares students to participate in the arts, learn about art materials, develop their analytical and aesthetic skills, and to understand the art of diverse cultures.

### Visual Arts

Students in 7<sup>th</sup> grade classes attend art once a week developing individual art portfolios and preparing for specialty high school applications and the arts regents' exam given in high school. The visual arts teacher meets with the Dolphin classes each week providing enrichment activities such as thematic art units that tie into curriculum areas, i.e. Anansi spider, making

masks for play, etc. An “Open Access” model allows teachers of other grades and classes to “sign up “for Art room time with the Project ARTS teacher as needed and as available. . All teachers are able to consult with the Project Arts teacher about incorporating art into their lessons.

Project ARTS funds were used to bring Mark DeGarmo Dance Forms Inc. to our students in 4<sup>th</sup> grade and their teachers. This weekly program provided intensive exposure to Traditional American dance forms culminating in a performance in June. Back in the classroom the students write responses to their dance experience on a weekly basis in journals they created in the art room.

#### General/ Vocal Music

Kindergarten - 3<sup>rd</sup> and 8<sup>th</sup> grade general and special education students attend general music class at least one period per week. Instruction centers on literacy themes being taught in the regular classroom. Orff instruments and methods are used for early childhood classes. In addition, music literacy (rhythm, melody, musical notation, theory, composition, appreciation, performing) is taught to upper and lower grade students. The school chorus meets two times per week.

#### Instrumental Music

Students are receiving instruction in playing brass, woodwind, percussion and string instruments to form a school band. The band consists of students from grades 4 - 8. No prior musical training is necessary because selection is based on the students' ability to make the "Right Choice". Each musical family meets 2-3 periods per week. Classes are held during and after-school. All third graders are being taught to play recorders and to read music, notation, theory and making the connection between written/writing music and English language Arts.

In addition to the daily curriculum in literacy, math, science and social studies, additional opportunities for students to meet the State’s proficient and advanced levels of student achievement are provided through:

#### ART Club, Dance Club, Drama Club, Chess Club

An after-school programs for students meet at least twice per week

- o Meet the educational needs of historically underserved populations.

### Advancement Via Individual Determination (AVID) and Elementary AVID

Students selected for the program are in the academic middle, high Level I, Level II and low Level III who have the desire to go to college and the willingness to work hard. These are students who are capable of completing rigorous curriculum but are falling short of their potential. Typically, they are the first in their families to attend college and are from low-income or minority families. In addition to working with AVID trained teachers, 7<sup>th</sup> and 8<sup>th</sup> grade students spend one period a day in the AVID elective where they learn organizational and study skills, work on critical thinking and asking probing questions, get academic help from peers and college tutors, and participate in enrichment and motivational activities that make college seem attainable.

- 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.

### Voyager Passport

The Voyager Passport Reading Intervention system provides support for struggling readers in grades K-3. Children are selected for this program based on their on their ELAS-2 scores. These scores were compared with benchmarks established by the Voyager program. Students not meeting the benchmarks were eligible for the program. Voyager is a daily 30 to 40 minute program. Groups of approximately 6 children receive instruction in essential components of literacy – word study, phonemic awareness, phonics, vocabulary, comprehension and fluency. Teachers and paraprofessionals received training to provide these services. Students' reading progress is evaluated using the Vital Indicators of Progress (VIP) assessments. Depending on the grade level, children are evaluated in the following areas – initial sound fluency, letter naming fluency, phoneme segmentation fluency, nonsense word fluency, reading connected text and retell fluency.

### Early Childhood Literacy

Cluster positions were dedicated to serving Kindergarten, 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> grade classes (general education and special education) and the full day PreK class. The cluster teacher is an integral part of the grade. Team planning is encouraged. Lessons focus on connecting listening/writing, reading/writing, writing mechanics/grammar to the content areas.

### Extended Day - Three 40 minute periods per week for low performing students in ela and math

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

NA

3. Instruction by highly qualified staff.

**Wherever possible all recruited teachers are appropriately certified. Where they are not we are monitoring their progress through Principal counseling, administrator support and Teacher Center technical assistance.**

**The Principal in collaboration with Liaisons will follow the policies set forth by the Department of education to ensure that the selection of highly qualified teachers follows the guidelines set by the New York State Education Department.**

**The Principals in collaboration with the Liaisons work with the Division of Human Resources to identify qualified teachers through major recruitment campaigns and through relationships with Colleges and Universities**

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.

**Through the 50 minutes bi-monthly extended day professional development, the school's professional development committee will target the assessed pedagogical needs of the staff with differentiated high quality professional development.**

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

**The Principal in collaboration with Liaisons will follow the policies set forth by the Department of education to ensure that the selection of highly qualified teachers follows the guidelines set by the New York State Education Department. The Principal works with the Division of Human Resources to identify qualified teachers through major recruitment campaigns and through relationships with Colleges and Universities.**

6. Strategies to increase parental involvement through means such as family literacy services. **Our Parent Coordinator holds a series of workshops throughout the year addressing literacy in both math and reading. A Family Math Club is held once a month to improve math literacy. Our visual arts teacher holds once a month art workshops**

for families in our learning community. For the past two years we have applied for and received a Computers for Youth grant that provided our 6<sup>th</sup> grade students and families with computers and training. Each assistant principal conducts monthly parent workshops held 1 hour before the PTA meeting.

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.

In order to achieve smooth transitions, administrators and teachers must work to ensure program continuity by providing an age-appropriate curriculum within all early childhood grades. To facilitate opportunities for communication and cooperation throughout the year, a variety of continuity and transition activities will be planned to support the “moving-on” experience. These experiences will be provided for staff, children, and parents from Community Based Organizations, Public School PreKindergartens and Special Education PreSchools as follows:

#### Ongoing Communication for Staff

- Establish a community-wide PreKindergarten Advisory Committee that meets bi-monthly to develop plans and materials (including registration information) to be used in the transition process by all PreKindergarten Programs in the Region.
- Invite staff of the preschool and kindergarten programs to participate in exchange visits.
- Establish and implement joint in-service professional development sessions, meetings and discussions focused on transition, curriculum and instructional practices.
- PreKindergarten teachers will develop a list of competencies/skills that PreKindergarten children will come away with when they complete the year and begin kindergarten. This list of competencies/ skills will be passed on to the kindergarten teachers for use in making curriculum decisions. The PreKindergarten standards will also be shared with the Kindergarten staff and supervisors.

- **Share Department of Education curriculum and standards for kindergarten with CBO agencies and PreKindergarten staff in order to expose them to what will come next.**

#### **Transition Activities for Children**

- **Schedule a visit or a series of visits to the new school for the children**
- **Provide pre-kindergarten children with a summer package that includes transition activities**
- **Encourage children to ask questions about kindergarten**
- **Organize a PreKindergarten Day for parents and children who will be attending Kindergarten in the public school the following year**

#### **Involvement of Parents in Transition**

- **Provide parents with information about the school their child will be attending**
- **Invite school personnel, teachers and principals, to attend a parent meeting and discuss the kindergarten program, the role of parents in the school and to answer any other questions. It is a good idea to include family assistants or parent coordinators that can translate the information during the meeting.**
- **Organize and implement a Kindergarten Fair at each elementary school.**
- **Invite parents who have already had children transition to kindergarten to talk about their experience to the parents of the incoming group.**
- **Establish routines that children will use during the year, ex. where children will be picked up at the end of the day, where children will eat lunch, etc.**
- **During Pre-Kindergarten Parent Advisory Meetings discuss kindergarten curriculum and expectations.**

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.

**The PS/MS43Q School Report Card is distributed to each staff member on the Professional Learning Teams. Item skills analyses for reading and math, and ECLAS data are used to identify specific instructional needs of individual students and establish preliminary groups for academic intervention services. Teachers also receive results of assessments. The literacy and math coaches meet with PLTs to determine areas of weakness and strategies to develop success. These plans may include development of lesson plans, examination of material, participation in a lunch and learn and/or afterschool and the Saturday Institute.**

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.

**Activities to ensure student success in mastering the proficient or advanced levels of academic achievement are:**

- a. Reduced class size**
- b. Lunch and learn**
- c. AIS services in literacy and math**
- d. Push in /pull out programs**
- e. Extended Day**
- f. AVID/Elementary AVID**
- g. Star 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.

All services and programs are coordinated through the administration.

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

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

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

**NA PS/MS 43Q is not a Targeted Assistance school**

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

**NA**

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

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

**NA**

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

**NA**

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

4. Coordinate with and support the regular educational program;  
**NA**

5. Provide instruction by highly qualified teachers;  
**NA**

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

7. Provide strategies to increase parental involvement; and  
**NA**

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

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

*All schools must complete this appendix.*

### **Background**

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

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

## **CURRICULUM AUDIT FINDINGS**

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

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

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

## Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher's role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. Vertical alignment is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas horizontal alignment refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

## ELA Alignment Issues:

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

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

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

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

**-English Language Learners.**

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

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

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

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

The process engaged to assess whether this finding is relevant to our school's education program:

PLTs in addition to coaches, data specialists, school leadership team and others as necessary review data – results of assessments, acuity assessments, school report card and progress report, curriculum maps, pacing calendars

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?

Curriculum Maps are more like pacing calendars. They do not indicate skills and strategies to be mastered for each grade level.

Written language needs to be addressed on all grade levels.

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.

At this time our school will not require additional support from central. Our Network Leader, Network support specialist, and coaches will help us address this issue.

### **1B. Mathematics**

#### **Background**

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

process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

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

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

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

The process engaged to assess whether this finding is relevant to our school's education program:  
PLTs in addition to coaches, data specialists, school leadership team and others as necessary review data – results of assessments, acuity assessments, school report card and progress report, curriculum maps, pacing calendars.

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?

Teachers supplement textbooks with their own material to address the gaps noticed. Upon examination of data most students have weaknesses in the areas of number sense and operations.

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.

At this time our school will not require additional support from central. Our Network Leader, Network support specialist, and coaches will help us address this issue.

## **KEY FINDING 2: INSTRUCTION**

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

### ***2A – ELA Instruction***

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

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

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

The process engaged to assess whether this finding is relevant to our school's education program:

PLTs in addition to coaches, data specialists, school leadership team and others as necessary reviewed data – results of assessments, acuity assessments, school report card and progress report, curriculum maps, pacing calendars

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?

An examination of all data indicated that we need to raise student and teacher expectation by providing more challenging activities for high performing students. We will continue implementing differentiated instruction strategies and professional development.

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.

At this time our school will not require additional support from central. Our Network Leader, Network support specialist, and coaches will help us address this issue.

## **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (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.

The process engaged to assess whether this finding is relevant to our school's education program:  
PLTs in addition to coaches, data specialists, school leadership team and others as necessary review data – results of assessments, acuity assessments, school report card and progress report, curriculum maps, pacing calendars

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?

An examination of all data indicated that we need to raise student and teacher expectation by providing more challenging activities for high performing students. We will continue implementing differentiated instruction strategies and professional development.

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.

At this time our school will not require additional support from central. Our Network Leader, Network support specialist, and coaches will help us address this issue.

<sup>3</sup>To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the

Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

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

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

Please respond to the following questions for Key Finding 3:

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

The process engaged to assess whether this finding is relevant to our school's education program:

PLTs in addition to coaches, data specialists, school leadership team and others as necessary review data – results of assessments, acuity assessments, school report card and progress report, curriculum maps, pacing calendars

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?

Our school report card indicates that we should continue to address communication and respect.

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.

At this time our school will not require additional support from central. Our Network Leader, Network support specialist, and coaches will help us address this issue.

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

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

Please respond to the following questions for Key Finding 4:

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

The process engaged to assess whether this finding is relevant to our school's education program:

PLTs in addition to coaches, data specialists, school leadership team and others as necessary review data – results of assessments, acuity assessments, school report card and progress report, curriculum maps, pacing calendars

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

Applicable  Not Applicable

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

Our school has an extensive professional development plan that includes activities for our ELL teachers

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.

NA

#### **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

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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.

The process engaged to assess whether this finding is relevant to our school's education program:

PLTs in addition to coaches, data specialists, school leadership team and others as necessary review data – results of assessments, acuity assessments, school report card and progress report, curriculum maps, pacing calendars

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?

The ELL assessment data is not disaggregated as is the general population

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.

this is an issue that central needs to address

### **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.

The process engaged to assess whether this finding is relevant to our school's education program:

PLTs in addition to coaches, data specialists, school leadership team and others as necessary review data – results of assessments, acuity assessments, school report card and progress report, curriculum maps, pacing calendars

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?

Although our school has extensive professional development activities, additional PD is needed for special education teachers and paraprofessionals.

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.

In addition to support from central, our network leader, network support specialist, and coaches will help us address this issue.

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

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

Please respond to the following questions for Key Finding 7:

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

The process engaged to assess whether this finding is relevant to our school's education program:  
PLTs in addition to coaches, data specialists, school leadership team and others as necessary review data – results of assessments, acuity assessments, school report card and progress report, curriculum maps, pacing calendars

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

Applicable  Not Applicable

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

Students with disabilities are being tested in an unfair manner. If an IEP states that a 6<sup>th</sup> grade student is reading on a beginning 4<sup>th</sup> grade level and should complete 50% of 4<sup>th</sup> grade work to be promoted, what is the point of making them take a 6<sup>th</sup> grade ELA Assessment? The assessment results simply indicate that they are in Level 1. Are these assessment results really able to show academic growth? Wouldn't it be better to test them on their functioning level? Our students, who are in this position, get very frustrated taking these tests that are so far above their academic level.

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.

This is an issue that must be addressed by Central.

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

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

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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

### **Part A:**

#### **For Title I Schools**

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

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

Our students who are living in temporary housing receive the same services that all of our students receive. Special attention is given to our students by our guidance counselors. Students are provided with extended day and opportunities to join the community based afterschool program.

3. Part B:  
**For Non-Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

**NA**

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

**NA**

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

**Language Allocation Policy Narrative  
2009-2010**

**Part II. ELL Identification Process:**

***1. Describe the steps followed for the initial identification of those students who may possibly be ELLs.***

To initially identify students who may possibly be ELLs during the registration of the children parents are asked to complete a Home Language Identification Survey (HLIS). An informal oral interview is also conducted and a translator is provided whenever necessary. After completion of the survey a trained school pedagogue reviews the HLIS. If the HLIS indicates that a language other than English is used in the home, the student is administered the Language Assessment Battery Exam (LAB-R) within ten days of registration. All personnel involved in the screening, HLIS review, and administering of LAB-R are trained school pedagogue. To annually evaluate ELLs we check the NYSESLAT scores of students to assess their current level of proficiency for linguistic and academic placement for the present school year.

***2. What structures are in place at your school to ensure that parents understand all three program choices?***

At PS/MS 43 Parents are offered two choices, the ESL Program (K-8) and the Dual Language Program (K-6). Parents of students that are classified as English Language Learners are invited to attend an orientation in September and throughout the year as necessary. At the orientation parents view a video and listen to a presenter discuss the program options. Parents complete the parent survey and program selection form, indicating the program choice that they would like for their child. The parent video and parent brochure is made available in the parent's native language. Translators are provided for parents that do not speak English.

***3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned?***

Parents of students who have been LAB-R tested and are determined to be ELL entitle are notified as soon as entitlement is verified. Parents are notified in writing in English and their home language. Letters are sent home with children in their agenda books. The NYSESLAT scores of students from previous school years are checked to determine continuing entitlement to services. The parents of these students are therefore, notified of continuing entitlement for services. They are also notified in writing. Parents are invited to a parent orientation session within ten school days after the enrollment of child. To ensure that parent surveys and program selection forms are returned parent orientation meetings are held monthly throughout the school year. Parents are invited (in English or home language) to attend. They are

contacted in writing and when necessary by telephone and personally when seen at the school during arrival or dismissal of students. All forms are requested to be filled out right after the meeting.

**4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs.**

After parents have chosen the program they want for their child. The child is placed in the program selected by the parent. If the desired program is not available in our school, transfer to a school that has that program is offered. Parents are offered two choices at PS/MS 43, the ESL program (K-8) and the Dual Language Program (K-6). Most parents prefer to place their children in one of the programs offered rather than transfer.

**5. After, reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have been requesting?**

There are two overall trends for the “Parent Survey and Selection” forms. In grades K-6, since the implementation of the Dual Language program, parents have overwhelmingly selected this option. Most of the parents of ELL new admits in grades K-6 have chosen the Dual Language Program. In all other grades parents consistently select the ESL program.

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

Yes, the programs offered at PS/MS 43 are aligned with what parents have been requesting. The ESL program is offered in grades K-8 for parents who prefer this option. The Dual Language program is currently offered in grades K-6. We expect the trend for the selection of the Dual Language Program to continue.

**Part III C: Programming and Scheduling Information**

**1. How is instruction delivered?**

Instruction is delivered in a variety of ways. The instructional techniques employed during instruction include modeling, scaffolding bridging, contextualization, schema building, text representation, and meta-cognitive development. Differentiated instruction is provided to students so that they may progress from level to level. Through a thematic approach to teaching students are taught the four modalities of language: reading, writing, speaking, and listening; using the aforementioned instructional techniques. During the thematic approach to instruction the five ESL approaches are employed. They include Cooperative Learning, The Natural Approach, The Language Experience Approach, Total Physical Response, and the Whole Language Approach. For students at the beginning language level, instruction

focuses on Basic Interpersonal Communication Skills (BICS). As students reach the intermediate and advanced levels of language the focus shifts towards Cognitive Academic Language Proficiency (CALP).

**2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model?**

The Dual Language/ESL Coordinator analyzes the results of the NYSESLAT to determine the proficiency levels of each student. Groups are then created based on the language level and the grade level of students. Beginning and Intermediate level students receive 360 minutes per week of ESL instruction. Students at the Advanced level receive 180 minutes of ESL instruction per week as well as 180 minutes of ELA instruction per week. As new admits enter the school they are placed in the appropriate group based on results of the LAB-R.

The ESL Program provides instruction in English using ESL methodologies for a specific amount of time as determined by scores achieved on the NYSESLAT or LAB-R. A “Pull-out” and “Push-in” instructional model is utilized, wherein the ESL certified teacher pulls out students from their classroom to provide services in grades K-8 or pushes into the classroom to work with them. Students are pulled out in groups according to their grade and language proficiency level. Students scoring at the beginning and intermediate levels receive 360 minutes of instruction per week. Students scoring at the advanced level receive 180 minutes of ESL instruction provided by the ESL teacher and 180 minutes of ELA instruction provided by the classroom teacher each week.

**3. Describe how the content areas are delivered in each program model.**

The certified ESL teacher utilizes a variety of instructional techniques and ESL methodologies to enhance the academic performance of English Language Learners. The instructional techniques employed during instruction include modeling, scaffolding, bridging, contextualization, schema building, text representation, and metacognitive development. Through a thematic approach to teaching students are taught the four modalities of language: reading, writing, speaking, and listening; using the aforementioned instructional techniques. During the thematic approach to instruction the five ESL approaches are employed. They include Cooperative Learning, The Natural Approach, The Language Experience Approach, Total Physical Response, and the Whole Language Approach. For students at the beginning language level, instruction focuses on Basic Interpersonal Communication Skills (BICS). As students reach the intermediate and advanced levels of language the focus shifts towards Cognitive Academic Language Proficiency (CALP).

**4. How do you differentiate instruction for ELL subgroups?**

**a. Describe your instructional plan for SIFE.**

Currently there are no SIFE students in our school. However, if we were to have SIFE students they would be offered Academic Intervention Services. In addition to the mandated instructional requirements, these students would be invited to attend our ESL Saturday School Program. The ESL teacher would work closely with the classroom teacher to ensure adequate progress of these students.

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

English Language Learners in US schools less than three years are given the mandated instructional time as prescribed by CR Part 154. In addition, these students also participate in the ESL Saturday School Program.

***c. Describe your plan for ELLs receiving services 4 to 6 years.***

Ells receiving services for 4 to 6 years will continue to receive the mandated instructional time based on their NYSESLAT scores and proficiency levels. These students are endanger of being long-term ELLs and level 1 or 2 in school therefore, they are our prime candidates for AIS, Instructional Intervention planning, Extended Day, and Saturday School.

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

Long-term ELLs are offered a variety of academic intervention services. They are invited to attend the Saturday Institute. Students receive intensive reading and/or math instruction that targets their individual needs. Differentiated instruction is provided in small groups.

***e. Describe you plan for ELLs identified as having special needs.***

Students with special needs participate in ESL instruction as mandated by their I.E.P.'s. The instruction that they received is modified as needed depending on their abilities. Students receive additional scaffolding and support to enable them to participate fully. They are also invited to attend the ESL Saturday School Program.

***5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted).***

Our targeted intervention programs for ELLs include English Language Arts, which is a reading program for students in grade K-6. It centers on 120 minutes of literacy instruction, uninterrupted Balanced Literacy, read-alouds, whole class directed lessons, learning center activities etc. We also have the Wilson Reading System, which is a research-based reading and writing program for teaching decoding and encoding beginning with phoneme segmentation. The Voyager Passport Reading Intervention system provides support for struggling readers in grades K-3. The Dolphin Program is the accelerated/enrichment program for students in grades 1 through 5. Extended Day, Math, Science, and Social Studies Extended Day, and Advancement Via Individual Determination (AVID) are also part of our targeted intervention programs for ELLs. At risk services are provided by Guidance Counselors.

**6. Describe your plan for continuing transitional support (2years) for ELLs reaching proficiency on the NYSESLAT.**

Students that have attained proficiency on the NYSESLAT continue to receive support from their classroom teachers. Classroom teachers have been trained in the use of ESL strategies and methodologies. They utilize these techniques within their instructional program. The classroom teachers and ESL teachers work together to ensure the continued progress of students. Students that have attained proficiency within the last two years are provided with the testing accommodations that current ELLs are provided. If necessary, students will be provided with one (1) period of AIS or one (1) period of ESL instruction.

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

New programs and improvements for this year are the implementation of our new six grade Dual Language class. A greater emphasis has been placed on differentiated tiered instruction in all classes which enables us to meet the academic needs of our ELLs. We have also made improvements in using Achieve 3000 with our ELLs.

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

We no longer have two ESL teachers due to lack of funds. Our fourth and fifth grade dual language classes have been down graded to one teacher each due to small class size. Therefore, one bilingual teacher teaches English one day and Spanish the next day.

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

All ELLs have equal access to all school programs. AVID programs have been implemented in grades 4-6 and our ELLs are in these programs. ELLs are also part of the Smart Start and Smart Start Plus program for students who demonstrate a need for a greater degree of both academic and affective support. We also have ELLs in our Dolphin classes. They are also afforded equal access to any Saturday school program including ELA and Math preparation classes. ELLs are given the opportunity to participate in any program that is beneficial to their level of proficiency, interest, and learning style.

**10. What instructional materials, including technology, are used to support ELLs?**

A variety of instructional materials are used to support the learning of ELLs. In the Dual Language Program, the Open Court Program is utilized for instruction. This includes big books, guided readers, and shared readers in both English and Spanish. The Everyday Math program is utilized for math instruction in both languages, and the McGraw Hill Programs are utilized for Science and Social Studies instruction in both languages. The classes also have a variety of libraries for literacy, math, science, social studies and ESL in the classrooms. Additional materials include Cancioneros, ESL wrap ups, Leapfrog Spanish/English Program, Picture Perfect Dictionary Program, leveled libraries, and computer software including Achieve 3000. In the ESL Program, instructional materials that are used include the Prentice Hall Regents ESL Program, the Leaptrack Program, the Oxford Picture Dictionary Program, High Point program, English at Your Command, Into English Portable Packs, Picture Perfect Word Book, leveled libraries, content area libraries, the ELLIS computer software program and Achieve 3000.

**11. How is native language support delivered in each program model?**

The Dual Language program supports the learners by using both English and Spanish. In both Dual Language and ESL native language support is provided through computer programs, picture dictionaries, thesauri, books in student's native language, and translation websites. Our programs emphasize the importance of placing the learner's native language and cultural background and experiences at the center of the educational program. Differentiated Instruction and student generated materials are used for teaching and learning.

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

Yes, the required services support and resources correspond to ELLs' ages and grade levels. PS/MS 43 is able to provide ESL services in grades K-8. Additionally, Our Dual Language Program is available for ELLs in grades K-6. Our upper grade Dual Language classes use Harcourt Storytime material and our lower grades use Open Court, both provide extra ELL support kits and instruction that promote language development. Classes also have grade leveled libraries in English and Spanish.

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

Tours of the PS/MS 43 building and dual language department are provided for all newly enrolled ELL students and their parents.

**Schools with Dual Language Programs**

**1. How much time (%) is the target language used for EPs and ELLs in each grade?**

The Dual Language program model teams two teachers to provide instruction in two languages. One teacher provides instruction in English, while the other teacher provides instruction in Spanish. Students are linguistically mixed for all instruction, where each class contains 50% native English speakers and 50% native Spanish speakers. The target language time is equally divided between the two languages, so that 50% of the instructional time is allocated to instruction in English and 50% to instruction in Spanish.

**2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?**

The instructional day for our EPs and ELLs are entirely integrated. However, differentiated instruction is incorporated in all lessons keeping in mind ELLs and their language proficiency levels.

**3. How is language separated for instruction (time, subject, teacher, theme)?**

Instruction is simultaneous for literacy and all content areas. During the literacy block, the components of the balanced literacy program are introduced in both students' first and second language. In addition, the first and second languages are utilized for instruction across the content areas. Students receive language arts, math, science, and social studies instruction following the Alternate Day Model. One language is used for instruction on day one followed by instruction in the other language on day two. At the end of the two-week cycle, students have received instruction in both languages for five days.

**4. What Dual Language model is used (side-by-side, self-contained, other)?**

The Dual Language Program follows the Alternate Day Model. Students spend one day learning English in the English classroom with an English teacher and the following day is spent learning Spanish in the Spanish classroom with a Spanish teacher. This follows a ten-day cycle, after which students will have 5 days of English instruction and 5 days of Spanish instruction.

**5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?**

Emergent literacy is equally divided between two languages, so that 50% of the instructional time is allocated to instruction in English and 50% to instruction in Spanish. Instruction is simultaneous for literacy and all content areas.

## **Professional Development and Support for School Staff**

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

All personnel at PS/MS 43 receive professional development in ESL throughout the year. Workshops are offered for classroom teachers, ESL teachers and Dual Language teachers. Topics include ESL strategies and instructional techniques employed during instruction including modeling, scaffolding, bridging, contextualization, schema building, text representation, and meta-cognitive development; Data Analysis; ESL methodologies including Cooperative Learning, The Natural Approach, The Language Experience Approach, Total Physical Response, and the Whole Language Approach; and instruction focusing on Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). Teachers are currently participating in the Differentiated Instruction coaching system, on a weekly base.

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

PS/MS 43 is a K-8 school therefore, as our elementary students' transition to middle school; staff of ELLs receive an eligibility list with NYSESLAT scores. All data on students are compiled and reviewed by teachers. Middle school students are provided with a list of ELL High Schools, open house opportunities and summer school preparation courses for ELLs.

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

All staff including Dual Language and the ESL teacher meet in professional learning teams through out the school year. Periodically during professional learning team meetings ELL training is provided by our Dual Language Coordinator. Teachers receive copies of ESL Standards and are informed as to how to incorporate them in daily lessons. Teachers also have grade wide common planning periods and differentiate to meet student's needs academically and linguistically.

## **Parental Involvement**

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

At PS/MS 43 we encourage all parents including parents of ELLs to be involved in all aspects of their children's learning. Parents are invited to Parent Teacher Association (PTA) meetings, workshops, Individualized Education Plan (IEP) meetings, and Parent/Teacher conferences. Invitations are distributed in parent's native language. Parents are made aware of any potential plans for academic intervention and development of intervention plans. The school has purchased homework agendas for all students including ELLs that are used to communicate assignments, important dates, meetings, and

behavior concerns. Teachers maintain phone contact and a parent contact log. Parents are also invited on class trips and Saturday Competitive Edge trips for ELLs.

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

The Parent Teacher Association holds monthly workshops on various topics of interest. Invitations are distributed in English and parent's native language.

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

During our monthly Parent Orientation meeting parents are given an opportunity to express their needs and concerns. At Parent/Teacher conferences we are able to evaluate the needs of our parents. Additionally, surveys are taken at PTA meetings.

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

During the month of September and throughout the year as necessary, the ESL teacher conducts orientation sessions for the parents of newly enrolled English Language Learners. The orientations include discussions on state standards, assessments, school expectations, and program requirements for the ESL and Dual Language programs. Workshops occur throughout the year for parents on various topics including literacy, math, and helping your child at home. Based on surveys activities are planned and organized to best suit our parents needs. Parent/Teacher conferences have been arranged based on the majority of parents' schedules. We also addressed the need for more Spanish and French translators during meetings.

**Part IV: Assessment Analysis**

**B. After reviewing and analyzing the assessment data**

**1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs. What insights does the data provide about your ELLs? How can this information help inform your school's instructional plan?**

The assessment tools used to assess the early literacy skills of our ELLs are E-Sol and Fontus and Pinnella. Also, grade level writing assessments are done 4-5 times a year. Teachers also use Open Court unit assessments. The data provides us with insights as to our students' areas of strengths and weaknesses. Based on this information we have more knowledge on how to differentiate our lessons and how to individualize student plans.

**2. What is revealed by the data patterns across proficiency levels and grades?**

The data patterns reveal that across all proficiency levels and grades students perform better on the listening and speaking modalities. Students do not perform as well on the reading modality and in the writing modality. In grades K-2, students perform the lowest on the reading subtest. In grades 3-8 students perform the lowest on the writing subtest.

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

Instruction will continue to have a greater focus on reading and writing rather than listening and speaking. Increased instructional time will focus on elements of balanced literacy including shared and guided reading and writing, grammar, and sentence structure.

**4. For each program, answer the following:**

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

The majority of our ELL students are scoring at a level 2 or level 3 across the grades. Within each assessment the pattern continues that students are having more difficulty with writing as opposed to the listening and speaking portions of the assessments. This is across the various proficiency levels.

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

The school leadership and teachers are using the results of the ELL Interim Assessment to reflect upon their teaching. ESL and classroom teachers are analyzing the results of each student's performance. They are using the data to inform their lessons. Small group instruction is utilized to teach students targeted skills based on the results of the assessment.

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

The results of the assessment inform us of the needs of our ELLs. The Periodic Assessments outlines the structure of our programs and the structure of our programs are influenced by the needs of our particular students. The needs of our particular students are evidenced in the assessments they take and their performance in the classroom. Instruction is informed by a careful analysis of the assessment results.

**5. For dual language programs, answer the following:**

**a. How are the English Proficient students assessed in the second (target) language?**

Students continue to make progress in the State and City Assessments. Most of our students perform at levels 2 and 3 in Math and ELA. 64% of students scored at levels 3 and 4 on the NYS Math Assessment. On the NYS ELA, 21.9% of students scored at level 3. 65.8% scored at level 2 on the NYS ELA.

***b. What is the level of language proficiency in the second (target) language for EPs?***

The English Proficient students are making progress in the target language (Spanish). Students that entered the program with little or no knowledge of Spanish are currently at the beginning level of language proficiency. English Proficient students that entered the program with a knowledge of the Spanish language are at the intermediate level of language proficiency.

***c. How are EPs performing on State and City Assessments?***

Students continue to make progress in the State and City Assessments. Most of our students perform at levels 2 and 3 in Math and ELA. 80% of students scored at levels 3 and 4 on the NYS Math Assessment. On the NYS ELA, 66.3% of students scored at level 3. 29.5% scored at level 2 on the NYS ELA.

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

The success of our programs for ELLs are evaluated through students performance on state test, standardized achievement test, NYSESLAT scores and movement from proficiency level to proficiency level. We also evaluate English oral, reading, and written skills as demonstrated at each grade, year to year class test scores, teacher observations, and parental observations and feedback.

## **Part B: CR Part 154 (A-6) Bilingual/ESL Program Description**

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**Type of Program:** \_\_\_ Bilingual \_\_\_ ESL X Both      **Number of LEP (ELL) Students Served in 2009-10:** \_\_\_ 118 \_\_\_

PS/MS 43 Q is a Pre-K through Grade 8, handicapped accessible school that occupies an entire city block in District 27/Region 5. PS 43 serves the neighborhood of Far Rockaway, Queens. As of this date we have 118 English Language Learners enrolled at PS 43. At this time PS 43 has a free standing English as a Second Language Program in grades K-8 and a Dual Language Program in grades K-6.

The ESL Program is composed of an English as a Second Language component and a Content Area Instructional component, supported by ESL Methodologies. The ESL component develops skills in listening, speaking, reading, and writing in English. In addition, content area instruction in English, supported by ESL methodology is utilized.

The Dual Language Program follows the Alternate Day Model. Students spend one day learning English in the English classroom with an English teacher and the next day is spent learning Spanish in the Spanish classroom with a Spanish teacher. This follows a ten-day cycle, after which students will have 5 days of English instruction and 5 days of Spanish instruction. The program currently has 2 classes in Kindergarten, 2 classes in 1<sup>st</sup> grade, 2 classes in 2<sup>nd</sup> grade, 2 classes in 3<sup>rd</sup> grade, one 4<sup>th</sup> grade class, one 5<sup>th</sup> grade class, and 2 classes in 6<sup>th</sup> grade. Each class contains 50% ELL's and 50% English Proficient Students. Certified Bilingual teachers instruct in Spanish and certified monolingual teachers instruct in English. Students are instructed in both Spanish and English to develop skills in reading, writing, speaking, and listening in both languages.

Students who score below the grade appropriate cut score on the Language Assessment Battery-Revised (LAB-R) or the New York State ESL Achievement Test (NYSESLAT) participate in the ESL or the Dual Language Program. Programming is based on parent selection. Students who score in the beginning and intermediate levels receive 2 units (360 minutes) of ESL instruction. Students who score in the advanced level receive one unit (180 minutes) of ESL instruction and one unit (180 minutes) of content area instruction supported by ESL methodologies. In addition, students who score below the grade appropriate cut score on the LAB-R or NYSESLAT will participate in an ESL or Dual Language Program.

A variety of instructional strategies, activities, and programs are implemented to ensure that English Language Learners meet and exceed the standards. The instructional strategies utilized by a certified ESL teacher include: scaffolding, Total Physical Response, Cooperative Learning, the Natural Approach, the Language Experience Approach, and the Cognitive Academic Language Learning Approach. These strategies are utilized during theme-based activities using trade books, art activities, music, movement, storytelling, and the use of technology. These methodologies and strategies support the No Child Left Behind Act.

**I. Parent/community involvement:**

Parent and community involvement is an important part of the ESL and Dual Language Programs and is ongoing throughout the year. During the month of September and throughout the year as necessary, the ESL teacher will conduct orientation sessions for the parents of newly enrolled English Language Learners. Notification letters will be sent out in English and home languages regarding this session. The orientations will include discussions on state standards, assessments, school expectations, and program requirements for the ESL and Dual Language Programs. The ESL teacher will conduct orientation sessions in English. A Spanish-speaking interpreter will be available as well.

Workshops occur throughout the year for parents on topics that include literacy, math, and helping your child at home. School-wide letters that go home to parents are translated as well.

**II. Project Jump Start (Programs and activities to assist newly enrolled LEP students):**

PS 43 does not implement Project Jump Start. It is not part of our Comprehensive Educational Plan for the school year.

**III. Staff Development (2009-2010 activities):**

Staff development for monolingual teachers will occur on a monthly basis from September – May. Topics include: ESL Standards, Total Physical Response, The Natural Approach, Language Experience Approach, Cognitive Academic Language Approach, Content Area Instruction, and Scaffolding.

Professional Development is provided to the staff of the Dual Language Program by the Dual Language Coordinator. Training occurs on a monthly basis and topics include: second language acquisition, ESL methodologies, and Dual Language model, design, and curriculum.

**Part C: CR Part 154 – Number of Teachers and Support Personnel for 2009-10**

School Building: PS/MS 43Q District 27

List the FTEs in your school in the Bilingual Education and ESL programs in the appropriate column.

Number of Teachers 2009-2010				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**				
Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program	
2	1	5	0	0	0	8

\* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2008-2009 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

\*\* Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

\*\*\* Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

**Part D: CR Part 154 – Sample Student Schedules**

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning, Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

# SAMPLE STUDENT SCHEDULE 2009-10 (ESL)

ESL Program Type:  Free-Standing  Push-in  Pull-out  
 Indicate Proficiency Level:  Beginning  Intermediate  Advanced

School District: 27

School Building: 43

Peri	Time	Monda	Tuesda	Wednesd	Thursda	Friday
<b>1</b>	From: 8:00	Subject (Specify)				
	To: 8:42	Morning Meeting				
<b>2</b>	From: 8:44	Subject (Specify)				
	To: 9:26	ELA	ELA	Math	Science	Life Skills
<b>3</b>	From: 9:28	Subject (Specify)				
	To: 10:10	ESL	ESL	ESL	ELA	ELA
<b>4</b>	From: 10:12	Subject (Specify)				
	To: 11:02	ESL	ESL	Science	Science	ELA
<b>5</b>	From: 11:06	Subject (Specify)				
	To: 11:56	Gym	Math	ELA	Science	Health
<b>6</b>	From: 12:00	Subject (Specify)				
	To: 12:50	Lunch	Lunch	Lunch	Lunch	Lunch
<b>7</b>	From: 12:52	Subject (Specify)				
	To: 1:34	Math	Science	Math	ESL	Math
<b>8</b>	From: 1:36	Subject (Specify)				
	To: 2:20	Art	Social Studies	Science	ESL	ESL

# SAMPLE STUDENT SCHEDULE 2009-10 (ESL)

ESL Program Type:  Free-Standing  Push-in  Pull-out  
 Indicate Proficiency Level:  Beginning  Intermediate  Advanced

School District: 27 School Building: 43

Peri	Time	Monda	Tuesda	Wednesd	Thursda	Friday
<b>1</b>	From: 8:00	Subject (Specify)				
	To: 8:42	Morning Meeting				
<b>2</b>	From: 8:44	Subject (Specify)				
	To: 9:26	ELA	Science	Math	ELA	Science
<b>3</b>	From: 9:28	Subject (Specify)				
	To: 10:10	ESL	ESL	ESL	ELA	ELA
<b>4</b>	From: 10:12	Subject (Specify)				
	To: 11:02	ESL	ESL	ELA	Social Studies	ELA
<b>5</b>	From: 11:06	Subject (Specify)				
	To: 11:56	Gym	Math	ELA	Science	Social Studies
<b>6</b>	From: 12:00	Subject (Specify)				
	To: 12:50	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
<b>7</b>	From: 12:52	Subject (Specify)				
	To: 1:34	Math	Math	Math	ESL	Math
<b>8</b>	From: 1:36	Subject (Specify)				
	To: 2:20	Math	Social Studies	Science	ESL	ESL

# SAMPLE STUDENT SCHEDULE 2009-10 (ESL)

ESL Program Type:  Free-Standing  Push-in  Pull-out  
 Indicate Proficiency Level:  Beginning  Intermediate  Advanced

School District: 27 School Building: 43

Peri	Time	Monda	Tuesda	Wednesd	Thursda	Friday
<b>1</b>	From: 8:00	Subject (Specify)				
	To: 8:42	Morning Meeting				
<b>2</b>	From: 8:44	Subject (Specify)				
	To: 9:26	ELA	Science	Math	ELA	Science
<b>3</b>	From: 9:28	Subject (Specify)				
	To: 10:10	ESL	ESL	Gym	ELA	ELA
<b>4</b>	From: 10:12	Subject (Specify)				
	To: 11:02	ESL	ESL	ELA	Social Studies	ELA
<b>5</b>	From: 11:06	Subject (Specify)				
	To: 11:56	Gym	Math	ELA	Science	Social Studies
<b>6</b>	From: 12:00	Subject (Specify)				
	To: 12:50	Lunch	Lunch	Lunch	Lunch	Lunch
<b>7</b>	From: 12:52	Subject (Specify)				
	To: 1:34	Math	Math	Math	Math	Math
<b>8</b>	From: 1:36	Subject (Specify)				
	To: 2:20	Math	Social Studies	Science	Math	Math





# SAMPLE STUDENT SCHEDULE 2009-10 (Bilingual)

Bilingual Program Type: \_\_\_ TBE       Dual Language  
 Indicate Proficiency Level: \_\_\_ Beginning      \_\_\_ Intermediate       Advanced

School District: 27      School Building: 43

Peri	Time	Monda	Tuesda	Wednesd	Thursda	Friday
<b>1</b>	From: 8:00 To: 8:42	Subject (Specify) ESL	Subject (Specify) NLA	Subject (Specify) Morning Meeting	Subject (Specify) NLA	Subject (Specify) ELA
<b>2</b>	From: 8:44 To: 9:26	Subject (Specify) ELA	Subject (Specify) NLA	Subject (Specify) ELA	Subject (Specify) NLA	Subject (Specify) ESL
<b>3</b>	From: 9:28 To: 10:10	Subject (Specify) ELA	Subject (Specify) NLA	Subject (Specify) ELA	Subject (Specify) NLA	Subject (Specify) ESL
<b>4</b>	From: 10:12 To: 11:02	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
<b>5</b>	From: 11:06 To: 11:56	Subject (Specify) ESL	Subject (Specify) Matematica	Subject (Specify) Math	Subject (Specify) Arte	Subject (Specify) Social Studies
<b>6</b>	From: 12:00 To: 12:50	Subject (Specify) Social Studies	Subject (Specify) Biblioteca	Subject (Specify) Science	Subject (Specify) Gym	Subject (Specify) Math
<b>7</b>	From: 12:52 To: 1:34	Subject (Specify) Math	Subject (Specify) Gym	Subject (Specify) Social Studies	Subject (Specify) Ciencia	Subject (Specify) Math
<b>8</b>	From: 1:36 To: 2:20	Subject (Specify) Science	Subject (Specify) Matematica	Subject (Specify) Math	Subject (Specify) Matematica	Subject (Specify) Music

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

**Form TIII – A (1)(a)**

**Grade Level(s) 1-3** \_\_\_\_\_ **Number of Students to be Served:** \_\_\_\_\_ **LEP** \_\_\_\_\_ **Non-LEP**

**Number of Teachers** \_\_\_\_\_ **4** \_\_\_\_\_ **Other Staff (Specify)** \_\_\_\_\_

**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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PS/MS 43 Q is a Pre-K through Grade 8, handicapped accessible Empowerment school that occupies an entire city block in District 27/Region 5. PS/MS 43 serves the neighborhood of Far Rockaway, Queens. The school's population is 1336. Currently 118 English Language Learners are enrolled at PS/MS 43. At this time PS/MS 43 has a free standing English as a Second Language Program in grades K-8 and a Dual Language Program in grades K-6.

The ESL Program is composed of an English as a Second Language component and a Content Area Instructional component, supported by ESL Methodologies. The ESL component develops skills in listening, speaking, reading, and writing in English. In addition, content area instruction in English, supported by ESL methodology is utilized.

The Dual Language Program follows the Alternate Day Model. Students spend one day learning English in the English classroom with an English teacher and the following day is spent learning Spanish in the Spanish classroom with a Spanish teacher. This follows a ten-day cycle, after which students will have 5 days of English instruction and 5 days of Spanish instruction. The program currently has 2 classes in Kindergarten, 2 classes in grade 1, 2 classes in grade 2, 2 classes in 3<sup>rd</sup> grade, 1 class in 4<sup>th</sup> grade, 1 class in grade 5, and 2 classes in grade 6. Each class contains 50% ELL's and 50% English Proficient Students. Bilingual teachers instruct in Spanish and monolingual teachers instruct in English. Students are instructed in both Spanish and English to develop skills in reading writing, speaking, and listening in both languages.

Students who score below the grade appropriate cut score on the Language Assessment Battery-Revised (LAB-R) or the New York State ESL Achievement Test (NYSESLAT) participate in the ESL or the Dual Language Program. Programming is based on parent selection. Students who score in the beginning and intermediate levels receive 2 units (360 minutes) of ESL instruction. Students who score in the advanced level receive one unit (180 minutes) of ESL instruction and one unit (180 minutes) of content area instruction supported by ESL methodologies. In addition, students who score below the grade appropriate cut score on the LAB-R or NYSESLAT will participate in an ESL or Dual Language Program.

A variety of instructional strategies, activities, and programs are implemented to ensure that English Language Learners meet and exceed the standards. The instructional strategies utilized by a certified ESL teacher include: scaffolding, Total Physical Response, Cooperative Learning, the Natural Approach, the Language Experience Approach, and the Cognitive Academic Language Learning Approach. These strategies are utilized during theme-based activities using trade books, art activities, music, movement, storytelling, and the use of technology. These methodologies and strategies support the No Child Left Behind Act.

**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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At PS/MS 43, we offer a strong professional learning program for staff serving ELL’s. Funding allows the school to implement and sustain language instruction for ELLs beyond the school day. Teachers of ELLs have an increased opportunity to improve their practice, deepen their subject/content knowledge, and increase their understanding of student needs and strengths. The teachers work with highly qualified literacy and math coaches and/ or other specialists to provide effective instruction during the Saturday program. These professional activities enable our teachers to gear their instruction toward the specific needs of ELLs. Professional learning activities take place once a month for 60 minutes. In addition, the staff attends conferences including NYSABE, Dual Language conferences, native language conferences, and workshops offered by the Office of English Language Learners, and others.

**Form TIII – A (1)(b)**

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

<b>Allocation:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
<b>Professional staff, per session, per diem (Note must account for fringe benefits)</b>	<b>\$ 2793.70</b>	<b>ELL Extended Day program Teacher Per Session: 55 hours Supervisor: 10 hours</b>
<b>Purchased services such as curriculum and staff development contracts</b>	<b>\$400.00</b>	<b>Staff development workshops/Conferences</b>
<b>Supplies and materials</b>	<b>\$300.00</b>	<b>Instructional Material – ELL Programs – codes 130/337</b>
<b>Travel</b>		
<b>Other: Parent Involvement</b>	<b>\$178.30</b>	<b>Parent Workshops, materials</b>
<b>TOTAL</b>	<b>\$3,672.00</b>	

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

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

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

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

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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.**

Each September PS/MS 43 conducts a survey to determine what languages are spoken in the homes of our students. Classroom teachers ask their students which language their parents/guardians are most comfortable communicating in. When available, Part 3 of the Home Language Identification Survey (HLIS) is also referred to for parent's preference when receiving written and oral information. The data is then compiled and lets us know which students should receive translated documents. Documents are then translated into the corresponding languages. The following languages are spoken in the homes of our students: Spanish, French, Haitian-Creole, Tagalog, Fulani, Yoruba, Russian, and Pashto.

In addition, the school community is interviewed to see what school based documents parents would benefit from receiving in their home language. Interviews are conducted with the principal, assistant principals, parent coordinator, ESL teachers, dual language coordinator, classroom teachers and parents. The resulting data is used to determine the major school based documents that need to be translated.

- 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.**

The PS/MS 43 school community found that written translations and oral interpretations were necessary to communicate to parents. Spanish is the language that needs to be used the most to communicate with parents. The school community was notified of this finding via written communication. The staff and parent association were notified that if they would like interpreters or written documents to be translated, that they should submit a request to the Dual Language Coordinator.

#### **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.**

Based on the interviews conducted, the types of documents that need to be translated include: the monthly school calendar, proper dress attire policy, registration requirements, notices from the PTA regarding times and dates of meetings, half day notices, assessment information, behavioral contracts.

workshop notices, general school information that is vital for parents, trip permission slips, etc. The written translation services are provided in-house by school staff.

The translation of these documents will provide increased opportunities to inform more parents of important school related events and information.

**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.**

The above mentioned survey also yielded results for oral interpretation needs. That survey lets us know what languages parents speak at home and would like to be more comfortable communicating in orally. A survey of the staff at PS/MS 43 indicated that teachers would like to have translators available when they need to communicate during parent teacher conferences and during parent workshops and meetings. A survey of parents also indicated that they would like to hear information in their own language so that they can be better informed about their children. We have identified existing teachers and paraprofessionals that would be willing to interpret for parents and teachers and when necessary look for interpreters outside the school.

**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>.**

Parental notices will be sent in English and other targeted languages informing parents of the availability of translation and interpretation services at the school. In addition, a copy of such notification will be posted in a prominent location near the main office of the school.

