



**P.S. 071 FOREST**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: P.S. 071 FOREST**  
**ADDRESS: 62-85 FOREST AVENUE, QUEENS, NY, 11385**  
**TELEPHONE: 718-821-7772**  
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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 24Q071      **SCHOOL NAME:** P.S. 071 Forest

**SCHOOL ADDRESS:** 62-85 FOREST AVENUE, QUEENS, NY, 11385

**SCHOOL TELEPHONE:** 718-821-7772      **FAX:** 718-386-7088

**SCHOOL CONTACT PERSON:** Walkydia Olivella      **EMAIL ADDRESS** wolivel@schools.nyc.gov

**POSITION / TITLE**      **PRINT/TYPE NAME**  
**SCHOOL LEADERSHIP TEAM CHAIRPERSON:**      Donna Graff / Linda Schneider

**PRINCIPAL:** Walkydia Olivella

**UFT CHAPTER LEADER:** Charles Cascino

**PARENTS' ASSOCIATION PRESIDENT:** Tammy Kruithoff

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

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

**DISTRICT:** 24      **SSO NAME:** Integrated Curriculum and Instruction Learning Support Organization

**SSO NETWORK LEADER:** Anita Saunders

**SUPERINTENDENT:** Madelene Chan

## 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
Walkydia Olivella	Principal	Electronic Signature Approved.
Linda Schneider	UFT Member	
Tammy Kruihoff	PA/PTA President or Designated Co-President	Electronic Signature Approved. Comments: Parent Compact has been revised. Make changes to parent compact as per conversation
Charles Cascino	UFT Chapter Leader	Electronic Signature Approved.
Celia Chavez	Parent	Electronic Signature Approved.
Donna Graff	UFT Member	Electronic Signature Approved.
Maryann Kranacher	DC 37 Representative	
Dianne Bellomo	Parent	Electronic Signature Approved.
Rabije Perovic	Parent	Electronic Signature Approved.
Lissette Hernandez	Parent	

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

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

## **SECTION III: SCHOOL PROFILE**

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

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

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Forest Elementary School (PS71) has been in existence since 1863. We serve a population of over forty ethnic groups who speak more than twenty languages. Many of our students and a number of our staff members come from traditional working class families who have lived in the neighborhood for three or more generations.

PS 71 is staffed by approximately 125 highly professional, dedicated faculty, as well as non-teaching personnel, all of whom are dedicated to the children of Ridgewood.

We provide an environment that encourages open communications as well as nurtures trusting relationships among students, parents, and staff. We have a number of staff members who are fluent in the major languages spoken in our community. In our efforts to reach out to all members of our Forest Elementary family, we have also recruited parents to become Learning Leaders, who serve as translators, in addition to their many other roles.

During the school day, we provide our parents with workshops on a variety of curricular topics to bridge the gap between home and school. This provides the parent community with the ability to support and reinforce at home the learning that takes place in school. The Parents' Association, in conjunction with our parent coordinator, works to increase parent attendance by planning and holding activities together. Various staff members, including the parent coordinator, guidance counselors, coaches, teachers, AIS providers, and the school's nutritionist conduct parent workshops. In addition, we hold monthly family night activities, where students, parents, and teachers have an opportunity to interact in a social setting. Family Night Orientation and Family Math Night are among the many evening activities held at Forest Elementary that continue to bring our school community together in meaningful ways.

In an effort to build a school culture that engages and supports all students in learning, we have created a framework for planning and supporting change. In order to ensure that every child receives a fair and equitable opportunity to learn, we are building a professional learning community that encourages teachers to reflect on instructional successes and challenges to move their practice forward. We are doing this by providing teachers with twice weekly professional development sessions, individual coaching and one-on-one support sessions, and differentiated professional development offerings after school. The Professional Teaching Standards serve as the basis for our professional development plan.

At Forest Elementary School our responsibility is to provide our children with an environment that promotes a love of and thirst for knowledge and encourages a positive attitude towards learning. It is our belief that schools must be safe places where learning becomes a life-long pursuit in a quest to becoming literate adults in a constantly changing and technologically challenging world.

**SECTION III - Cont'd**

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

**CEP Section III: School Profile**

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>School Name:</b>	P.S. 071 Forest						
<b>District:</b>	24	<b>DBN:</b>	24Q071	<b>School BEDS Code:</b>	342400010071		
DEMOGRAPHICS							
Grades Served:	Pre-K		3	√	7		11
	K	√	4	√	8		12
	1	√	5	√	9		Ungraded
	2	√	6		10		
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	0	0	0		92.8	93.3	94.6
Kindergarten	175	162	155	<b>Student Stability - % of Enrollment:</b>			
Grade 1	161	170	176	(As of June 30)	2006-07	2007-08	2008-09
Grade 2	155	159	181		95.5	92.9	92.6
Grade 3	149	149	135	<b>Poverty Rate - % of Enrollment:</b>			
Grade 4	159	149	135	(As of October 31)	2006-07	2007-08	2008-09
Grade 5	156	162	147		55.2	56.4	56.4
Grade 6	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 7	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 8	0	0	0		0	4	8
Grade 9	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Grade 10	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 11	0	0	0		4	3	8
Grade 12	0	0	0	<b>Special Education Enrollment:</b>			
Ungraded	0	20	0	(As of October 31)	2006-07	2007-08	2008-09
Total	955	964	945				
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	33	36	45	Principal Suspensions	1	2	4
# in Collaborative Team Teaching (CTT) Classes	47	37	42	Superintendent Suspensions	3	4	0
Number all others	65	63	57	<b>Special High School Programs - Total Number:</b>			
These students are included in the enrollment information above.				(As of October 31)	2006-07	2007-08	2008-09
<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				CTE Program Participants	0	0	0
(As of October 31)	2006-07	2007-08	2008-09	Early College HS Program Participants	0	0	0
# in Transitional Bilingual Classes	0	0	0	<b>Number of Staff - Includes all full-time staff:</b>			
# in Dual Lang. Programs	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
# receiving ESL services only	233	196	204				
				Number of Teachers	72	75	82

**CEP Section III: School Profile**

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	7	6	11	Number of Administrators and Other Professionals	11	17	17
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	8	10
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	98.7	98.8
				% more than 2 years teaching in this school	61.1	66.7	59.8
				% more than 5 years teaching anywhere	52.8	48.0	50.0
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	88.0	87.0	88.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.6	98.5	98.7
American Indian or Alaska Native	0.2	0.0	0.0				
Black or African American	2.1	1.4	2.0				
Hispanic or Latino	47.4	49.9	49.3				
Asian or Native Hawaiian/Other Pacific Isl.	5.3	4.6	4.9				
White	44.9	44.2	43.8				
<b>Male</b>	52.2	51.7	52.7				
<b>Female</b>	47.8	48.3	47.3				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

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

<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
		<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
<b>Student Groups</b>		ELA	Math	Science	ELA	Math	Grad Rate
<b>All Students</b>		√	√	√			
<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		√SH	√	-			
Limited English Proficient		√	√	-			
Economically Disadvantaged		√	√	√			
<b>Student groups making AYP in each subject</b>		6	6	4	0	0	0

<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
<b>Overall Letter Grade:</b>	A			<b>Overall Evaluation:</b>	NR		
<b>Overall Score:</b>	80.1			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment:	6.5			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	14.1			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	50.5						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	9						

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

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

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

## **SECTION IV: NEEDS ASSESSMENT**

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

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

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

For the second consecutive year, PS 71 met 100% of its improvement targets, based on all the data and compliances.

PS 71's Progress Report indicates that there was 4.2% gain in ELA performance levels with 70.9% of students at level 3 or 4. Over the past two years, the gain in the number of students making at least one year of progress is over 10%. This exemplary gain is a result of the staff's ability to differentiate instruction by forming strategy groups based on unit specific individual goals and assessment results. Our significant gains can also be attributed to our strong relationship with the Teachers College Reading and Writing Project. Our staff has been receptive to the Project and is eager to implement the latest approaches to teaching reading and writing, and to share best practices with colleagues through common planning periods and interclass visitations.

PS 71's Progress Report indicates that there was a gain of 4.8% in mathematics performance with 89.8% of students scoring at level 3 or 4. We can predict with confidence that math scores will continue to grow based on the structures that have been created to develop differentiated instruction with a focus upon increasing the pace and challenge for higher achieving students. Accelerated classes in grades one through five have been formed based on formative and summative assessments. Based on the success of last year's Mathematics triad in grades three through five, we have continued this structure to differentiate instruction and meet the needs of all students working toward our goal of closing the achievement gap.

PS 71's Progress Report indicates that we achieved exemplary proficiency gains in ELA with the following subgroups:

- ELLs
- Special Education students
- Hispanic students in the lowest third citywide
- Other students in the lowest third citywide

Our efforts to close the achievement gap in ELA were successful, resulting in a 60.0% proficiency gain for ELLs, 57.8% for special education students, 58.1% for Hispanic students in the lowest third citywide, and 63.0% for other students in the lowest third citywide.

PS 71's Progress Report indicates that there was a 12.6% gain in mathematics of students making at least one year of progress, resulting in a gain of over 20% in the past two years. In addition, 25.6% of ELL students, 30.2% of Hispanic students in the lowest third citywide, and 43.2% of other students in the lowest third citywide made exemplary proficiency gains in this area.

Students scoring at levels 3 and 4 on the NYS science assessment increased from 80% to 88%. 75% of ELL students scored at levels 3 and 4.

The gains that we have made can clearly be attributed to becoming a professional learning community that

- analyzes data,
- identifies critical skill areas,
- collaborates,
- looks at the data to drive differentiated instruction,
- aligns curriculum materials with standards (math) and students' needs,
- differentiates coaching and support based on walkthroughs, formal, and informal evaluations,
- encourages teachers to share best practices,
- sets student goals,
- involves parents actively in their children's education,
- sets and monitors teachers' goals based on data such as reports, Professional Teaching Standards, informal, and formal observations and teachers' individual needs, and
- promotes self-reflection through inquiry and study groups.

This year PS 71 will expand our inquiry-based collaboration at each grade level to design and implement a year-long plan for targeted students, focused on effective use of student data to improve and align best practices in literacy and mathematics.

Last year we used the Santa Cruz Professional Teaching Standards to assess and reflect on our instructional practices. This year, after conducting a needs-assessment, we determined that our focus would be on Planning Instruction and Designing Learning Experiences for all Students to enhance and strengthen teacher goal setting.

In our 2008-2009 Progress Report, our school received a score of 6.1 in communication, which places us below most of the schools in our peer horizon. Only 56% of teachers took the survey, far below the city average of 73%. The cabinet has carefully considered the results and has taken the following steps to address this issue.

To improve our communication, we will collaborate with families, staff and the community at large by continuing to share PS 71's mission and vision through daily Principal memos, e-mails, ARIS parent link and communities, parent coordinator, parent workshops, evening student performances, award ceremonies, exhibition displays, monthly calendars, professional development sessions and an administrative open-door policy enabling all staff members to be heard. This year we will implement a Mommy and Me program to expose our future kindergarten and their parents/guardians to key components of the curriculum, thereby increasing communication with families of children in their formative years.

After analyzing the 2008-2009 New York State Social Studies Test data, we found the number of students scoring at levels 3 and 4 decreased from 77% to 68%. As a result of our findings, we did a data analysis on the New York State Social Studies Exam Results from the past three years. We have come to the conclusion that we must focus on the quality of instruction, teachers' content knowledge, and assessing student performance in Social Studies to improve student achievement.

**BARRIERS**

Although, 90% of our staff is involved in inquiry work, due to budget cuts we are having trouble finding time to work across the grade and content areas. We no longer have enough funds to pay teachers to stay after school to collaborate on their findings and share best practices as a result of the inquiry work at grade levels. Regardless, we are trying to communicate through ARIS interface.

The building was designed and built over one hundred years ago. Over time, changes in our school population have determined the use of areas throughout this facility. Currently all available space geared for instructional purposes and/or related services have been utilized. Additional space is needed to house a library and gymnasium, as well as art rooms and suitable play areas.

## 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
1. By June 2010, 90% of the staff members will participate in the inquiry process as measured by agendas, attendance sign in sheets and documentation that each team has completed all phases of the inquiry process.	After reflecting on the successful main writing and math inquiry teams and mini inquiry teams piloted in grades kindergarten – second grade last year, we have determined that meeting biweekly as a collaborative group to analyze student work, determine critical skill areas, and sharing best practices is crucial in moving students to the next level.
2. By June 2010, 5% of the students in fourth and fifth grade will move up at least one level on the English Language Arts state exam.	After analyzing the New York State English Language Arts data on ARIS and completing on item analysis on our ELA results, we have identified critical skill areas that will be targeted through strategy lessons, enabling students to make progress.
3. By June 2010, teachers will move up a minimum of one level in each area of the PTS standards and rubric for Planning Instruction and Designing learning experiences for all students.	After reviewing last year's observation reports, PTS walkthrough rubric results, and school data (test scores), the Instructional Cabinet determined that strategic lesson planning is needed to integrate data-based goals, standards, and learning activities to promote understanding and critical thinking for all students.
4. By June 8, 2010, the newly created Mommy/Daddy and Me program will be operating at 100% capacity as measured by the attendance sheets from the projected eighteen fifty minute sessions.	Due to the fact that PS 71 does not have a preschool program (due to limited space), we have determined that a way to reach our students and their families at an earlier age is through the creation of a Mommy/Daddy and Me program.
5. By June 2010, improvements will be evident in the quality of instruction, teachers' content knowledge, and assessing student performance in Social Studies.	After analyzing the 2008-2009 New York State Social Studies Test data, we found the number of students scoring at levels 3 and 4 decreased from 77% to 68%. Based on the data analysis of the New York State exam from the past three years we have come to the conclusion that we must focus on the quality of instruction, teachers' content knowledge, and assessing student performance in Social Studies to improve student achievement.

## SECTION VI: ACTION PLAN

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

**Subject Area  
(where relevant) :** \_\_\_\_\_

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>1. By June 2010, 90% of the staff members will participate in the inquiry process as measured by agendas, attendance sign in sheets and documentation that each team has completed all phases of the inquiry process.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Multiple Mini Inquiry Teams consisting of classroom teachers in grades K-5 will be formed. All Mini Inquiry Teams will meet regularly to collect/analyze data, make instructional decisions, set goals for student learning and assess/benchmark progress toward June goals (action research). All Mini Inquiry Teams will share their work with the other grades and cluster teachers. They will provide professional development to share lesson plans, teacher-made tools and implications for instruction. Mini Inquiry team members will use multiple accountability tools to make informed instructional decisions on selected targeted students, such as: Grades K-5: TC running records, Grades K-2: GMADE/Math, and G-GRADE/Reading, Grades 3-5, Progress Report, Periodic Assessments, ITA, student work, etc. Mini Inquiry Team members will review student data for selective bottom third students in each class on a grade. All teachers will receive professional development on aligning data to instructional practice. The Principal, Assistant Principals and coaches will facilitate the implementation of these Mini Inquiry Teams.</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Revised scheduling will create the pathway for the implementation of this work.</p>

<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Teacher/student goals, Workshop/professional development agendas, IT agendas/minutes, AP logs, attendance sheets, Target population data that tracks benchmarks and monitors progress towards June goals.
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**Subject Area  
(where relevant) :**

**English Language Arts**

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<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	2. By June 2010, 5% of the students in fourth and fifth grade will move up at least one level on the English Language Arts state exam.
<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>	Ongoing conversations with the instructional cabinet focused on patterns and differentiated ways of informing teacher instructional practices. Teachers will use data and informal assessments in conjunction with standardized data to measure and monitor progress as measured by their lesson plans, running records and student outcomes. Teachers will develop differentiated instruction to focus upon increasing the pace, and academic rigor to challenge students growth. Teachers will receive ongoing professional development to develop student goals focused on data results to inform their instruction and teaching practices. Teachers will meet with administration and coaches to discuss, analyze, and set goals for improving student performance and progress at regular intervals. New teachers will meet with their coaches and mentors (buddy teachers) to plan, assess, and monitor their students' progress. Teachers will use their inquiry teams to solve problems and create additional tools that align with the grade standards to support instruction.
<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>	Scheduling will be modified and/or adjusted in order to support collaborative planning.

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Student progress will be monitored based on individual goals targeting critical comprehension skills areas Student progress will be measured using TC Assessments, ITA s, Periodic Assessments and Acuity Teacher Created Assessments</p>
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**Subject Area  
 (where relevant) :**

**Professional Development**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>3. By June 2010, teachers will move up a minimum of one level in each area of the PTS standards and rubric for Planning Instruction and Designing learning experiences for all students.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Lesson plans, informal walkthroughs, and formal observations will be used to assess implementation of the PTS and evidence of improving instruction and professional growth. Assistant Principals will conduct professional development on each of the Professional Teaching Standards at grade-level sessions on an ongoing basis over the course of the 2009-2010 school year. Administrators will conduct professional development on differentiated instruction to assist teachers in expanding their professional growth and meeting the needs of all our students. Administrators will create checklists on each PTS, and provide teachers with immediate feedback for improving instruction throughout the year. Teachers, in consultation with supervisors, will set individual goals for improving instruction and professional growth. Goals will be reviewed and revised throughout the year. Coaches will support teachers in aligning their instruction, assessments, and lesson plans to the curriculum, needs of students and grade standards.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Tax levy funds were used last year to purchase scheduling software to program the school. The program was designed to include two professional development periods per grade each week.</p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Walkthroughs, in formals, formal observations</p> <p>Teachers establishing challenging learning goals for all students,</p> <p>Teachers modifying and adjusting instructional plans according to student engagement and achievement</p> <p>Teachers designing long term goals and short range plans that incorporate subject matter knowledge reflect grade level curriculum/standards, expectations and include a repertoire of instructional strategies and materials.</p> <p>Differentiation of instruction, such as guided, small groups, conferences, and lesson plans evidencing by differentiation of instruction</p> <p>Professional development agendas and sign in sheets</p> <p>Review of individual teacher goals</p>
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**Subject Area  
(where relevant) :** \_\_\_\_\_

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>4. By June 8, 2010, the newly created Mommy/Daddy and Me program will be operating at 100% capacity as measured by the attendance sheets from the projected eighteen fifty minute sessions.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Involve teachers, students, custodian, and parents and outside organizations in the planning, design, and implementation of our Mommy/Daddy and Me project. By September 8th 2009 effective programs in full operation will be researched and visited. By October 31st 2009 a survey of families of children in our school who have siblings that will be entering Kindergarten in September 2010 will be conducted.</p> <p>By November 2nd 2009, a room, teacher, and program format will be identified.</p> <p>By November 30th 2009, outside agencies will be contacted to help fund books and supplies for the program. By November 30th 2009, interested families according to the survey will be</p>

	<p>contacted. By January 11th 2010, the Mommy/Daddy and me program will launch.</p> <p>From the start of the program until June the program will be tracked by attendance and parent involvement.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Assistant Principal will spearhead the grant writing initiative to attain the funds necessary to launch the Mommy/Daddy and Me program.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>A Mommy/Daddy and Me program for four year old children entering our school next year will be up and running. Attendance of the program, Success rate of students in their Kindergarten year according to TCRWP assessment, GRADE/GMADE, and social adjustment to school, Parent involvement in workshops and family night, Students will be exposed to literature and receive books from outside organizations to reinforce the learning at home .</p>

**Subject Area  
(where relevant) :**

**Social Studies**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>5. By June 2010, improvements will be evident in the quality of instruction, teachers' content knowledge, and assessing student performance in Social Studies.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Professional Development agendas and sign-in sheets based on the social studies teachers' strengths and needs, Professional Development agendas and sign in sheets reflecting sessions aimed to develop a deeper understanding of social studies curriculum, Create unit goals and development of strategy lessons, Snapshots, walk throughs, formal and informal observations, Evidence of lesson plans aligned with the units of study in the New York City K-8 Social Studies Scope and Sequence and NYS Social Studies Standards, Evidence of lesson plans that indicate differentiated instruction based on interim assessments, conference notes, and student goals, Data binders reflecting differentiation based on student achievement of goals and assessments, Student work will reflect social studies standards, differentiation of instruction and individual goals</p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Scheduling will be modified and/or adjusted in order to support collaborative planning by social studies cluster teachers.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Monitoring of individual student goals, teacher created assessments targeting critical skill areas, and New York State Social Studies Practice Assessments. Projected gain of 5%, from 68% to 73% on the New York State Social Studies Test, November 2010.</p>

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

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

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

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

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A	2			
1	16	66	N/A	N/A	5			5
2	27	33	N/A	N/A	6			2
3	27	40	N/A	N/A	10	6		4
4	44	8	49	49	7			3
5	37	12	52	52	8	1		4
6								
7								
8								
9								
10								
11								
12								

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

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

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

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

<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>Small group instruction is given in a number of ways to support Level 1 and 2 students in developing language skills on a daily basis. These ways include “unpacking” juicy sentences and building phonemic awareness through Foundations and Words Their Way programs. Comprehension skills are worked on throughout reading and writing workshops, based on the TCRWP model. Effective planning and quality instruction is created to meet the specific needs of the students based on student conferring data, small group strategy lessons, guided reading, and formal assessment tools. In grades K-2, Headsprout, an Internet-based early reading program, effectively reinforces the essential skills and strategies required for rapid reading success. Headsprout focuses on phonemic awareness, phonics, vocabulary development, reading fluency and reading comprehension. Students in grades 3 through 5 also receive support in after an school program. ELL students receive additional support through our after school program and a Saturday Academy.</p>
<p><b>Mathematics:</b></p>	<p>Intervention services for Mathematics are provided during the school day through workstations, small group instruction, and triads. A push-in teacher supports students at the bottom 1/3. Workstations are centers intended for skill practice in grade-level concepts and skills in number sense and operations, algebra, geometry, measurement, and statistics and probability. Small group instruction is provided using Everyday Math materials and other resources, including manipulatives. Students are also supported through differentiated materials developed in Acuity and Scantron. Students in grades 3 through 5 also receive support in after an school program. ELL students receive additional support through our after school program and Saturday Academy.</p>
<p><b>Science:</b></p>	<p>Services are provided throughout the school day in Special Education and CTT classes by a cluster and technology teacher. Intervention is provided to assist students in fostering the development of scientific inquiry and process skills based on a series of discoveries. Through the use of small group and individual instruction, students incorporate inquiry and process skills in a problem-solving approach in each unit of study. The following skills are incorporated into instruction as appropriate: classifying, communicating, compare/contrast, creating models, gathering and organizing data, generalizing, identifying variables, inferring, interpreting data, making decisions, manipulating materials, measuring, observing and predicting. Students in grade 4 also receive support in our after school program</p>

<b>Social Studies:</b>	Services are provided throughout the school day in Special Education and CTT classes by a cluster and technology teacher. Intervention is provided to assist students in fostering the development of Social Studies thinking and process skills. Through the use of small group and individual instruction, students will understand and investigate important issues in the world around them. The following skills are incorporated into instruction as appropriate: thinking, research and writing, interpersonal/group relation, sequencing and chronology, map/globe and graph/image analysis. Students in grade 5 also receive support in an after school program.
<b>At-risk Services Provided by the Guidance Counselor:</b>	Students identified as at-risk receive mandated counseling services either on a one-to-one basis or in a group setting. Students are counseled during the school day. Our guidance counselors work with positive reinforcement. Appropriate ways to handle different situations are discussed. Guidance counselors facilitate conversations on consequences of actions both positive and negative. Our guidance counselors also act as consultants, supporting teachers on various behavior strategies to be implemented in the classroom.
<b>At-risk Services Provided by the School Psychologist:</b>	Our school psychologist acts as a consultant supporting teachers on various behavior modification strategies enabling at-risk students to succeed.
<b>At-risk Services Provided by the Social Worker:</b>	When a situation arises our social worker provides small group support for any student that may be a possibly "at risk" child.
<b>At-risk Health-related Services:</b>	Students identified as at-risk are closely monitored by the school nurse through a careful analysis of medical records. Asthma prevention education and other health-related issues are provided to students and their family. Staff members are trained by the school nurse in matters pertaining to at-risk students, such as use of the epi pen.

**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.

## **FOREST ELEMENTARY SCHOOL**

### **Public School 71**

62-85 Forest Avenue  
Ridgewood, New York 11385  
(718) 821-7772 **FAX** (718) 386-7088

***Ms. W. Olivella***  
*Principal*

***Ms. R. Scaturro***  
*Asst. Principal*

***Ms. A. Napoli***  
*Asst. Principal*

***Mr. C. LaBarbera***  
*Asst. Principal*

## **LAP NARRATIVE**

PS 71 is an ethnically diverse school located in the Ridgewood section of the borough of Queens in New York City. It is an elementary school that has 1002 students in grades kindergarten through five. The ethnic breakdown of the school is 45% Hispanic, 45.5% Caucasian, 5.7% Asian and 1.2% African–American. We have students whose families have immigrated to the United States from over forty countries and who speak more than twenty languages.

Nineteen percent of our students are English Language Learners. Our mission is for the entire school community, consisting of staff, parents and all students, to work together to ensure academic excellence and meet or exceed the New York City and State Standards. We wish to build a community of life-long learners who will be confident in their abilities and prepared to meet the demands of the twenty-first century.

At Forest Elementary we have a committee that works with ESL parents to ensure that their children have a smooth transition between school and the home environment. This committee consists of Ciro La Barbera, Assistant Principal, Orit Sperber, ESL Coordinator/Coach, Angelica Morales, Parent Coordinator, Donna Graff, ESL Teacher, Piedad Munoz, Science teacher, and parent learning leaders representing the major of languages spoken at our school.

The ESL students are spread fairly evenly among the grades: 58 in kindergarten, 24 in 1<sup>st</sup> grade, 28 in 2<sup>nd</sup> grade, 42 in 3<sup>rd</sup> grade, 24 in 4<sup>th</sup> grade, and 20 in 5<sup>th</sup> grade. The majority of the populations of ELL students are Spanish speaking (45%), with 12.3% speaking Polish, and 7.5% speaking Albanian. The balance of the ELL population speaks various languages. Within the first ten days of school, parents of all potential ELL students are invited to attend an orientation workshop where they are given information regarding various ESL/Bilingual programs that are available in our district. Orit Sperber, ESL Coordinator/Coach and Angelica Morales, Parent Coordinator lead these workshops. We inform

parents that they have the right to select any program in the district that meets their specific needs. We show parents a video on the various programs and make them aware of which schools have specific programs and where they are located. Our Parent Coordinator, Angelica Morales, acts as a translator for our Spanish-speaking parents. The appropriate parent learning leader serves as a translator for languages other than Spanish. This process is implemented as potential ELL students register in our school. Potential ELL students are tested with the LAB-R by Orit Sperber, ESL Coordinator/Coach within 5 days of admittance. Eligible ELL students are placed in the available programs selected by their parents. In the past three years, the trend has been that most parents chose the ESL program offered in our school, a program design that has been in place at PS71 for the past several years. We will continue to align our program choice with parent requests.

Orit Sperber is responsible for keeping a record of parent program requests. *She* is in charge of distributing and ensuring that entitlement letters and program selection forms are returned and filed. Should fifteen students speak the same language in continuous grades and parents request a transitional bilingual or dual language program, a class would be created to meet the request of those parents.

Among many options, the plan for newcomers includes mandated parent orientations as well as a general orientation given on each grade level in which the curriculum and expectations of students are shared. Orit Sperber, ESL Coordinator/Coach and Angelica Morales, Parent Coordinator lead these grade specific orientations and welcome the families. Newcomers are introduced to the guidance staff consisting of Norma Canepa and Jeanine Famulari to ensure a smooth transition into the school. The classroom teachers assign the student to a buddy student with the same language background

Students are eligible to attend after school Reading and Math Programs, as well as Social Studies and Science preparation programs where applicable. The Saturday Academy program, led by Ciro LaBarbera, Assistant Principal, is also offered to both parents and students. The ESL Department holds ELL Parent Conferences twice a year. Angelica Morales, Parent Coordinator, also holds workshops based on parent requests as determined by a survey approved by the SLT team.

Ten licensed ESL teachers provide services for PS 71's ELL population. The ESL program at PS 71 utilizes several models. There are eight self-contained ESL classes, two of which are the transitional model where they contain ELL students with proficient students. In addition to the transitional model, two team-teaching models, two push-in models and one pull out model are in place to provide ESL services.

The ELL population served consists of 198 students. 151 of those students are newcomers (ELLs receiving service 0-3 years). 47 students have been receiving ELL services for 4-6 years and 1 student is considered a long-term ELL (completing 6 years). Within our subgroups, 20 students receiving ESL services for 0-3 years are receiving special education. 16 students receiving ESL services for 4-6 years are receiving special education. We have no students in our subgroups considered SIFE at this time.

Our plan for continuing support (two years) for students reaching proficiency on the NYSESLAT is evident in our transitional model classes in grades four and five, where the newly proficient ELLs are grouped with ELLs for an added scaffold. Teachers in all grades are notified of the ESL status of their students at the start of the school year through ARIS. Differentiated instruction is provided through small group work and conferences to meet the specific needs of the group.

Ciro La Barbera, Assistant Principal and Orit Sperber, ESL Coordinator/Coach, are responsible for ensuring that structures put in place are effectively meeting NYS CR Part 154 mandated number of units of support for our ELLs according to their proficiency level.

Our beginning and intermediate ELLs in our free standing ESL classes receive 360 minutes of service in ESL instruction by their certified ESL classroom teacher. Our beginning and intermediate ELLs in Special Education classes receive 360 minutes of service in ESL instruction through the push-in model. Our advanced students in our free standing ESL classes receive 180 minutes of service in ESL instruction by their certified ESL classroom teacher.

Our ESL Coordinator/Coach works with our ESL teachers serving students receiving services for 4-6 years and long-term ELLS on differentiating instruction to meet the needs of these students. The data from TC Reading and Writing Assessments, Acuity ITA, student work and teacher created checklists are analyzed by ESL teachers during common preparation periods to drive instruction.

The ELLs with an IEP are provided additional support by our ESL Coordinator/Coach during our push in program, extended day and after school content area instruction. The special education component works in tandem with the mandatory ESL instruction.

Differentiated and data-driven instruction is planned to support and further the development of all our students in all ELL subgroups. All instruction is standards-based and scaffolded throughout the day to address individual as well as small group needs. Inquiry teams on each grade level focus on providing targeted assistance and academic intervention or enrichment for all English Language Learners as per CR Part 154, State Mandates. Academic Intervention

Services in literacy, math and the content area are also provided in our technology labs, workstations, literacy components and *math* triads.

Native Language Arts support is offered through various leveled texts found in ESL classroom libraries in Spanish, Polish, and Arabic.

Throughout the day, during after *school ELA and NYSLEAT programs* and our Saturday Academy, we offer the opportunity for enrichment. Programs and support services focus on content area studies, literacy, math and the use of ESL strategies to support academic performance on the State standardized exams. The Greater Ridgewood Discovery Program housed in our building also provides the ELLS that are enrolled assistance with their daily homework assignments.

In grades K-5, the listening/speaking results on the NYSESLAT were higher than the reading/writing results. The total number of children scoring Advanced and Proficient has increased in the last three years. Based on the 2009 NYSESLAT Exam scores, 58% of our total ESL population has tested out at the proficient level. We are now seeing a shift as more students are testing out or becoming advanced in all grades. This year we will look closely at our bottom third and identify the students who have not tested out in a timely manner. An inquiry will be conducted to ensure we are meeting the specific needs of those students.

The implication is to increase focus on reading and writing skills including scaffolding, differentiated instruction, flexible grouping and the continued implementation of team teaching. We will also continue with current ESL strategies in all classrooms, including CTT and self-contained special education classrooms. In addition, Word Study, AIS such as Head Sprout, Words Their Way, differentiated workstations, small group instruction and ESL strategies within the reading and writing workshop will support student outcomes. Instruction will focus on areas of need as defined by the item skills analysis.

After analyzing the data from NYS ELA from the past two years, we have learned that our ELL students scoring a level 3 or 4 in ELA has increased by 1% in third grade and by 7% in fourth grade. The scores decreased by 6% in fifth grade. Our ESL Coach/Coordinator is working closely with the fifth grade teachers to identify critical skill areas and determine next steps for instruction for students in fifth grade.

Our ELL students in third and fourth grade scoring a level 3 or 4 in mathematics has significantly increased over the past two years. The ELL students in third grade scoring a level three or four increased by 23% and by 15% in fourth grade. ELL students scoring a level 3 or 4 have decreased by 16% in fifth grade. Our ESL Coach/Coordinator is mentoring the math triad teachers assigned to our ELL students on implementing ESL methodologies to enable students on this level to succeed.

PS 71 does not have any students identified as SIFE at this time. However, the plan for SIFE students would include a guidance component to address any emotional concerns. Class libraries would include high interest books at two levels below the class level as well as one level above the prescribed reading level. All teachers would be trained through professional development to address the particular needs of a SIFE student. Our attendance committee would monitor student attendance to ensure students are present. The SIFE budget would be allocated through Title III monies.

All ELLs are included in AIS services and are offered the opportunity to attend extended-day, after school math and literacy programs and the Saturday Academy.

The PS71 ESL Program complies with all the mandates delineated in CR Part 154. Monies allocated for the ELLs to supplement and support instruction include instructional supplies such as “NYSELAT and Beyond,” ESL leveled libraries, Leap Pad hardware and listening software, Head Sprout, and other ESL software programs, all of which support the literacy and math components of the ESL program. All ESL classrooms are equipped with ELMO document cameras to enhance lessons.

Instructional materials used to support ELLs in the content areas include Smart boards, and nonfiction books with detailed visuals from National Geographic, Attanacio, and other vendors that offer texts with ELL supports. Teachers are provided with a subscription to the website Reading A-Z where differentiated content area literature can be found to meet the needs of students.

Professional development on differentiated and data driven instruction is scheduled twice a week during grade level professional development periods by our coaches and assistant principals. Teachers are supported by our ESL Coach/Coordinator on an individual basis to guide teachers in the use of ESL methodologies in the classroom. Our guidance counselor and speech therapists discuss ESL students and plan strategies with our ESL Coordinator/Coach to meet their specific needs on the last Friday of every month. In addition to our in-house professional development, teachers also have the opportunity to attend workshops at Teachers College to learn how to differentiate strategies that will enable our ESL students to succeed. Staff developers from TC are also scheduled to work exclusively with our administrative cabinet, literacy coaches, and ESL teachers. Our Learning Support Organization provides ESL professional development to our instructional cabinet, math and literacy coaches throughout the school year. Topics such as Vocabulary/Language Acquisition are covered.

Students are instructed in small groups following the Reader’s and Writer’s Workshop models as described in the Teachers College program. New York State and City Standards guide our curricula in both literacy and math. The

push-in ESL teachers are scheduled to meet the classroom teacher on a common prep once a week in order to plan collaboratively for the coming week's lessons. The after school program teachers as well as the extended day teachers speak to the classroom teachers to differentiate instruction and share data from Scantron as needed.

Parents of ELLS are encouraged to become part of our community. ESL classroom teachers invite parents to attend writing celebrations at the end of each unit. Angelica Morales acts as a liaison for several school events. Interactive Family Nights are held monthly to encourage parents and their children to attend. These well attended nights are facilitated by Angelica Morales, in consultation with Orit Sperber, to align with curriculum goals. Several workshops are provided throughout the year on ELL strategies, grade expectation overviews, mathematics, ARIS, State Assessments, health issues, and other topics that are requested by parents via the SLT approved survey.

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

SSO/District <b>24</b>	School <b>Forest Elementary School</b>
Principal <b>Walkydia Olivella</b>	Assistant Principal <b>Ciro LaBarbera</b>
Coach <b>Orit Sperber</b>	Coach <b>Jeanine Kucher</b>
Teacher/Subject Area <b>Piedad Munoz/Science</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>Donna Graff/ ESL</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Angelica Morales</b>
Related Service Provider <b>type here</b>	SAF <b>type here</b>
Network Leader <b>type here</b>	Other <b>type here</b>

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>10</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/FL Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>1002</b>	Total Number of ELLs	<b>198</b>	ELLs as Share of Total Student Population (%)	<b>19.76%</b>
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## Part II: ELL Identification Process

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

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

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

## Part III: ELL Demographics

### A. ELL Programs

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

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b> (50%:50%)	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>										
<b>Self-Contained</b>	2	1	1	1	1	0				6
<b>Push-In</b>	2	1	2	3	2	2				12
<b>Total</b>	4	2	3	4	3	2	0	0	0	18

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	198	Newcomers (ELLs receiving service 0-3 years)	151	Special Education	36
SIFE	0	ELLs receiving service 4-6 years	46	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0		0	0	0	0		0	0
Dual Language	0	0	0	0	0	0				0
ESL	151	0	20	46		16	1		1	198
<b>Total</b>	<b>151</b>	<b>0</b>	<b>9</b>	<b>46</b>	<b>0</b>	<b>16</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>198</b>

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

**C Home Language Breakdown and ELL Programs**

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

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u>    </u>	Number of third language speakers: <u>    </u>
Ethnic breakdown of EPs (Number)	

African-American: \_\_\_ Asian: \_\_\_ Hispanic/Latino: \_\_\_  
 Native American: \_\_\_ White (Non-Hispanic/Latino): \_\_\_ Other: \_\_\_

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	26	6	15	22	11	10				90
Chinese	3	0	2	0	1	0				6
Russian	0	0	0	1	1	0				2
Bengali										0
Urdu	1	0	0	0	0	1				2
Arabic	4	6	6	8	1	2				27
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish	14	5	2	5	5	2				33
Albanian	8	4	0	2	3	5				22
Other	4	3	3	4	2	0				16

### Programming and Scheduling Information

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

<b>TOTAL</b>	<b>60</b>	<b>24</b>	<b>28</b>	<b>42</b>	<b>24</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>198</b>
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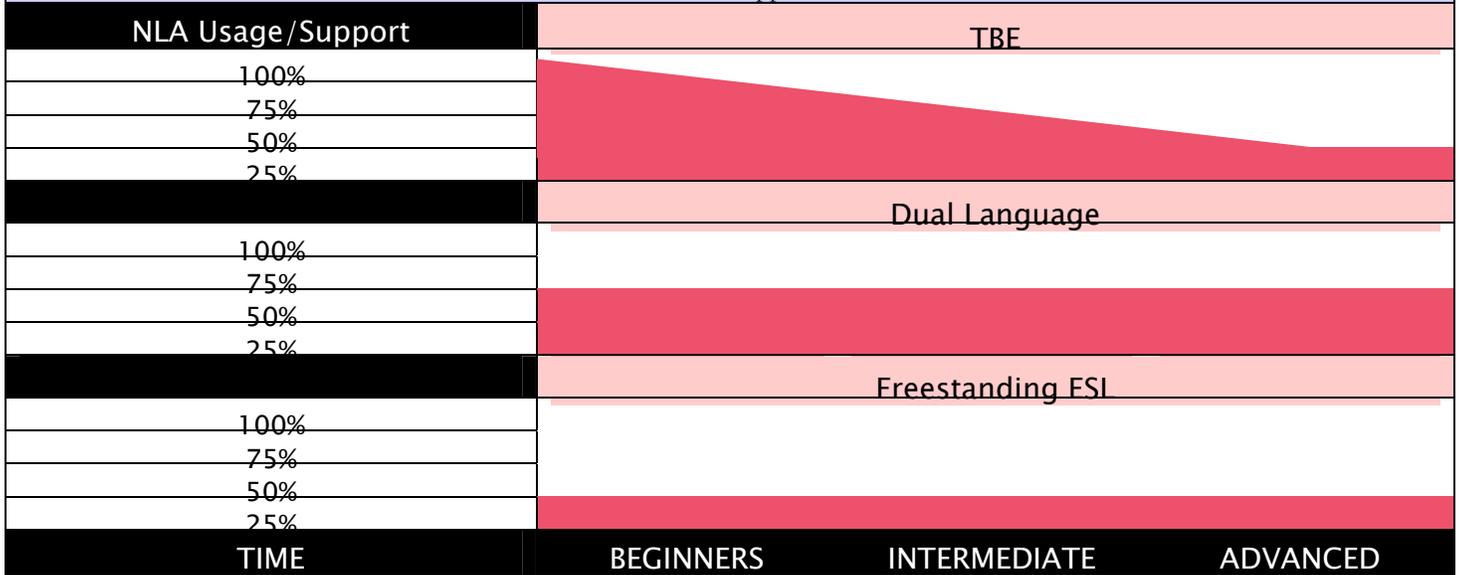
### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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<b>FOR ALL PROGRAM MODELS</b>			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS</b>			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day

**Native Language Arts and Native Language Support**

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models.  
Please note that NLA support is never zero.



## Programming and Scheduling Information--Continued

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

## Schools with Dual Language Programs

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

## Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

## Parental Involvement

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

# Part IV: Assessment Analysis

## A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	36	7	10	10	2	6				71
Intermediate(I)	1	8	5	14	9	6				43
Advanced (A)	21	9	13	18	13	10				84
Total	58	24	28	42	24	22	0	0	0	198



NYSAA Bilingual Spe Ed									0
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NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	15		4		6		0		25
8									0
NYSAA Bilingual Spe Ed									0

Native Language Tests									
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)				
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	
	ELE (Spanish Reading Test)								
Chinese Reading Test									

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights does the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - 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?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

## Part V: LAP Team Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ciro La Bararbera	Assistant Principal		
Angelica Morales	Parent Coordinator		
Donna Graff	ESL Teacher		
	Parent		
Patty Munoz/Science	Teacher/Subject Area		
	Teacher/Subject Area		
Orit Sperber	Coach		
Jeanine Kucher	Coach		
Norma Capenepa	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
	Other		
	Other		

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

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

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

**Grade Level(s)**

**K-5**

**Number of Students to be Served:**

**LEP 198**

**Non-LEP 803**

**Number of Teachers 10**

**Other Staff (Specify) 0**

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

**Title III, Part A LEP Program**

**Language Instruction Program**

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

Forest Elementary School has a total of 1002 students in attendance this year. Of the total population, a total 19%, (198 students) are ELL students. The students are spread fairly evenly among the grades: 58 in kindergarten, 24 in 1<sup>st</sup> grade, 28 in 2<sup>nd</sup> grade, 42 in 3<sup>rd</sup> grade, 24 in 4<sup>th</sup> grade, and 20 in 5<sup>th</sup> grade. The majority of the populations of ELL students are Spanish speaking (45%), with 12.3% speaking Polish, and 7.5% speaking Albanian. The balance of the ELL population speaks various languages.

Ten fully-licensed ESL teachers provide services for PS 71 's ELL population. The ESL program at PS 71 utilizes several models that align with parent requests. There are 8 self-contained ESL classes, two of which are the transitional model where they contain ELL students with proficient students. In addition to the transitional model, two team teaching models, two push-in models and one pull out model are set in place to provide ESL services.

In addition, Title III funds are used to support our ELLs through the creation of our successful Saturday Academy led by three certified ESL teachers for students in grades K-5. Differentiated instruction is provided to our beginner, intermediate, and advanced ELLs based on the results of assessments such as Scantron, NYSELAT, LAB-R, Acuity ITAs, and GRADE/GMADE. The program runs for three ½ hours per session. The program begins on Saturday January 16, 2010 and will be completed after 15 sessions.

An after school program for students in grades K-5 is also provided by five certified ESL teachers afterschool with a focus on preparing students with the skills necessary to achieve success on the NYSELAT. The program runs for two hours one day a per week. This supplemental program will begin February 24, 2010 and will continue for 15 sessions.

Technological tools such as The Smart Board, ELMO Document cameras, laptops and tablets are all incorporated to roll out the necessary skills and strategies to support language acquisition in the supplemental ESL programs previously described. These tools are not funded by Title III monies.

Our school guidance counselor offers various workshops for parents during the supplemental ESL programs. Title III funds are not used to fund her services.

### **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.

Professional development on differentiated and data driven instruction is scheduled twice a week during grade level PD periods by our coaches and assistant principals. Teachers are supported by our ESL Coach/Coordinator on an individual basis to guide teachers in the use of ESL methodologies in the classroom. Our guidance counselor and speech therapists discuss ESL students and plan strategies with our ESL Coordinator/Coach to meet their specific needs on the last Friday of every month. In addition to our in house professional development, teachers also have the opportunity to attend workshops at Teachers College to learn how to differentiate strategies that will enable our ESL students to succeed. Staff developers from TC are also scheduled to work exclusively with our administrative cabinet, literacy coaches, and ESL teachers. Our Learning Support Organization provides ESL professional development to our instructional cabinet, math and literacy coaches, throughout the school year. Topics such as Vocabulary/Language Acquisition are covered.

**Form TIII – A (1)(b)**

-

**School: 24Q071 Total Allocation = \$31,660**

**BEDS Code: 342400010071**

**Title III LEP Program**

**School Building Budget Summary**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$19,672	ESL After School Programs including Saturdays (Supervisor)*(Sessions)*(Hours)*(Rate) **including fringe benefits = (1) (30 ) (82.5 ) (\$52.21) =\$ 4,307 (Teachers)*(Hours)*(Rate)**including fringe benefits = (8) (308) (\$49.89) = \$15,365
<b>Purchased services</b> - High quality staff and curriculum development contracts	0	0
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$9,455	<i>Nonfiction books with picture support to scaffold ELL comprehension, Hybrid texts that combine fiction and nonfiction to prepare and support ELLs on the ELA State Exams. Books in Spanish, Polish, and Arabic to enhance our ESL classroom libraries and support ESL students in their native language.</i>

<b>Educational Software (Object Code 199)</b>	0	0
<b>Travel</b>	0	0
<b>Other</b>	\$2533.00	Family nights aligned with our curriculum and that incorporate ESL methodology such as Dr, Suess night with dual language read alouds. Snacks purchased to encourage parents to attend workshops and family nights, building capacity in the community.
<b>TOTAL</b>	<b>\$31,660</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.

Immediately upon a student's enrollment at PS 71, the primary language spoken by the parent is identified by the home language survey given by our pupil personnel secretary. If the language is not English, it will be determined whether the parent(s) requires language assistance in order to communicate effectively with the school.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

According to the Home Language survey, after English, the largest percentages of languages spoken at home are 22.2% Spanish, 12.3% Polish, and 7.5% Albanian. The home language data are immediately shared in reports with our school parent coordinator, parents association, and staff members working with identified students. This process ensures that those staff members working with these students are providing their parents with appropriate and timely information in a language they can understand. .

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

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

volunteers.

Written translations include but are not limited to calendar items, important school announcements, report cards, progress reports, supply lists, school closing information, trip permission slips, student specific critical documents and future upcoming events. We utilize the DOE Translation and Interpretation unit to translate important documents and notices in a timely fashion. Our culturally diverse staff is always available to translate any written communication when needed. Learning Leaders also assist in interpreting notices in their native language.

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

We provide identified parents interpretation of our family night events, parent teacher conferences, adult classes, parent workshops, school events and closings. This form of interpretation is done orally by our parent coordinator, educators, paraprofessionals, and other school personnel. Learning Leaders support the instructional needs and interpretation services of our school by communicating in the language needed during the school day as well as after school events. In addition, we utilize the DOE Translation and Interpretation unit to translate important documents and notices in a timely fashion.

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>.

Immediately upon a student's enrollment at PS 71 the primary language spoken by the parent will be identified by our pupil personnel secretary. If the language is not English, it will be determined whether the parent requires language assistance in order to communicate effectively with the school. PS 71 will maintain an appropriate and current record of the primary language spoken by each parent. The information will be maintained in ATS and on the student emergency card. This information will be shared with all staff members working with identified students.

All written translations including, but not limited to calendar items, important school announcements, report cards, parent teacher conferences, progress reports, supply lists, school closing information, trip permission slips, student specific critical documents and future upcoming events will be translated by our parent coordinator, specific staff members who are fluent in the language needed and the DOE Translation and Interpretation Unit.

**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:	\$484, 615.00	\$84, 713.00	569,238
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,846.00		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):			
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$32, 400.00		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$4235.00	
6. Enter the anticipated 10% set-aside for Professional Development:	\$194, 998.00		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$70, 549.00	

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. 5% of funds will be set aside to support teachers in becoming certified in their specific area of instruction. State and DOE grants will be utilized.

## **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.

### **FOREST ELEMENTARY SCHOOL**

Public School 71  
62-85 Forest Avenue  
Ridgewood, New York 11385  
(718) 821-7772 FAX (718) 386-7088  
*Ms. W. Olivella*  
*Principal*

*Ms. R. Scaturro*  
*Asst. Principal*

*Ms. A. Napoli*  
*Asst. Principal*

*Mr. C. LaBarbera*  
*Asst. Principal*

*PARENT INVOLVEMENT POLICY  
PS71 Forest Elementary School*

Parents and families of students in PS71 will be provided with opportunities to participate in School Leadership Teams and parent educational activities that lead toward building strong home-school partnerships, family literacy, child development, and accessing the services of community resources. To increase parent involvement PS71 will

Identify a Parent Coordinator who will facilitate the exchange of information among parents and generally encourage and support parent involvement efforts.

Offer parent training workshops related to:

- \*Math workshops
- \*Promotional criteria
- \*ARIS training
- \*ESL Strategies
- \*Literacy standards
  - \*School policies
- \*Assessments
- \*Parenting
- \*Health Issues
- \* Teacher's College Parent Partnership
- \* Kindergarten Orientation, as well as orientations for new program initiatives such as CTT class setup and Math Triads
- \*Mommy/Daddy and Me program
- \*Saturday ESL classes

- Encourage parents to network with each other and to communicate with school staff.
- Maintain a school bulletin board to provide parents with information related to parent meetings and events and to their children's educational programs, as well as send home a monthly calendar of school related events
- Implement K-12 phone alert system
- Encourage parental involvement by having the school:
  - § Establish a PA, a Monthly Family Night and School Leadership Team
  - § Conduct outreach activities and train parents, especially new parents and non-English speaking parents.
  - § Train teachers in strategies that enhance meaningful parental involvement.
  - § Hold orientation meetings to present overall goals of school, as well as specific grades, and class goals.
  - § Encourage and train parents as Learning Leaders to volunteer and assist in classrooms and on trips, as well as assist with translations and other school wide initiatives like Family Nights and H1N1 vaccinations.

\*\*The above Parent Involvement Policy will be revised in June 2010.

**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.

FOREST ELEMENTARY SCHOOL

Public School 71

62-85 Forest Avenue

Ridgewood, New York 11385  
(718) 821-7772 FAX (718) 386-7088

*Ms. W. Olivella  
Principal*

*Ms. R. Scaturro  
Asst. Principal  
Asst. Principal*

*Ms. A. Napoli  
Asst. Principal*

*Mr. C. LaBarbera*

*PS71 Parent Compact*

We, the school and parents agree to work cooperatively to provide for the successful education of our children

## SCHOOL

We understand: the need to convene meetings for Title I parents to inform them of the Title I program and their right to be involved.

We understand: the need to provide quality curriculum and instruction.

We understand: the need to offer a flexible number of meetings at various times and if necessary seek funds to provide transportation or childcare when possible.

We understand: the need to deal with communication issues between teachers and parents through:

- . Parent-Teacher conferences
- . Reports to parents on their children's progress
- . Reasonable access to staff
- . Opportunities to volunteer and participate in their child's class
- . Observation of classroom activities

We understand: the need to provide performance profiles and individual student assessment results for each child and other pertinent individual school district education information.

We understand: the need to actively involve parents in planning, reviewing and creating activities in order to meet the state and city's high performance standards.

PARENT/GUARDIAN

I understand: the need to work with my child on schoolwork; read to my child on a daily basis and encourage my child to read to me each day.

I understand: the need to participate in or request technical assistance training that the school or district office offers on child rearing practices and teaching and learning strategies.

I understand: the need for me to monitor my child's:

- . Attendance at school
- . Homework
- . Television watching
- . Health needs

I understand: the need to become involved in the strategies designed to encourage my participation in parent involvement activities

I understand: the need to communicate with my child's teachers about his/her educational needs and the need to share responsibility for my child's improved academic achievement

I understand: the need to ask parents and parent groups to provide information to the school on the type of training or assistance I would like and/or need to help me be more effective in assisting my child in the educational process.

Signature \_\_\_\_\_

Date \_\_\_\_\_

## **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.

See IV Needs Assessment

See Section 7 School-Level Reflection and Response to System

1.A.1, 1.A.3, 1.B.1, 1.B.3

2. Schoolwide reform strategies that:

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

See Action Plan/Goal 1

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.

To increase the amount of quality learning time, PS 71 offers students in need the opportunity to strengthen their skills, targeting deficit areas, through the extended day program and after school programs such as Fifth Grade Social Studies, English Language Arts (grades third-fifth), Mathematics (grades third-fifth), Fourth Grade Science, and English as a Second Language (grades kindergarten through fifth).

o Help provide an enriched and accelerated curriculum.

Action Plan/Goal 2

See Section 7 School-Level Reflection and Response to System

1.A.1, 1.A.3, 1.B.1, 1.B.3

- o Meet the educational needs of historically underserved populations.

Action Plan/ Goal 1

See Section 7 School-Level Reflection and Response to System

5.3, 6.1

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

See Appendix 1 Academic Intervention Summary Part B

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

See Appendix 1 Academic Intervention Summary Part B

### 3. Instruction by highly qualified staff.

5% of funds have been set aside to support teachers in becoming highly qualified. Grants from the DOE and the State have been utilized to provide teachers with the opportunity to become certified in their area of instruction.

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

Action Plan/Goal 3

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

The Principal will utilize NYCDOE resources to hire pre-screened and qualified teachers.

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

We provide our parent community with workshops on a variety of curricular topics to bridge the gap between home and school. This provides the parents with the ability to support and reinforce at home the learning that takes place in school. The Parents' Association, in conjunction with our parent coordinator, facilitates workshops thereby increasing parent involvement. Various staff members, including the parent coordinator, guidance counselors, coaches, teachers, AIS providers, and the school's nutritionist conduct parent workshops. In addition, we hold monthly family night activities, where students, parents, and teachers have an opportunity to interact in a social setting. Family Night Orientation and Family Math Night are among the many evening activities held at PS 71 that continue to bring our school community together in meaningful ways.

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.

See Action Plan/Goal 4

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.

See Action Plan/Goal 1

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.

PS 71 has established benchmarks in September, November, March, and June for grades Kindergarten through Fifth in reading and writing. Monthly unit goals have been established in mathematics based on the March to March State grade level expectations. The Teachers College Reading Assessment, Teachers College Narrative Writing Continuum, Acuity Reading and Writing Predictive and Instructionally Targeted Assessments, and Everyday Mathematics Unit Tests are used to determine students' level of academic achievement and to identify specific areas of strength and weakness. Additional assistance is immediately provided to students in specifically targeted deficit areas through small strategy group lessons, small guided reading instruction, academic intervention services, and extended day small group instruction and after-school programs. Student progress in relation to benchmarks is closely monitored by the classroom teacher through assessment results and weekly one on one conference.

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.

- PS 71 is a Learning Leadership Partnership School. Learning Leaders are parents of our students who collaborate closely with the instructional cabinet, parent coordinator and teachers on an ongoing basis. The program is designed to foster successful learners and create positive, welcoming environments for children and family members.
- Our parent coordinator facilitates EPIC (Every Person Influences a Child) workshops for parents on fostering self esteem for infants and toddlers.
- Adult Education in English Language is provided by our parent coordinator during our Saturday Academy Program and on Wednesday and Thursday mornings.
- PS 71 offers the Open Airways Program to educate our students and their families on asthma prevention strategies.
- The Greater Ridgewood Youth Council Discovery After-School Program is offered to the students of PS 71. This program provides a fun and safe environment for which students partake in recreational, educational and creative activities. Snacks are provided for every child. Activities are designed to provide educational enrichment through language arts, mathematics, science, fine and performing arts and sports. The Homework Help program enhances the students' school day experience. The Discovery program also emphasizes computer literacy along with health and social development. Our participants have covered such topics as drug prevention and nutrition.
- Our school nutritionist works with a student committee comprised of fifth graders on educating students about making healthy food choices. The committee then works with the nutritionist in educating their peers by creating posters which are displayed in the cafeteria.

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

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

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

**N/A**

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

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;
- b. Help provide an accelerated, high –quality curriculum, including applied learning; and
- c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

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

7. Provide strategies to increase parental involvement; and

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

## **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.

This finding was discussed at our weekly Instructional Design Team Meetings consisting of the principal, three assistant principals, primary, upper grade, and ELL literacy coaches and math coach. The committee reviewed the Teachers College Reading and Writing Curricular Calendars. Foundations and Words Their Way pacing calendars were also closely examined. Teacher-created tool kits specific to each unit and were analyzed to see if they were aligned to the standards and provided opportunities for in-depth study and differentiation. Every week the Instructional Design Team meets to assess the extent to which the written curriculum is being implemented and supported. The assessment tools we use are walkthroughs, snapshots, informal and formal observations, the Professional Teaching Standards, student work, and conversations during one-on-one coaching, professional development sessions and debriefing. As a result of this work, it was confirmed that the structures we have in place are directly aligned with state standards.

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?

Professional Development is provided by the assistant principals and literacy coaches before the start of each Teachers College Reading and Writing unit to explicitly review the goals of the unit and provide a clear understanding of what is expected of each student as a result of teaching the unit. Teachers have a clear understanding of what students learned the previous year through an analysis of student assessments and portfolios. Conversations around teaching strategies and best practices for differentiated instruction are held during professional development sessions. Data gathered from the Narrative Continuum and Teachers College Reading Assessments are reviewed to determine next steps for instruction. Specific goals are then co-created by teachers and students and shared with parents.

Students read independently every day with increasing levels of sophistication in a wide variety of genres, including realistic fiction, mysteries, biographies, series, nonfiction texts, fantasy, historical fiction, social issues, fables, poetry, primary sources and various content-related documents. Coaches, assistant principals, staff developers, and teachers discuss books/materials needed for specific units of study to provide for differentiation for struggling readers, English language learners, students with disabilities, and above level readers. The materials for mini-lessons, read alouds, independent work, partner work, and small group work are carefully chosen based on students' background knowledge, reading levels, student interests, cultural relevance, and quality. Students read together in pairs to

increase fluency. They engage in conversations (with their partners and book clubs) to facilitate comprehension. Accountable talk and active listening are modeled by teachers and practiced by students.

Students engage in the writing process in a variety of genres, including personal narrative, essay (literary, content, persuasive), realistic fiction, memoir, procedural writing, all about/informational books, poetry, reflections, mystery, historical fiction, fairy tales, songs, persuasive letters, and journalism. Students talk about their writing in conferences with the teacher and with peers throughout the writing process, which includes the following stages: generating, choosing seed idea, developing, drafting, revising, editing, and publishing. Students internalize the writing process and their writing becomes stronger and more meaningful as their teachers lead them through the process in each unit of study with greater and greater depth.

ELA units build on each other to provide connections over the year and through the grade levels, thus increasing the depth of study. Through this strategic and insider, workshop approach, students become motivated readers and writers who read and write with increasing skill, as evidenced by their enthusiasm at publishing celebrations and the level of their conversations around books.

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

## **1B. Mathematics**

### **Background**

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

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (Everyday Mathematics [K–5] and Impact Mathematics [6–8]) are aligned with the New York state content strands except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional

materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state process strands for mathematics at all grade levels.

- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

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

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

The Instructional Design Team which consists of the principal, the three assistant principals, the math coach, both the lower and upper grade literacy coaches, and the ELL coach have discussed this matter at length. We have addressed the issue of standards-based instruction in mathematics. As a result the math coach has provided professional development workshops focusing on creating standards-based mathematics lessons. Teachers are referring to the NYS mathematics standards when developing their lessons. There is a focus on both the content and process strands. The staff is also receiving on-going professional development focusing on the unit assessments from Everyday Mathematics. These sessions are designed to provide the teachers with ample opportunity to look at the assessments and discuss the mathematical content being tested, as well as aligning the content with the NYS standards. A math consultant has been hired to support teachers of high achieving students to plan, monitor, enrich, and assess the academic rigor in instruction and work produced by the students. As a result of the team's analysis, it was confirmed that the structures we have in place are directly aligned with state standards.

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?

The lessons being taught in mathematics from grades kindergarten through fifth are all aligned to the NYS standards for mathematics. The lessons focus on both the content and process strands. Teachers focus on the content to be taught for the lesson and provide students with a variety of opportunities in which they can apply their understanding. Developing students' thinking and reasoning skills are part of each math lesson. This is accomplished through thought-provoking questioning, the use of manipulatives, partner/small group structures to facilitate mathematical discussions, and multiple opportunities where students communicate their thinking both orally and in written form. Teachers have a clear understanding of what students learned the previous year through an analysis of student assessments and portfolios. Conversations around teaching strategies and best practices for differentiated instruction are held during professional development sessions. Data gathered from the NYS assessments, Acuity predictive and ITA assessments, Everyday Math unit assessments, conferences with students, and informal

observations, are reviewed to determine next steps for instruction. Specific goals are then set by teachers and students and shared with parents.

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

## **KEY FINDING 2: INSTRUCTION**

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

### ***2A – ELA Instruction***

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

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

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

PS 71 has the following structures in place to ensure that teachers are differentiating instruction and using research-based and best practices: two weekly professional development periods, one common planning period, several walkthroughs, snapshots of student work, and both formal and informal observations conducted by the administration.

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?

- Literacy best practice is discussed at length during the allotted two professional development periods per week.
- Weekly common planning periods provide the opportunity for teachers to plan out mini-lessons, strategy lessons and guided reading lessons based on assessment results/student needs and learning styles.
- Classrooms are set up to create and maintain an effective environment for student learning.
- Centers are clearly organized and labeled.
- Charts reflect the unit of study and expectations of past units.
- The resources in the room are organized by subject area and referred to during lessons observed.
- Expectations are established for student behavior.
- Students are held accountable for using the resources in the room.
- Students are expected to verbalize strategies they are using other than the teaching point for the day.
- Planning instruction and designing learning experiences for all students are evident in the literacy lessons collected; included are unit goals, prior knowledge, active engagements, and materials.
- Small groups in reading and writing are formed based on assessments.
- Students are leveled according to running records and partnerships are formed to create accountable conversations.
- Teachers and students have reading and writing tool kits, folders with strategies they are working on as well as post-it book.
- Writing volume is evident in the student writing folders.
- Workstations are created to support and differentiate instruction.
- Students peer edit their work and give feedback to each other.
- Coaches model and co-teach lessons that clearly differentiate instruction and engage all students in learning.
- Teachers observe each other during preparation periods allowing for another opportunity to learn how to best implement researched based lessons.
- Interclass visitations are strongly encouraged and can be facilitated independently or through the literacy coach.
- Principal and Assistant Principals monitor literacy best practice by providing written feedback based on one-one coaching, informal, formal observations and walkthroughs.
- In addition to the above, the assistant principal and coach work with new teachers on planning lessons during one preparation period a week.
- Principal and Assistant Principals use the Professional Teaching Standards to assess teachers' strengths and areas of further development as professional development workshops that assist teachers with their professional growth are planned.
- Teachers also use the Professional Teaching Standards to align their goals with goals set for their students and units taught.

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

## **2B – Mathematics Instruction**

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

PS 71 has the following structures in place to ensure that teachers are differentiating instruction and using research-based best practices: two weekly professional development periods, one common planning period, several walkthroughs, snapshots, student work, and both formal and informal observations conducted by the administration. Due to the nature of the Everyday Mathematics program many of the mini lessons are teacher directed (whole portion of the workshop model). After this portion, students have the opportunity to work with partners or small groups (small portion of the workshop model). Students apply their understanding through the extensive use of manipulatives and mathematical discourse (whole/share out portion of the workshop model). There is also evidence of high engagement during workstation time and during the implementation of EDM activities/games. Several classrooms are equipped with Smart Boards which provide a high level of engagement during mathematics lessons. Many teachers have ELMO document cameras or overhead projectors that are used frequently during mathematics instruction. This technology engages students and also allows for interactive learning in the mathematics classroom.

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?

- Best practices in mathematics are discussed at length during grade-level professional development sessions.
- Weekly common planning periods provide the opportunity for teachers to plan out mini-lessons and strategy lessons, based on assessment results/student needs and learning styles.
- Classrooms are set up to create and maintain an effective environment for student learning.
- Centers are clearly organized and labeled.
- Charts reflect the unit of study and expectations of past units.
- The resources in the room are organized by subject area and referred to during lessons observed.
- Expectations are established for student behavior.
- Students are held accountable for using the resources in the room.
- Students are expected to verbalize and explain in writing strategies they are using to solve problems.
- Planning instruction and designing learning experiences for all students are evident in the math lessons collected and in classroom walkthroughs and observations.
- Small groups in mathematics are formed based on assessments.
- Students in grades three through five are assigned to triads, based on NYS assessment results and teacher judgment.
- Workstations are created to support and differentiate instruction.
- Students work cooperatively and give feedback and support to each other.
- The math coach and math consultant model and co-teach lessons that clearly differentiate instruction and engage all students in learning.
- Teachers observe each other during preparation periods allowing for another opportunity to learn how to best implement research-based lessons.
- Interclass visitations are strongly encouraged and can be facilitated independently or through the math coach.
- Principal and Assistant Principals monitor mathematics best practice by providing written feedback based on one-to-one coaching, informal observations, formal observations and walkthroughs.
- Principal and Assistant Principals use the Professional Teaching Standards to assess teachers' strengths and areas of further development, as professional development workshops that assist teachers with their professional growth are planned.
- Teachers also use the Professional Teaching Standards to align their goals with goals set for their students and units taught.
- The use of mathematics literature is also used as an important component in engaging students in the learning of the content area.

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

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

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

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

Please respond to the following questions for Key Finding 3:

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

Our instructional design team has met to discuss the implications of new teachers transferring into our school to fill positions that have been vacated due to retirement, family leave, and those seeking opportunities to work closer to their home.

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

Applicable  Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

We welcome our new transfers by

- support and coaching from our administrative staff
- individual and differentiated support by coaches
- the opportunity to participate in professional development twice a week and teach 23 periods a week
- opportunities to attend new teacher workshops after school

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

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

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

Please respond to the following questions for Key Finding 4:

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

Members of the Instructional Design Team met to review data from the School Report Card School Profile to determine if this finding is applicable.

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?

Based on the results of the survey, a group of teachers have attended QTEL, , and TC training. In addition, the ELL coach/ ESL supervisor periodically present workshops that incorporate QTEL strategies. QTEL methodology is evident in the ESL classrooms and throughout small group instruction. In-house training has been provided on the research of Lilly Wong on "Unpacking Academic Language for ELL students in the Content Area." Professional development is provided twice a week to deepen content knowledge and talk about student work, instructional strategies for ELLs, curricular issues and broader educational concerns.

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.

N/A

#### **KEY FINDING 5: DATA USE AND MONITORING - ELL INSTRUCTION**

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

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

This finding is not relevant as concluded by the review of previous professional development sessions, grade conferences, and inquiry group agendas.

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?

We collect data from the NYSELAT, NY State ELA Exams, Interim Assessment, G-Grade, TC Assessments and analyze our findings for our ELL population with all staff members involved with our ELL 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.

#### **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.

Our school administration assures the involvement in professional development for our general education and special education teachers. Professional development is provided through Protraxx, ISC, Teachers College Reading and Writing Project, the IEP Teacher and Grade Meetings.:

- Professional development through Protraxx is offered throughout the year. School administrators and teachers are encouraged to sign up for any of the workshops that are appropriate for them.
- Teachers College professional development is offered at our school and at the Teachers College campus. Teachers College personnel provide professional development in our building with a focus on students with IEPs. Both special education teachers and general education teachers attend these valuable workshops. Teachers learn the general education curriculum range and types of instructional approaches that help increase and improve student performance.
- The IEP teacher provides all teachers with continual support in writing IEPs, creating standard-based goals for students, and seeing that all teachers have the most current copy of student IEPs, as specified in Chapter 408.
- Teachers meet monthly at grade level meetings to create student grade goals in all core subjects.
- Mentoring support is provided for new teachers by an experienced special education teacher for the purpose of improving classroom instruction.

General education teachers in our school are familiar with the content in the IEPs for each child they teach or service. Teachers providing services to students with IEPs receive a copy of each student's IEP to review their needs and plan instruction appropriately. Therefore, teachers know the accommodations and modifications to provide students in order to succeed academically. Teachers are also knowledgeable in regards to behavioral support plans, and they adjust instruction appropriately. Throughout the year, teachers and service providers receive an updated IEP after each annual review. Teachers and service providers have the opportunity to meet and discuss students who have a behavioral intervention plan (IEP page 11). This plan can be modified as needed throughout the year in order to better service our students for the purpose of improving the learning and progress.

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?

By participating in professional development, special education teachers gain access to the general education curriculum to help support the needs of students with IEP's. Modifying the curriculum accordingly improves students' performance and progress. Teachers are encouraged to work together to improve instruction for students with IEP's. Instruction in the classroom is standards based. Therefore, our students show great progress in all areas.

- Our school data reveal that our special education students show great progress in ELA and math. Standardized test scores have improved annually. The 2008- 2009 School Progress Report indicates that 57.8 % of our students with disabilities made progress in ELA and 28.9% made progress in math.
- Through continued support for teachers in understanding the content of the IEP's, our students with disabilities are meeting their standards-based IEP goals in their classrooms.

- Through our ongoing efforts to support our special education students and offer them the appropriate services, our goal has been to decertify them from related services (speech, counseling, occupational therapy and physical therapy). Many of our students are mainstreamed in math or placed in the least restrictive environments possible, which is our goal.

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

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

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

Please respond to the following questions for Key Finding 7:

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

- As per chapter 408, all teachers and service providers who service students with disabilities receive updated copies of IEPs as needed throughout the year. Our special education teachers in the self-contained setting and CTT classroom consistently implement testing accommodations and/or modifications stated in their students' IEPs. Our SETSS teacher provides general education teachers with guidance and support of each student's IEP test accommodations. Each paraprofessional has ongoing access to a copy of the IEP and is responsible for assisting in the implementation of the content found in each student's IEP.
- Teachers use Teachers College assessments, Acuity, Scantron and grade level state assessments to drive instruction and write grade level IEP goals and objectives for each student with disabilities.
- Promotion criteria for each student with an IEP are based on state performance indicators, which are based on grade level.
- Behavior intervention plans (BIP) are always developed and completed when page 4 of the IEP indicates the need for one. The behavioral intervention plan includes behavioral goals and objectives for students with documented behavioral issues and concerns. School guidance counselors, the classroom teacher and appropriate service providers create the BIP collaboratively. The plan is reviewed and updated as needed throughout the year.

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?

- The school test coordinator and the IEP team work closely to ensure that students with disabilities receive the appropriate test accommodation as indicated in their IEPs
- School data reveal academic success in all our students with disabilities. As students with disabilities succeed, they are placed accordingly into the least restrictive environment.
- As we assess students' current levels of performance we develop standards-based IEP goals and objectives. Quality written IEPs drive instruction.

By adjusting Behavior Intervention Plans for IEP students with behavioral issues, there are less behavioral problems in classrooms. These students are engaged in instruction and progressing academically

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

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

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

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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

### **Part A: For Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)  
  
3
2. Please describe the services you are planning to provide to the STH population.

Upon identification of students living in temporary housing, our pupil personnel secretary notifies the assistant principals who supervise that particular grade. From that point, the assistant principal notifies the teacher and guidance counselor of the student's situation in order to track student attendance and to determine if one-on-one counseling is necessary for the student to cope with his/her current situation. We will ensure parents are aware how our school can support these children through free breakfast and lunch programs, the extended day program, after-school academic programs, the community-based *Discovery* program, and the on-going support from the parent coordinator and guidance counselors.

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

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