



THE HAMMOND SCHOOL

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 28Q082

ADDRESS: 88-02 144TH STREET, JAMAICA, NY 11435

TELEPHONE: 718-526-4139

FAX: 718-297-0290

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Part B. School Demographics and Accountability Snapshot

SECTION IV: NEEDS ASSESSMENT

SECTION V: ANNUAL SCHOOL GOALS

SECTION VI: ACTION PLAN

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

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

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

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 28Q082 SCHOOL NAME: The Hammond School

SCHOOL ADDRESS: 88-02 144th Street, Jamaica NY 11435

SCHOOL TELEPHONE: 718-526-4139 FAX: 718-297-0290

SCHOOL CONTACT PERSON: Ms. Angela Boykin EMAIL: aboykin@schools.nyc.gov
ADDRESS: nyc.gov

POSITION/TITLE:

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Angela Boykin – position rotated

PRINCIPAL: Angela Boykin

UFT CHAPTER LEADER: Heather Goldberg

PARENTS' ASSOCIATION PRESIDENT: Marilia Quinonez

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 28 SSO NAME: ICI

SSO NETWORK LEADER: Marlene Wilks

SUPERINTENDENT: Jeannette Reed

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Angela Boykin	*Principal/Staff	
Heather Goldberg	*UFT Chapter Chairperson/Staff	
Marilia Quinonez	*PTA President/Parent	
Loukia Kumar	Member/Parent	
Sandra Perez	Member/Parent	
Arveen Kaur	Member/Parent	
Luisa Guaman	Member/Parent	
Christine Ganz	Member/Staff	
Monica Weiss	Member/Staff	
Jordana Fisher	Member/Staff	
	Member/	

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

* Core (mandatory) SLT members.

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Our vision is to provide maximum educational opportunities for all children at P.S. 82 Queens.

We will strive to improve the quality of teaching and learning while encouraging an understanding of mutual respect for the diversity of our school community. We envision a learning environment that nurtures children and families, maximizes opportunities for individual growth, and encourages mutual involvement, responsibility, and accountability of the school, the home, and the community.

We are a diverse educational community, and our mission is to help all children reach their potential. We are committed to enlisting the collaborative efforts of students, parents, teachers, supervisors, and community members to ensure excellence in achievement and equity in outcomes for all. Through clear expectations, quality instruction, and a climate that promotes a love of learning; we will help all children to reach the highest standards.

P.S. 82 Queens services a multi-ethnic community in Jamaica, Queens. The school is located in a densely populated neighborhood comprised of apartment houses and private homes. This school services 618 students in pre-kindergarten through fifth grades. We are an overcrowded school working at approximately 120% over capacity. As a result, our kindergarten and three of our special education classes are housed at an Annex located three miles from our main building. The majority of our students and their families are newly arrived immigrants from Central and South America, the Caribbean, Guyana, and Asia. The vast majority of our students come from low-income homes. In fact, P.S. 82 Queens has been one of the schools eligible for the Universal Meal Program. Approximately 89.2% of our students are eligible for free breakfast and lunch. Our school building is 100 years old with a modern wing that was added approximately 20 years ago. It is very well maintained and barrier-free. In both the main building and the Annex, student work is displayed for the school community and visitors to view.

According to the most recent available ethnic data, 2.4% of the students are White; 8.4% are Black; 50.1% are Hispanic; 39.1% are Asian and others. About 11% of the students have Individualized Education Plans (IEPs) and receive services including Special Education Teacher Support Services (SETSS), instruction in self-contained classes, and/or related services such as speech and language, counseling, occupational therapy, physical therapy, and adaptive physical education. Thirty per cent (30%) of our students are English Language Learners (ELLs), with 27% receiving ESL instruction daily. Among these students, the dominant language is Spanish; other languages include but not limited to Hindi, Urdu, Bengali and Arabic. Many students are from Guyana, and, though the official language of

that country is English, they speak a non-standard form. These children are ineligible for English as a Second Language instructional support service.

We identify students that require academic support services early so that intervention services can begin in September and continue throughout the school year. The school has three Title I Literacy specialists and one Title I Math specialist.

Since 2001, the school has embraced a collaborative relationship with the Queens Community House. This community based organization houses an after school program which, through various interactive activities, fosters and promotes teamwork, sharing, problem solving, tolerance and cooperation.

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							
School Name:	P.S. 082 Hammond						
District:	28	DBN:	28Q082	School BEDS Code:	342800010082		
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:			
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08*	2008-09
Pre-K	36	36	36		93.6	93.7	94.2
Kindergarten	87	89	96	Student Stability - % of Enrollment:			
Grade 1	99	94	113	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
Grade 2	97	91	97		90.6	90.1	94.0
Grade 3	100	91	84	Poverty Rate - % of Enrollment:			
Grade 4	78	91	84	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
Grade 5	76	80	93		85.2	89.2	89.2
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
Grade 8	0	0	0		8	8	39
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
Grade 11	0	0	0		57	40	65
Grade 12	0	0	0	Special Education Enrollment:			
Ungraded	0	5	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
Total	573	573	627				
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
# in Self-Contained Classes	43	38	48	Principal Suspensions	0	0	1
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	1	0
Number all others	45	38	36	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2006-07	2007-08	2008-09
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	Early College HS Program Participants	0	0	0
# in Transitional Bilingual Classes	18	16	20	Number of Staff - Includes all full-time staff:			
# in Dual Lang. Programs	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
# receiving ESL services only	123	134	147	Number of Teachers	48	48	48

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	6	2	4	Number of Administrators and Other Professionals	5	11	10
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	2	2
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	97.9	95.8	97.9
				% more than 2 years teaching in this school	77.1	79.2	85.4
				% more than 5 years teaching anywhere	77.1	79.2	72.9
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	96.0	94.0	96.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	97.8	96.8
American Indian or Alaska Native	0.4	0.0	0.0				
Black or African American	8.6	8.4	8.9				
Hispanic or Latino	54.1	50.1	49.0				
Asian or Native Hawaiian/Other Pacific Isl.	35.1	39.1	38.3				
White	1.9	2.4	3.7				
Male	53.8	51.0	52.5				
Female	46.2	49.0	47.5				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

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

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native							
Black or African American		-	-	-			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander		√	√	√			
White		-	-	-			
Other Groups							
Students with Disabilities		√	√	-			
Limited English Proficient		√	√	-			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		6	6	4	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	A	Overall Evaluation:	NR
Overall Score:	84.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	8.8	Quality Statement 2: Plan and Set Goals	
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	22.6	Quality Statement 4: Align Capacity Building to Goals	
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	
Student Progress:	48.4		
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:	4.5		

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

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

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

SECTION 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?
-

The analysis the data obtained from the Interim Test Assessments (ITA), Predictive Test Assessment, the NYS ELA and Math assessments, NYSESLAT and teacher-made assessments, have revealed the necessity of strengthening the reading skills of the students entering grade three. 7.0% of the grade-three students received performance level 1 on the 2008/2009 NYS ELA. It was also noted that since the NYS ELA assessment is the first major assessment that the students in grade three are held accountable for, this may have been a factor that contributed to this trend. Additionally, early intervention small group instruction of those students identified as being in the lowest third by the school's Progress Report and Inquiry Team along with the students identified by classroom teachers, ITA/Predictive assessments, NYSESLAT and Tier II/Inquiry team monitoring has contributed to the progress of struggling students in all testing grades. Additionally, there is a need for ongoing standardized formative assessments to monitor student progress in grades one and two. At present, ECLAS II for grades one and two and EPAL for grade two are the only standardized assessment in use. These assessments are summative. Therefore, beginning in September 2009, mClass will be added for the administration of Reading 3D that will include DIBELS which will be administered three times during the school year. Running records will also be administered three times during the school year as a form of formative assessment. In addition, upon analysis of the Quality Review Report, Progress Report, Inquiry Team analysis and NYS ELA and Math assessments, focus should be placed on increasing student achievement in performance level 4. Students achieving performance level 4 in Grade 3 was down by 6.0%, Grade 4 was up by 17.0%, and Grade 5 was down by 8.0%, based on the 2008/2009 ELA data.

Our greatest accomplishments have included:

- P.S. 82 Queens has received an "A" on the New York City Progress Report for 2008 due to steady improvements in ELA and Math assessment scores.
- The ability of our school community to work together cooperatively, collaboratively, with collegiality and camaraderie.
- Additional credit for special needs students improving by at least one-half proficiency point in ELA of 46.4% and 32.1% in math

- 68.5% of our students making at least one year of progress in ELA which is a 10.6 % increase from 2007/2008 school year.
- 90.0% of students in the lowest third making one year of progress in ELA which is an increase of 4.5% from the 2007/2008 school year.
- 0.50 average change in proficiency of students starting the year in level 1 or level 2 in ELA an increase of 1.1 from the 2007/2008 school year.
- 66.7% of our students making at least one year of progress in Math, an increase of 2.7% from the 2007/2008 school year.
- 71.9% of students in the lowest third making one year of progress in Math.
- 0.46 average change in student proficiency for level 1/level 2 in Math.
- 81% of Inquire Team targeted students made more than a year's progress

Aids to our school's continuous improvement include the following:

- Incorporating technology in all curriculum areas with the use of in-class laptops and/or desktops, a mobile lab with sixteen laptop computers, desktop computers in all Tier II support service classrooms and a computer lab with 30 desktop computers has increased research capabilities, writing and computer skills of our students.
- Acquisition of on-line/web-based programs that support second language learners and struggling readers.
- Another aid to school improvement has been the ability of the staff to be open and receptive to new and/or improved ideas, techniques and teaching methodologies such as incorporation of differentiation of instruction and analyzing data to inform teacher planning and instruction.
- Maintaining below cap class sizes in most grades which increases interaction between student/student, and student/teacher. It facilitates flexible grouping, stimulates verbal communication among students, and creates an environment conducive for learning.
- Early intervention with academic intervention services (Tier II) given to identified at-risk students across grades in both pullout and push-in programs.
- Professional development that meets the specific needs of the teachers.
- Continuous development of effective progress monitoring of student learning through the analysis of data.
- Effective development and growth of lesson planning.
- Creating and maintaining time for articulation among the teaching staff, Tier II and support service providers.
- Inquiry Team target students in lowest third in ELA
- Expand the work of the Inquiry Team to include Tier II services providers and classroom teachers on all grades

SECTION V: ANNUAL SCHOOL GOALS

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

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

Goals:

(1) By June 2010, there will be a 2% increase of students in grades three and five achieving performance level 4 in English Language Arts as evidenced by the results of the New York State English Language Arts assessment.

This goal is a result of analyzing the data of performance level 4 students in grades 3 and 5 of the 2009 ELA. It was noted that there is a need to increase the performance levels from 3 to 4 in this segment of the student population. There should be increased focus directed specifically at this group of student in an effort to decrease the amount of performance level 3 students through their elevation to performance level 4.

(2) By June 2010, 100% of the student body will increase academic proficiency through the use of differentiated instruction based upon the effective analysis of formative and summative assessments to inform planning and instruction.

This goal is a direct result of analyzing the instructional practice of the teachers through formal and information observations, school wide learning walks and teacher conversations. It was noted that teacher instructional practice needed to be redirected through increased use of data analysis that focused instruction on the specific needs of the students. Additionally, through observations of student classroom interaction, it was determined that students should take an active role in analyzing data that pertains to their individual learning needs, help them set goals and meet the goals they make.

(3) By June 2010, there will be a 5% increase in ELL academic proficiency through the utilization of ELL instructional practices incorporated in teacher planning and instruction as evidenced by the NYSESLAT.

As a result of analyzing the growth of the ELL population and the standardized data, it was noted that increased attention was required in the area of ELL instructional techniques utilized by classroom teachers.

(4) By June 2010, there will be a 10% increase in special education students in grades 3 and 4 achieving performance level 2 in English Language Arts as evidence by the New York State English Language Arts assessment.

Based upon the analysis of the 2009 ELA data, it was noted that although special education students in grades 3 and 5 met their promotion criteria stated in their IEP, there were students that did not achieve PL 2 on the ELA. Increased progress monitoring of the incoming grade 3 and grade 4 special education students should redirect lesson planning and instruction to meet the academic needs of these students.

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): ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, there will be a 2% increase of students in grades three and five achieving performance level 4 in English Language Arts as evidenced by the results of the New York State English Language Arts assessment.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Utilizing NYS ELA assessment, student class work and teacher recommendation, the Inquiry Team, teachers and coach will identify those students that are high performance level 3 and/or demonstrate potential for advanced movement • Create advanced programs in the content areas that provide more rigorous problem solving, improve levels of communication, foster teamwork and incorporates skills at the higher end of Bloom's Taxonomy • Provide teachers with in-house and outside professional development to improve their ability to differentiate instruction and implement rigorously demanding lessons that stimulate and keep advanced learners engaged and productive • Provide small group sizes for the advanced programs • Begin the advanced program from grade 2 and continue to grade 5 • Programs to begin in October 2009 and continue until the end of May 2010
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Using the stimulus allocations to fund a literacy coach position • Using C4E allocations for teacher per session and materials for the after school advanced programs • Use C4E allocations for per diem substitute teachers in order for teachers to attend professional development on the materials for the advanced programs • Using C4E allocations for per diem substitute teachers for the purpose of covering classes in order for teachers to attend professional development both in and outside

	of the school building.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Review results ITA and Predictive assessments as described by ACUITY to monitor increased academic achievement • Review results of teacher made assessments • Review improved quality of student work in student portfolios • Review of teacher's conference notes throughout school year • Review of written observation notes on students • Review of teacher lesson plans utilizing the program materials • Formal and information observational narratives during post observation conferences • Critique student presentation of ongoing projects associated with advanced programs • Analyze surveys distributed to both advance program teachers and students for constructive feedback on improving the advance program.

Subject/Area (where relevant): ELA

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, 100% of the student body will increase academic proficiency through the use of differentiated instruction based upon the effective analysis of formative and summative assessments to inform planning and instruction.</p>
--	---

<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Provide professional development by the administration, coach, knowledgeable teachers, Network Specialist and outside vendors that focus on analyzing, synthesizing and evaluating data for K-5 teachers during grade conferences, faculty conferences and on professional development days. • Provide professional development by the administration, coach, knowledgeable teachers, Network Specialist and outside vendors that focuses on differentiated classroom instructional strategies for K-5 teachers during grade conferences, faculty conferences, during the school day and on professional development days. • Grade leaders will meet with administration, coaches and Network Specialist for lesson planning, learning walks, class visitations and professional development pertaining to the analysis of data as it informs instruction during the bimonthly meetings. • Provide teachers with the professional literature pertaining to differentiation of instruction theory, instructional practice, student involvement and student evaluation • Provide teachers with in-house professional development in the analysis of predictive and ITA assessments, ECLAS II, running records, Reading 3D, palm pilots and DIBELS assessments for use in adjusting and modifying lesson planning • Provide teachers with data binders and passwords for predictive and ITA assessments and access to online data assessment results (e.g. Acuity)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Using FSF funding to support outside vendors for professional development for teachers • Using FSF funding to support per diem substitutes for teachers to attend professional development • Use C4E and stimulus funding to staff literacy coaches • Use FSF funding to supply teachers with the professional literature, supplies and classroom resources
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Evidence of data driven instruction during formal and informal observations • Conference with teachers using lesson plans, student conference notes and teacher observational notes to determine how teachers are meeting student instructional needs • Monitor student selection by teachers for AIS after school and supplemental programs and AIS pull out/push in programs • Monitor student progress on formative and summative assessments

- | | |
|--|---|
| | <ul style="list-style-type: none">• Monitor student progress on targeted performance indicators (e.g. DIBELS)• Feedback provided during grade meetings, grade leader bimonthly meetings and individual and/or group debriefing sessions• Observe student interaction during instructional presentations• Differentiation of classroom instructional strategies as evidenced by teacher lesson planning, lesson presentations and analysis of student assessments |
|--|---|

Subject/Area (where relevant): ELL

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, there will be a 5% increase in ELL academic proficiency through the utilization of ELL instructional practices incorporated in teacher planning and instruction as evidenced by the NYSESLAT.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none">• Provide professional development for K-5 teachers that is focused on ELL learning strategies provided by the administration, coach, ESL teachers and Network Specialist during grade conferences, faculty conferences, grade leader bimonthly meetings and professional development days• Provide support to K-5 teachers by administration and coach in creating lesson plans that scaffold and support learning for ELL students in order for students in each subject to be challenged to construct explanations and to test their understanding of concepts by applying and discussing them during grade conference, grade leader bimonthly meetings and faculty conference• Supply software designed to promote literacy for ELL students• Provide professional development training on the use of technology specific to the needs of ELL students by the software company, coach, administration and knowledgeable teachers during grade conferences, grade leaders bimonthly professional development meetings, faculty conferences and professional development days• Provide K-5 teachers with professional development so that instructional tasks and classroom discourse require ELL students to interpret text and construct solutions to sustain a language focus when teaching by ESL teachers, Network Specialist, coach and administration during grade conferences, faculty conference, grade leader bimonthly meetings and professional development day• Supply K-5 teachers with materials that provide for differentiation of instruction to ELL students throughout the school year

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Utilize Title III funding for supplemental after school and Saturday AIS programs that support language acquisition in ELA and math • Utilize C4E and stimulus funding to staff coach positions • Utilize FSF funding for per diem substitute teachers for teachers to attend in-house and outside professional development workshops • Utilize Title III funding to supply staff with resources and materials to enhance the quality of learning for ELL students
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Observe evidence of scaffold instruction during formal and informal classroom observations • Monitor student progress on New York State assessments, NYSESLAT, ITA, Predictive assessments, ECLAS II, running records, Reading 3D and DIBELS • Conference with teachers using lesson plans, standardized student data, student conference and observational notes and student work to analyze and monitor ELL needs and teacher differentiation strategies • Informal and formal observations will focus on teacher instruction organized to support ELL academic rigor, quality interaction and language support during formal and informal classroom observations. This will include ELL students raising questions, solving problems, thinking and reasoning utilizing the English language correctly. Additionally ELL students will be observed doing challenging, high-level assignments in every subject • Analyze teacher lesson planning so that instruction is organized to support reflection on the learning processes and incorporation of ELL strategies. Additionally, teacher assignments in each subject will show that original work and revision to standards are evident. Teacher planning for ELL students in all grades will challenge students to construct explanations and to justify arguments in each subject

Subject/Area (where relevant): _____

ELA

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, there will be a 10% increase in self-contained special education students in grades 3 and 4 achieving performance level 2 in English Language Arts as evidenced by the New York State English Language Arts assessment.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none">• Provide grade 3 & 4 special education teachers with professional development given by the SBST, SETSS, coaches, Network Specialist and outside vendors that is focused on utilizing IEP data to inform lesson planning, include instructional strategies and modify lesson presentation to meet the specific learning needs of the students at grade conferences, faculty conferences, network meetings and professional development days• Provide grade 3 & 4 special education teachers with professional development given by administration, SETSS, coaches, Network Specialist and outside vendors that is focused on classroom strategies particular to special education students learning disabilities during grade conferences, network meetings, faculty conferences and professional development days• Supply the special education classrooms with technology and software that promote interest in learning during the school year• Utilize performance series• assessments to monitor student progress along the same timeline as the formative assessments for the general education grades 3 – 5 population• Provide grade 3 & 4 teachers with classroom leveled materials that promote and foster reading throughout the school year
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none">• Using FSF funding to support outside vendors for professional development for teachers• Using FSF funding to support per diem substitutes for teachers to attend professional development• Use C4E and stimulus funding to staff literacy coaches• Use FSF funding to supply teachers with the professional literature, supplies and classroom resources

Indicators of Interim Progress and/or Accomplishment

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

- Evidence of data driven instruction during formal and informal observations
- Conference with teachers using lesson plans, student conference notes and teacher observational notes to determine how teachers are meeting student instructional needs
- Monitor student progress on formal and informal assessments
- Monitor student progress on targeted performance indicators (e.g. progressive assessment)
- Feedback provided during grade meetings, grade leader bimonthly meetings and individual debriefing sessions during school year
- Observe student interaction during instructional presentations
- Differentiation of classroom instructional strategies as evidenced by teacher lesson planning, lesson presentations and analysis of student assessments

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1	30		N/A	N/A	15			3
2	35		N/A	N/A	6			2
3	39	24	N/A	N/A	5			2
4	48	33	23	15	5			1
5	41	26	20	15	8			2
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p>ELA: Soar to Success, Early Success, Rigby Focus Early Fluency Readers, Houghton Mifflin Leveled Readers Collection, Kaplan Reading, New York State Coach Jumpstart, Reader's Theatre, Imagine Learning, Soliloquy and Harcourt Intervention Kit</p>	<p>Soar to Success is utilized in the Academic Intervention Services program with students in grades 3, 4 and 5. Services are provided in a pull-out program during the school day, with small groups, 52 minutes per day/five days per week. Kaplan Reading is used during the AIS after school program for grades 3, 4 and 5. This intervention is provided as a small group intervention 75 minutes, three days per week from October to March. The Rigby Readers, Early Success and Houghton Mifflin Readers are utilized for ELA intervention for grades 1, 2 and 3 in a pull-out program during the school day. Intervention services are provided in a small group setting, 52 minutes per day/five days per week. Jumpstart and Reader's Theatre were used for the ESL Saturday reading program. This intervention was designed as supplemental support specifically for those students who had become eligible (having been in an ESL program for one year and a day) to take the New York State ELA for the first time. The intervention is small group, three hours each Saturday beginning in October and ending the last Saturday before the ELA assessment. Imagine Learning and Soliloquy is language software that is utilized during differentiation of instruction in the classroom and in the AIS program, during the school day and in the Saturday program.</p>
<p>Mathematics: Mathematics: Kaplan Math, Count On It Math</p>	<p>Kaplan Math is used in the after school program. This is a small group program for grades 3, 4 and 5. It runs from October to March, 75 minutes three days per week. Count On It math is used in the ESL Saturday program for those first time test taking ESL students. The intervention is small group, three hours each Saturday beginning in October and ending the last Saturday before the State Math test.</p>
<p>Science: Measuring Up, Harcourt Science Core Curriculum</p>	<p>The science cluster teacher pulls small groups during the AIS periods built into her program. This intervention is for students in grades 3, 4 and 5. It runs for 52 minutes two days per week from October to the end of May. The service is for those students who have been assessed and deemed in need of additional instruction.</p>
<p>Social Studies: Harcourt Social Studies Core Curriculum</p>	<p>The AIS team (Title I teachers) pull small groups of students for this intervention during the school day. The intervention utilizes 52 minutes and lasts from the end of September to the first half of November. It is designed for the 5th grade students who have been assessed and deemed in need of additional instruction.</p>

At-risk Services Provided by the Guidance Counselor:	<p>The Guidance Counselor provides the students identified by the SBST team and/or teacher recommendation as needing at-risk guidance services. These services are given in individual sessions or in small groups during the school day. The intervention is continued until it is determined by the Guidance Counselor that the student no longer requires the service. Additionally, the Guidance Counselor can recommend that the services be extended to a mandated service (as needed by the student) and a referral can be submitted to the Pupil Personnel Committee for further consideration.</p>
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	
At-risk Health-related Services:	<p>The speech pathologist and SETSS teacher provides at risk services to those students identified by the SBST team and/or teachers that have been recommended as needing speech and SETSS services. They also assess targeted students in order to note if speech and SETSS services would be beneficial for the student's academic success. These students are either seen in groups or individually, for 30 minutes, once or twice a week depending upon the needs of the students.</p>

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

NCLB/SED requirement for all schools

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

See Attachment III at the end of the document

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) 3 – 5 **Number of Students to be Served:** 65 **LEP** **Non-LEP**

Number of Teachers: 9 **Other Staff (Specify)**

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

The Open Court Program is a research-based program that provides a well-defined plan of systematic, explicit instruction for teaching phonemic awareness, phonics, comprehension, vocabulary acquisition and writing. Open Court is phonics-based and supports the fundamental development of literacy for primary grade students, including ELL and special education children. It provides extensive professional support that is important for continued improvement of instruction and for ongoing professional growth of teachers. The Open Court program offers intensive intervention that provides explicit teacher-directed instruction and gives students additional academic support. This empowers students to become independent and proficient readers, writers, listeners, and speakers, in accordance with the New York State English Language Arts performance-based standards. Houghton Mifflin Moving Into English is utilized by the ESL teachers for grades K - 5 in the free standing ESL program. This program is a research based language acquisition program aligned

with the New York State Performance Standards for ESL students in reading, writing, listening and speaking. The program focuses on phonemic awareness, phonics, language exploration, comprehension and fluency. The Harcourt Reading program is used in grades two through five. The program is aligned with the New York State ELA and ELL Standards and meets the criteria for the six dimensions of reading skill including differentiated instruction for ELL students. The foundation is research-based instruction and practice geared towards the learning needs of ELL students. This empowers ELL students to become independent and proficient readers, writers, listeners, and speakers in accordance with the New York State ELL performance-based standards. The Columbia/ Teachers' College Writing Workshop is the writing program utilized in K - 5. The Workshop model differentiates instruction so that ELL students can progress in writing at a pace that meets individual needs. The Houghton Mifflin and Rigby programs are used to provide academic intervention services for those ELL students identified as being at risk. They are used in small instructional groups as supplements to the Harcourt and Open Court programs. The Harcourt Math program is a research-based program aligned with the New York State Mathematics standards and provides students with a hands-on, investigative approach to mathematics which is conducive to ELL learners. The program stresses problem solving and the ability to apply appropriate strategies to such tasks. New York City Science Core Curriculum is used in grades 1 - 5. The Science Core Curriculum is designed to accommodate ELL learners with hands-on activities. Additionally the TRACS Science program is used in Kindergarten and the self-contained grades K-2 which stresses hands-on science investigation while integrating literacy skills.

Our two full time ESL certified teachers, during the pull-out freestanding ESL program have classes with students from grades K-5, who have been identified as entitled to ESL services. Our one full time bilingual certified teacher services one bilingual kindergarten class. In addition, our school has classroom teachers that have been certified in ESL and thus include ESL instructional techniques during regular instructional time. Students' instruction in language acquisition is continued in the general education and special education classrooms utilizing the materials previously listed. The school's language of instruction is English.

Supplementary instructional programs during the school day include Houghton Mifflin (Early Success, Soar to Success, and Leveled Readers), and Rigby (Leveled Readers). These programs are used by reading specialists as a means of early intervention with at risk students including students from our ELL population in grades 1-3. These are also research-based programs that meet the six criteria for effective reading instruction and allow teachers to differentiate their instruction to meet the reading, writing, listening and speaking needs of the ELL students. This technique enables students to become independent and proficient readers, writers, listeners, and speakers.

ESL entitled students receives 360 minutes per week for beginning/intermediate and 180 minutes per week for advanced. These services are provided through two (2) periods of daily ESL instruction for beginning/intermediate students and one (1) period daily for advanced students. ESL services continue from the beginning of school in September to the end of the school year in June. The bilingual kindergarten class follows the requirements of a beginning level transitional bilingual education program at the beginning of the school year. It includes 100 minutes of instruction in native language arts including literacy, 90 minutes of ESL instruction including literacy, 50 minutes of math, 45 minutes of physical education and 45 minutes of science. All students receive two periods of ESL daily and one period of native language arts daily. In the fall the instructional ratio of Spanish to English is 60:40. As the school year progresses the language of instruction changes to 50:50 and then in the spring changes to 25:75. This is the overview of the delivery of instruction. However all

through the school year, the teacher plans for small group and individual instructional activities to meet the needs of students. In this way students are given instruction at the level and in the language appropriate to their needs. The ESL teacher meets with the receiving teachers to familiarize them with students and to share instructional strategies to be used with the transitioning student.

Students are chosen for the after school and Saturday supplemental programs based the results of the NYSESLAT assessment, LAB-R, NYS ELA, ECLAS II and student work. A small number of former ELL students are included in the Saturday supplemental program. The supplementary instructional programs promote the improvement of fluency and all other aspects of reading, writing, listening and speaking which are required for ELL students to meet and exceed the New York State performance-based ELA/ELL standards. Additionally, a few students who have tested out of ESL and have been identified as still needing language support can be serviced. The after school program meets three days per week - Tuesdays, Wednesdays and Thursdays for one and one-half hours beginning in January and ending the first week of May. The students for this program are grouped according to grade level in groups of 12 - 15. Students in the after school program range from grades 3 - 5. The Saturday program meets for three hours one day per week beginning in January and ending the first week of May. The students for this program are grouped according to their language skill level in groups of 10. Students in the Saturday program range from grades 3 - 5. Materials for both programs include ELA and Math skills books, Readers Theatre, native language support literature, Leapfrog and Imagine Learning and Soliloquy software.

The Saturday program requires the services of a Supervisor, Principal or Assistant Principal, in order to have someone in authority available during the time the students are in the building. Additionally, the Supervisor has the authority to observe, review teacher lesson plans and provide educational leadership in literacy and math that will support the teachers' instructional practice for ELL students. The after school program uses the supervisory services of the C4E programs which run simultaneously on the same weekdays as the Title III program. The four service providers for the Saturday program include: three certified ESL teachers and one common branch teacher. Two of the teachers are fluent speakers of Spanish. The five service providers for the after school program include: three providers are certified common branch teachers and two teachers are fluent speakers of Spanish as well as certified ESL providers. Since the weekday program runs 1 ½ hours, the two ESL teachers will rotate and flip classes on a 30 min basis, to instruct the students utilizing ESL techniques. Analysis of the formative assessment results indicates that there is a need for assistance in social studies and math. To this end, we will be strengthening the students' skills in these areas through social studies and math supplemental instruction.

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.

- The non-ESL certified common branch teachers will be provided with professional development held monthly during the faculty meetings by the ESL staff not working any of the supplemental programs and on staff professional development days scheduled twice a year. The two full time ESL teachers will push in on Fridays during their professional periods to the non-ESL certified common branch teachers on a rotational basis to model ESL instructional techniques in math and social studies.

- Administration will provide the after school and Saturday supplemental program non-ESL common branch and ESL certified common branch teachers with data obtained from the ITA, predictive assessments and reading record logs as well as access to online data assessment results, NYSESLAT, LAB-R, ACUITY and ARIS and provide professional development on data analysis using the professional periods to plan and develop strategies that incorporate ESL techniques based on the needs of the students.
- Provide ongoing professional development on instructional modifications for ESL students to the non-ESL common branch teachers and the ESL certified common branch teachers by the coaches during the school day.
- Provide time for the ESL teachers participating in the supplemental Title III programs to attend the monthly ESL professional development given by the ESL Network Specialist. The content of these workshop sessions will be monitored by the Network Leader to ensure that they are aligned to the goals of my Title III program. They will include skills and strategies for strengthening ESL students' abilities in social studies and math.

Form TIII – A (1)(b)

School: P.S. 82 Q – The Hammond School

BEDS Code: 34 2800 01 0082

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	\$24,876.00	\$49.89/hr for 5 teachers for 38 days (1 ½ hours- 3 days per week) of after school supplementary instruction. This totals 58 ½ hours. \$49.89/hr for 4 teachers and \$52.21 for 1 supervisor for 14 days (3 hours - 1 day per week) of Saturday supplementary instruction. This totals 42 hours
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	\$1,500.00	<ul style="list-style-type: none"> (a) math skills books (b) native language support books (c) ELA skills books

Educational Software (Object Code 199)	\$2,484.00	(Example: 2 Rosetta Stone language development software packages for after school program) Renew Imagine Learning software package for after school and Saturday program for 16 students
Travel		
Other		
TOTAL	\$28,860.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
2.
 - a. As of July 2009 official class ethnic census report for all active students indicates that 50.64% of our population is Spanish-speaking with the Asian/other Pacific Island population being 37.86%.
 - b. Home language surveys and constant monitoring of data input into ATS is utilized to assess the ever changing scope of languages other than English in the school. Identified as well are small numbers of families speaking several other languages such as Arabic as well as a variety of African dialects.
3. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
 - Assessment of the data indicates that the school community is 88.5% speakers of a language other than English
 - To the fullest extent possible, all flyers and notices are sent to parents in multiple languages as well as English.
 - The parent coordinator, the guidance counselor and several other staff members are bilingual.
 - The school's translation and oral interpretation needs are reported at P.T.A. meetings, faculty meetings and School Leadership Team meetings.

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.

- a. Written translation will be provided for all school notices, letters and flyers. Spanish translations will be done in-house by bilingual staff and in the case of other languages, by parent volunteers or through the use of DOE provided translation services.
 - b. Notices, flyers, etc. are prepared well in advance so that translations can be arranged in a timely manner.
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.
3.
 - a. Spanish interpretation is available for all oral interpretation and is provided in-house by the parent coordinator, the guidance counselor, and several other staff members who are bilingual.
 - b. Parent volunteers and other community members provide oral interpretation in Bengali, Hindi and other small language groups.
4. 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>.
 - a. Parents will be provided with notification of their rights regarding translation and interpretation services upon registration.
 - b. Notices in the required languages will be posted in the main hall indicating the office where a copy of the written notification can be obtained.
 - c. The Parent Coordinator's bulletin board located in the main entrance will have notices in a variety of languages informing parents of translation and interpretation services available both in the school and provided by the DOE
 - d. The safety plan will contain procedures for ensuring that parents are not prevented from reaching the school's administrative office solely due to language barriers.

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:	\$428,834	\$17,478	\$446,312
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,288		\$4,288
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$174.78	\$174.78
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$21,441.70		\$21,441.70
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$873.90	\$873.90
6. Enter the anticipated 10% set-aside for Professional Development:	\$42,883.40		\$42,883.40
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$1,747.80	\$1,747.80

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 96%
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.

During the 2008/2009 school year, due to incorrect recording of teacher qualifications, we were listed as having 96% of our teachers as being highly qualified. However based on the fall 2009 BEDS survey, we demonstrate 99% of our teachers as highly qualified. As a result of technical difficulties with New York State Licensure Department, one teacher is awaiting processing of her New York State license.

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

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

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website. Parent Involvement Policy was distributed to parents during the week of January 12, 2010.

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

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website. School-Parent Compact was distributed to parents during the week of January 12, 2010.

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.
 - A comprehensive needs assessment has been conducted. A complete explanation can be found in Section IV of this Comprehensive Education Plan.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - 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.
 - Are consistent with and are designed to implement State and local improvement, if any.
 - A detailed plan for student academic achievement, goals and the methods and instructional strategies planned is contained in this Comprehensive Education Plan and can be found in Section V and Section VI.

3. Instruction by highly qualified staff.
 - All members of the staff at P.S. 82 Queens are fully licensed and certified.

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.
 - Professional development is conducted monthly at grade and faculty meetings. Paraprofessionals, pupil services personnel, and other support staff are included in professional development activities where applicable.
 - Two full time coaches and the administration work with teachers. The role of the coaches is to demonstrate, to plan collaboratively, to select and acquire appropriate instructional materials, and to turn-key training.

- Classroom teachers, cluster teachers, reading and math teachers, guidance counselor, and SBST members all attend regularly scheduled professional development sessions. These individuals then turnkey training for the general staff at the regular meetings.
- Parent workshops are conducted to provide parents with strategies to assist their children with schoolwork and to familiarize parents with the school curriculum and the New York State Standards.
- School budget allocations for professional development are used to send staff members for ongoing training and to bring external professional development to the school site.

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

- All staff members are fully licensed and certified, and there are presently no vacancies.
- According to the Annual School Report, 92.9% of our staff has been here more than two years. In fact, most have been here six years or more.
- Administrative support and ongoing professional development has engendered a successful school. Staff members work collaboratively for the benefit of all students.

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

- We provide ESL and adult literacy classes for parents and community members.
- Parent workshops are scheduled throughout the year based on surveys of parents' interests and needs.
- Parent Coordinator sponsors workshops in literacy, math, homework, science and NYSESLAT in order to keep parents informed of New York State performance standards, school expectations for students and supply parents with the tools to assist their children at home.
- Oral interpretation and translation are provided regularly to increase parent participation.
- Activities and services for parents and families at the Parent Support Center (located close by) are publicized regularly.
- We are continuously seeking evening activities (e.g. Free Fun Family Night) to promote parental involvement and quality family time together.
- PTA meetings are held both in the morning and in the evening to permit greater participation.

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.

- Parents of preschool children transitioning to our school are invited to an orientation meeting in June, before the children enter our school. Information about the curriculum, school procedures, and available services is disseminated at this meeting, and parents have the opportunity to meet their children's teachers.
- In August, parents of incoming students are mailed information about the kindergarten program, schedules, etc.

- In early September, a kindergarten curriculum meeting is held. Teachers discuss with parents the activities and expectations for the year and answer any questions that parents have about school routines, the curriculum, etc.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
- Teachers meet regularly to analyze and discuss formative and summative data in order to meet the needs of individual students
 - The Academic Intervention Team (Tier II providers) maintains records of each child receiving intervention services and reviews the progress of each. Services are modified according to the tracking data of each student
 - The Pupil Personnel Team receives and considers referrals by teachers when teachers identify students at risk. Together the PPT discusses all aspects of the child and makes recommendations for intervention and/or services.
 - Classroom teachers confer regularly with intervention service providers to improve instruction and student achievement.
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.
- Class profiles are developed by each teacher. At risk students are identified, and intervention services are tracked to ensure that no at risk child fails to receive intervention in a timely manner.
 - "Red flag" or one page referral forms are used at any time that a teacher notes that a student is experiencing difficulty mastering on-level work. The form contains essential information describing the specific difficulties the student is experiencing and the interventions presently in place. It is discussed with the Academic Intervention Team and with the Pupil Personnel Team to determine the appropriate intervention and to put that intervention in place quickly.
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.
- P.S. 82 Q. is a participant in a violence prevention grant, FitnessGram Program and the Leadership Program. The program includes professional development for teachers, in class learning activities for students, and an after-school program for students identified as being at risk. The after-school program is led by the school guidance counselor.
 - The school zone includes a NYC shelter for homeless families. We work with the DYOW and social worker there to coordinate services to children and their families. Additionally, we coordinate the use of our facility with the DYOW and shelter social worker to provide family based activities for the shelter population (e.g. Thanksgiving family dinner)

- As a School Wide Program Title I school, our resources (Title I, tax levy funds, C4E funding, Title III, etc.) are consolidated enabling us to coordinate our planning for the delivery of services to students. Academic intervention services are planned in a cohesive manner, and all eligible students are served.

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

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

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

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

Part B: For Title I Schools Identified for Improvement

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

¹ School Under Registration Review (SURR)

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

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**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)² 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

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

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

– **English Language Learners**

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

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

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

P.S. 82 Q strives to meet the academic needs of the entire student population including advanced students, ELL, special needs and struggling learners. This is accomplished by the use of research and standards based materials for English Language Arts. For the literacy program, in grades K-1, a phonics based program that is research based and in alignment with the New York State Literacy standards is utilized. Open Court not only meets the requirements for literacy, it is ideal for supplementing ELL language instruction. Columbia Writer's Workshop model is utilized in all grades as the writing program however writing in various genres is included in the reading program as well. This writing program is utilized in all grades. The program used for literacy instruction for students in grades 2-5 is the Harcourt text series. This program is research based and in alignment with the New York State Performance Standards. Included in this program are daily lesson plans, language support, cross curricular activities and differentiated strategies for the advanced and lower academic learners and ELL support. Science and social studies are both based on the New York City core curriculum and state standards.

Articulation time for the teachers has been programmed into the school schedule in order for teachers to have adequate amounts of time to discuss curriculum, instruction, data analysis and student needs. Administration and the school coaches provide on-going professional development in the areas of curriculum instruction, analysis of Instructional Targeted Assessments, Predictive Assessments, State Assessments, DIBELS, ECLAS II, running records, alignment of performance standards and materials required. Literature associated with literacy development in all curricular areas have been purchased and distributed to the teachers to support instruction. Professional development is continuously provided to increase teacher awareness and knowledge of the needs of ELL, struggling and advanced learners. Teachers are provided with resources and training to improve instruction by differentiating instruction, monitoring student progress and early intervention.

All students, K-5, are required to give presentations as a component of both the reading and writing programs. Students are taught to not just listen to the presenter but to give constructive criticism for improvement and praise. Our ELL students in the ESL pullout program have a researched based language program from Harcourt, Moving in to English. These students are held to the New York State ESL performance standards. Their instruction is differentiated based upon their language acquisition. Technology software and web-based support programs designed for ELL and struggling students are incorporated in teacher lesson planning. Professional development in the effective use of the software is provided as part of teacher professional development.

There is ongoing and continuous monitoring of classroom instruction by the administrators. Teachers and administrators meet monthly and individually, based upon need, to discuss instruction, planning and performance standards. Grade leaders meet bimonthly to discuss instruction, data, resources student and teacher need. The Academic Intervention Services providers meet monthly with administration to monitor student progress and instruction. New York State performance standards are distributed to all teachers. Professional development on the New York State performance standards is ongoing.

There is curriculum mapping in writing and science. Professional development in this area is ongoing. The next area of curriculum mapping will be social studies.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X 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?

Administrators at PS 82 has made curriculum mapping an ongoing professional development topic. Presently the curriculum mapping for science and writing do include the learning components such as analytical thinking, synthesis of information and the evaluative skills the school would like to see the students utilizing. Articulation time has been allocated for the grades to write curriculum maps. Additionally, per session allocations have been set aside for curriculum mapping after school hours.

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.

P.S. 82 Q strives to meet the academic needs of the entire student population including ELL, special needs, advanced and struggling learners. This is accomplished by the use of research and standards based materials for mathematics. The mathematics program in grades K-5 is the Harcourt series which is researched based and aligned with the content and process strands as defined in the New York State Learning and Performance Standards for Mathematics. The administration has reviewed, mapped out and connected the concepts presented in the text to the process and content strands.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X 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?

71.0 % of the students in the lowest third demonstrated one year of progress in mathematics based on the Progress Report for P.S. 82Q for the school year 2008/2009.

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.

At P.S. 82Q, teachers plan collaboratively on each grade which lends itself to exchanges of ideas, strategies, modalities and instructional practice. Instructional practice includes a combination of developmental, mini and project based lesson format. Instruction includes flexible grouping, project presentations and independent assignments. Additionally, instruction is differentiated by content, process and/or product based upon the needs of the students. As a component of differentiation, students are given the option for their own choice selection of assignments. In addition, students are given surveys for self evaluation of their teamwork efforts.

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

Applicable X 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?

Based upon formal and informal observations, professional development sessions, grade and faculty conferences and individual conferences with teachers; teacher directed lessons do not make up a large percent of instructional practice in P.S. 82Q. There are teacher directed lessons however these lessons are in conjunction with other balanced literacy teaching techniques largely being flexible grouping and student interaction.

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* (SOM³) and SEC results also shed light on some of the instructional practices in the

³ 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.

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.

Mathematics instruction in P.S. 82Q grades K-5 includes math investigations in all grades at a minimum of once a week. These math projects are group based. The students must present their findings to the class upon completion of the task. Additionally, these investigations are utilized as bulletin board displays. Teachers utilize manipulative, overhead projectors and literature as components to their math lesson presentations.

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

Applicable Not Applicable

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

The administration conducts routine formal and informal observations of classroom instruction in mathematics. Due to the lack of adequate mathematic software and adequate technology, it is not feasible for the teachers to utilize technology in the instruction of mathematics enough to have an impact on student learning.

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.

It has been noted by the administrators in P.S. 82Q that technology is not often utilized during mathematics instruction. This is due in part to the lack of adequate equipment and math related software in the classrooms. Presently the administrators are in the process of purchasing up-to-date equipment for each classroom. In addition, increased and current math related software is on the materials list to be purchased for the classrooms.

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.

P.S. 82Q does not have a high turnover of teachers at any given time. According to the 2008 data on the school's report card, 79.2% of the teachers have more than 2 years teaching in the school. Presently out of 48 teachers, four are on probation.

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

Applicable X 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?

As of the end of the 2008/2009 school year, P. S. 82Q has had three senior teachers retire. There has been no other teachers leave for any reason.

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.

P. S. 82Q takes advantage of the professional development opportunities provided by our LSO network for our ESL teachers. The administration provides professional development for the teachers both in-house and with outside vendors. All professional development includes instructional practices for our ELL students.

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 upon the Quality Review report of 2007/2008, it was noted that the progress of ELL students is monitored to ensure that individual needs are being met.

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

P.S. 82Q administrators, teachers and coaches utilize the NYSESLAT scores as another form of summative data. It is discussed with the teachers and analyzed as a component in the educational profile of the ELL students. It is included when formulating differentiation of instruction for the students.

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

X 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?

In analyzing the NYSESLAT data, it is evident that our students are progressing in language development. We are finding an increase in the number of students moving forward to the next level of proficiency and not being caught in the L2 stall. As indicated by the 2008/2009 Progress Report, however we did not show an increase in the exemplary proficiency gain of ELL students. This is an indication that ELL strategies in instructional practices should be implemented during lesson planning and execution by the classroom teachers. This is indicative of a need for teacher professional development in the incorporation of ELL instructional strategies by the Administrators, coaches and ESL teachers.

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

We have moved forward in order to address the need of the teachers to implement ELL strategies in their instructional practice. Our two full time certified ELL teachers provide in-house professional development to the staff during monthly faculty conferences and one-on-one as requested by the teachers. Professional development opportunities for non-certified ELL teachers, at no cost to the school, would provide additional avenues to extend professional development for teachers in the area of ELL instructional strategies.

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.

P.S. 82Q believes that professional development for educators is fundamental in order to effectively teach our students. To this end, professional development is included in all areas. Any teacher that has a student with an IEP is given a copy of that IEP to analyze in order to create lesson plans that will meet the needs of all of the students. The SBST team, guidance counselor, SETTTS teacher, Special Education Network Specialist and other knowledgeable individuals have (or are scheduled to) give professional development to the teachers in order to inform them of various types of instructional approaches that can be employed to improve student performance. The PRIM book is available to all teachers for use in differentiating techniques to ensure that each student receives academic assistance that lends itself to the progress of all students.

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

Applicable X 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?

Based upon the 2008/2009 Progress Report, P.S. 82 had 46.4% exemplary proficiency gains in English Language Arts with our special education population. Additionally in Mathematics, there was 32.1% gain which resulted in 0.75 credit.

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.

In P.S. 82 all teachers in contact with students with IEPs have a copy of the student's IEP. The teachers are aware of the instructional needs of the students. In this way, the instruction for these students is geared towards the specific academic level of ability of the student. Behavioral goals and objectives are created based on the behavioral need of the students in order for him/her to progress academically.

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

Applicable X 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?

Accordingly to the progress report, the academic gap of the special education students is closing. The special education students had 46.4% exemplary proficiency gains in English Language Arts and in mathematics, there was 32.1% gains which resulted in 1.5 credit. Based on formal and informal observations, conference notes, behavioral notes, articulation with teachers and differentiation in lesson planning, we can see that our IEP driven students are receiving instruction based on their evaluated needs and performance on formative and summative assessments. It has been found that behavioral objectives and goals are more effective when they are written as needed for the student to increase their academic proficiency.

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

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

Presently as of January 2010, P.S. 82Q has two (2) students living in temporary housing.

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

P.S. 82Q is dedicated to the academic achievement of all students. This includes students living in temporary housing. In order to facilitate a positive and constructive learning experience, STH students are given every opportunity to progress. Students are assessed for academic needs. Based upon the needs assessment, at-risk STH students are given Tier I assistance in the classroom. This could include flexible student grouping, one-on-one student/teacher interaction and/or differentiation of instruction. Tier II assistance is the next step based upon the student's needs assessment. This includes push-in/pull-out services in a smaller group environment. The Tier II provider focuses instruction on specifically defined areas of need for the student. If the need arises, Tier III intervention can be facilitated for the student and a referral for special needs will be submitted for the students. Throughout this process, parents are kept abreast and aware of the student's academic needs, services being provided, results of progress monitoring and assistance parents can give to the student at home in partnership with the school.

Additionally, support services are available for the students in the form of at-risk guidance counseling and/or speech services until such time as it is noted that more formal servicing is required. Busing to and from school is provided. Additionally the school

ensures that STH students have the opportunity to go on the educational school trips taken by the various grades during the school year. The school also provides supplemental school supplies for STH students as the need arises.

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.

ATTACHMENT I

SCHOOL PARENTAL INVOLVEMENT POLICY

I. General Expectations

The Hammond School – P.S. 82 Queens agrees to implement the following statutory requirements:

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

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. The Hammond School – P.S. 82 Queens will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions.)
 - The School Leadership Team composed of parents and staff in equal numbers will meet regularly to jointly develop the Parental Involvement Plan. The members of this team are elected by their constituencies and thus empowered to act on their behalf as well as to report regularly to those constituencies.
 - The school Title I Advisory Committee meets to help develop and plan programs for the school that promote parent involvement.

2. The Hammond School – P.S. 82 Queens will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)
 - The entire School Leadership Team participates in an annual PASS review. This process involves visiting all areas of the school and participating jointly in the process of self-assessment.
 - The results of the PASS review, as well as other information, are used by the School Leadership Team to develop a needs assessment, to set annual goals for the school, and to construct action plans to achieve those goals. This information is consolidated into the School Comprehensive Education Plan.
 - The Comprehensive Education Plan is a “living document” subject to ongoing revision and improvement to meet the needs of the students and the community.
 - The Comprehensive Education Plan is a collaborative document, approved by all members of the School Leadership Team. The CEP is shared and discussed with parents and faculty members.

3. The Hammond School – P.S. 82 Queens will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)
 - The School Leadership Team will construct a survey for parents to determine the effectiveness of the parental involvement policy. This survey will be published in Spanish and English to encompass parents of second language students. The data collected in this survey will be used to plan for greater participation by parents in school activities.
 - At a spring Parent Teacher Association meeting, the president of the PTA will lead a discussion of the parental involvement policy. Translation by the parent coordinator and guidance counselor is available at all meetings. Parental input from this meeting will be used to improve and refine the parental involvement policy.

- Parents will be encouraged to share their interests and needs and their opinions of the school parent involvement policy. This information will inform modifications and improvements to the plan.
 - Parent workshops will be planned to provide information and activities that parents can use to assist their children at home and to promote improved student performance.
4. The Hammond School – P.S. 82 Queens will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Universal Pre-Kindergarten], by: (List activities.)
- In September, parent orientation meetings will be held for parents of Pre-Kindergarten students to acquaint parents with the curriculum, the school routines, and the school’s personnel including the parent coordinator and the members of the PTA. executive board.
 - Parents will be surveyed to determine their areas of interest. The results of the survey will be used to plan parent and parent-child workshops.
 - Parents will be kept informed of all school activities and encouraged to participate. Notices and flyers will be distributed in translated versions.
 - Since parents play an integral role in their children’s learning, they will be encouraged to become actively engaged in their children’s education at school and to involve themselves in the advisory and (as appropriate) decision making committees at the school.
5. The Hammond School – P.S. 82 Queens will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)
- The School Leadership Team will construct a survey for parents to determine the effectiveness of the parental involvement policy. This survey will be published in Spanish and English to encompass parents of second language students. The data collected in this survey will be used to plan for greater participation by parents in school activities.

- At a spring Parent Teachers Association meeting, the president of the PTA. will lead a discussion of the parental policy. Translation by the parent coordinator, guidance counselor, and parent volunteer will be available at all meetings. Parental input from this meeting will be used to improve and refine the parental involvement policy.
 - Parents will be encouraged to share their interests and needs and their opinions of the school parental involvement policy. This information will inform modifications and improvements to the plan.
6. The Hammond School – P.S. 82 Queens will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State’s academic content standards
 - ii. the State’s student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
 - b. The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - Workshops at the school will be planned and conducted by teachers, guidance counselor, administrators, and the parent coordinator.
 - District and regional workshops and activities at the parent support center nearby will be publicized widely and in Spanish as well as English.
 - Technology workshops will be conducted for parents to familiarize them with the equipment children are using in school and with the resources on the internet.
 - Parent involvement monies will be used to purchase materials that support parents’ involvement in student learning; for example, Spanish-English dictionaries for families.
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of

contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- Faculty and grade meetings devoted to professional development will address ways to develop effective strategies for communicating with parents.
 - School staff will be provided with the names of available translators among staff and the community who can assist teachers in communicating with parents about their children's progress and about school programs.
 - The School Leadership Team has had training in the collaborative process and in how to achieve consensus in the planning process.
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
- The school will maintain communication with any and all programs operating in the school and in the school community in order to coordinate scheduling and to align programs.
 - Programs in the school and in the community will be publicized to parents in Spanish and English through flyers, newsletters, and at Parent Teacher Association meetings.
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- All flyers, notices, and other information is sent to parents in Spanish and English.
 - Translations into other languages (Bengali, Hindi, Urdu, etc.) are made available through the assistance of parent and community volunteers and through the Department of Education.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school

system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by approval of SLT members. This policy was adopted by the Hammond School – P.S. 82 Queens on 6/1/09 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 11, 2009.

ATTACHMENT II

SCHOOL-PARENT COMPACT

The Hammond School – P.S. 82 Queens, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-10.

Required School-Parent Compact Provisions

School Responsibilities

The Hammond School – P.S. 82 Queens will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows: [Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]
 - Select and recruit full certified, qualified teachers
 - Provide ongoing professional development for teachers in all curriculum areas
 - Allocate funding for a full time staff developer who will provide professional development, model lessons, collate curriculum materials, and plan collaboratively with staff

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held: [Describe when the parent-teacher conferences will be held.]
 - In early September, orientation meetings will be held for all parents. At these meetings the Compact will be discussed as it relates to the individual achievement of students; parents will be familiarized with the New York State learning standards as well.
 - Parent Teacher Association meetings are held monthly and will provide additional opportunities for parents to learn about the Compact.
 - Parent Teacher Conferences will be conducted on Open School Days and Nights that are scheduled in November and March of each school year.
 - Each teacher has a daily preparation period during which he/she meets with parents on an individual basis to discuss the Compact as it related to the child’s progress.

3. Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows: [Describe when and how the school will provide reports to parents.]
 - Report cards are distributed three times a year to all families.
 - Progress Reports are distributed three times a year for kindergarten and twice a year for grades 1 - 5
 - Parent Teacher conferences are scheduled twice a year.

- Additional conferences are held throughout the year to report on each child's progress. Telephone conferences and letters are used to communicate with parents as well.
 - Teachers use daily preparation periods to confer with parents in person and by telephone.
 - Notices, flyers, and newsletters in Spanish and English are sent to parents on a regular basis to keep them informed of school events.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: [Describe when, where, and how staff will be available for consultation with parents.]
- Teachers are available to confer with parents on a daily basis, as needed, during their daily preparation periods.
 - There is a full time school guidance counselor available daily to consult with parents.
 - The principal and assistant principal are available daily.
 - The school social worker and school psychologist are available two days per week as per budget allocations.
 - The school has a full time parent coordinator who is available daily to assist parents.
 - The school has a full time school nurse available for daily consultation.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: [Describe when and how parents may volunteer, participate, and observe classroom activities.]
- Parents are encouraged to volunteer their services at the school by assisting in classrooms, helping at lunch hours, tutoring students, and accompanying students on class trips.
 - In addition, parents are welcome to help run book fairs, science fairs, and other school events.
 - The school has an annual Open School Week, during which time all parents are encouraged to visit classrooms and observe class activities.
 - The school holds an annual Science Fair that all parents are invited to attend.
 - Each class prepares and performs an assembly program, and parents are encouraged to attend.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School Wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance and lateness.
- Making sure that homework is completed.
- Talking with my child about his/her school activities every day.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities (revised as appropriate to grade level)

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

[Describe the ways in which students will support their academic achievement, such as:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

SIGNATURES:

SCHOOL

PARENT(S)

STUDENT

DATE

DATE

DATE

(Please note that signatures are not required)

ATTACHMENT III

LANGUAGE ALLOCATION POLICY

2009/2010

The P.S. 82 Queens School Community

P.S. 82Q serves a multi-ethnic community in Jamaica, Queens. The school is located in a densely populated neighborhood comprised of apartment houses and private homes. This school serves 632 students in pre-kindergarten through fifth grade. As noted on the Annual School Report Card, we are an overcrowded school working at approximately 104.5 of capacity. As a result, our kindergarten and primary special education classes are housed at an annex one mile from our main building. The majority of our students and their families are newly arrived immigrants from Central and South America, the Caribbean, Guyana and Asia. Our school building is 104 years old with a modern wing that was added approximately 16 years ago. It is very well maintained and

is barrier-free. In both the main building and the annex, student work is displayed for the school community and visitors to see. P.S. 82Q has one bilingual Spanish teacher and two certified ESL teachers. The school's LAP committee consists of the principal, assistant principal, parent coordinator, the two certified ESL teachers, guidance counselor and literacy coach. Meetings are held quarterly (or as dictated by need) to evaluate student progress monitoring, teacher professional development, instruction, parent involvement and resources to promote student achievement.

According to the most recent available ethnic data, 1.6% of the students are White; 10.0% are Black; 53.3% are Hispanic and 34.8% are Asian and others. Nearly all students are low income and entitled to free breakfast and lunch. About 15% of the students have Individualized Education Plans (IEPs) and receive services including Special Education Teacher Support Services (SETSS) and other related services.

Approximately 29.4% of the students, which is 175, are English Language Learners (ELLs) and they are receiving ESL instruction daily. Additionally we have 24 students in the Spanish bilingual class. Among these students, the dominant language is Spanish; other languages include Bengali, Arabic and Hindi. The overwhelming majority of our students come from low-income homes. In fact, P.S. 82 Queens is a Title I school based on student eligibility for free lunch.

The process utilized to initially identify students who may be ELLs include administering the Home Language Identification Survey to all incoming parents, orally interviewing the parents in English and the native language, if a native language speaker is available, during the registration process and administering the LAB-R. The screening and administration of the LAB-R is done by one of the certified ESL teachers.

ELL Students by Grade

Kindergarten	- 37
Grade 1	- 53
Grade 2	- 40
Grade 3	- 40
Grade 4	- 20
Grade 5	- 9

Languages Spoken by Students

Spanish	- 298
Bengali	- 101
Arabic	- 9

Punjabi - 8
Urdu - 8

Parent Program Choice

At P.S. 82Q the structures that are in place to ensure that parents understand all three program choices(Transitional bilingual Education, Dual Language and Self-contained ESL) and continued throughout the school year are the following:

Parent Orientation Meeting – monthly meeting which is offered morning and afternoon to explain and answer questions concerning the program choices with translators and translated copies of all letters and brochures explaining all three programs in detail.

Video Presentation - which is presented (as much as possible) in the native languages of the parent community (Spanish, Bengali and Arabic) explaining all parental options.

Parent Survey and Program Selection forms - are given in the native language of the parents and filled out after all orientations. Additionally, the ESL/Bilingual staff and parent coordinator follow up with phone calls and letters to parents concerning understanding and returning the parent survey and program selection forms.

The Parent Coordinator and Guidance Counselor along with the bilingual ESL teacher are present at the meetings and available at all times to provide translation in Spanish.

Trends in Program Choice

An analysis of the parent survey and program selection forms indicates the vast majority of parents opt for the monolingual program with free-standing ESL instruction. Some parents of kindergarten children, however, do opt for a transitional bilingual program (Spanish), and their children are placed accordingly. The programs offered at P.S. 82 Q are aligned with parent requests.

Lab - R and NYSESLAT Results

<u>Grade</u>	<u>Beginner</u>	<u>Intermediate</u>	<u>Advanced</u>
K	30	7	0
1	20	21	12
2	14	8	18

3	37	13	9
4	3	3	14
5	3	5	1

Patterns of Student Results

Students at the beginner level show greater progress in speaking and listening than in reading and writing. This is consistent with the students' ages since most of our beginner level students are in the primary grades. These students are at beginner level in reading and writing regardless of the language used for testing. This mirrors normal language acquisition in children. Students show greater progress in the reading and writing portions of the NYSESLAT at the intermediate and advanced levels. We do find, however, a small contingency of students that fall into a second language stall that inhibits forward progress in second language development. The majority of students achieve proficiency at the end of three years in the program.

ELL Performance in Content Areas

ELL students are required to take that New York State/New York City assessments in math, science and social studies. Additionally, NCLB requires that ELL students who have been in an ESL program for one year and one day are required to take the New York State/New York City English Language Arts Assessment (ELA). All instruction is executed through the content areas.

ELA results for winter 2009 were as follows:

	PL 3 & 4	PL 2	PL 1
Grade 3	16	12	3
Grade 4	4	4	0
Grade 5	5	3	2

Math results for spring 2009 were as follows:

	PL 3 & 4	PL 2	PL 1
Grade 3	31	3	1
Grade 4	5	3	0
Grade 5	4	0	0

Assessment Tools and Data Patterns

Early literacy skills assessments utilized for the ELL students include ECLAS II, Reading 3D, DIBELS, teacher-made assessments and observational/conference note taking. The data received from these diagnostic tools is used to assess the degree of language the student possesses the areas that need to be strengthened and the method appropriate to meet that specific need. The results of the LAB - R and NYSESLAT are used when reviewing and analyzing data to target specific students' needs. Additionally, with the NYSESLAT a second language stall can be recognized early and interventions put into place. Student progress can be monitored and tracked using these assessment instruments.

The success of our ELL students is monitored and tracked with increases in growth utilizing the NYSESLAT, state assessments, ITA/Predictive assessments, class work, student participation and teacher-made assessments.

Implications for Instruction and LAP

Instruction for beginner ELLs addresses all four modalities at the beginner level and continues through the advanced level. The progress in speaking and listening reflects strong instruction in social communication, including the use of TPR. City and state assessments present enormous challenges for ELL students. We will focus on developing academic language with the students, for example, math and science vocabulary that strengthens comprehension in content areas. Reading materials, in content areas suitable to the core curriculum and to students' level of function, need to be provided. Additions to the classroom and school libraries will focus on non-fiction books on a variety of reading levels. Students in grades 3 - 5 will be targeted for additional help to improve their ability to approach and achieve the standards in the content areas. The focus is to demystify the English language so that we can accelerate cognitive academic language proficiency before a second language stall occurs.

Level of Literacy in the Native Language

The students' level of literacy in their native languages is a significant factor in purchasing materials for instruction and for libraries. Instructional materials should be available on many levels in order to help children learn English while learning content at the same time. Knowledge of the students' level of literacy must be used to effectively plan differentiated instruction. In the bilingual classroom, proficiency in both the native language and in English must be taken into account in planning instruction. In an effort to sustain literacy in the native language, the school has increased the number of native language support literature available. Presently native language support literature is located in the school's library, ESL classroom, in some of the general education classrooms and in Parent Coordinator's office. The purchase of native language support literature continues in order to augment all classroom libraries.

Planning for Academic Language Development

Academic language development at each level must be planned in alignment with the core curriculum content. This planning must also be collaborative. That is, classroom teachers, ESL teachers and related service providers must all "be on the same page." Familiarity with the curriculum is an essential factor in tailoring instruction to meet students' needs. For example, knowing that students in a particular grade will be learning to calculate percents and convert them to decimals will be important to guiding the development of academic language for that student. In each program model Transitional Bilingual and Free Standing ESL Instruction, instruction for ELLs is differentiated utilizing a variety of teaching methods and activities. These include visual (graphic organizers, flashcards, word walls), auditory (songs, chants, oral drills, storytelling), kinesthetic (movement in learning language, board games, hands-on activities) and tactile (card games, use of manipulative, board games) and literature in students' first language. Instructional materials used for the ELL students include Moving Into English, computers, Imagine Learning software, LeapFrog, transparencies, videos, CDs and educational games.

Students with Interrupted Formal Education

P.S. 82 seek to provide services for SIFE students beyond the requirements of the ESL program. Students are targeted for assistance in literacy, math and content areas as needed. This assistance is usually in the form of small group instruction to supplement the whole class instruction of the literacy and math blocks. Formal and informal assessments help identify areas of strength and weakness and this information is used to inform supplementary instruction. Students are targeted for the AIS after-school program as well. Literature in students' first language is available and provided to assist students in bridging their gap of interrupted formal learning.

Services for Newcomer ELL Students

In order to support the needs of ELL students with less than three years in an ESL program and to support those students that are required to be tested according to NCLB legislation, P.S. 82 identifies these students early in the school year to give them extra instructional support. The students that meet these requirements based on U.S. admission dates, school experience, home language survey, and classroom and ESL teachers' recommendation, are selected to be placed in small groups based on skill level for additional instruction the last two periods in the school day. Additionally, small group instruction is given to these students in an AIS instructional program on Saturdays. The Saturday program is a three hour instructional program utilizing ESL recommended instructional materials, computer technology and with differentiated instruction that utilizes ELL teaching methods and activities.

Services for ELL Students receiving service 4 to 6 years

These students are monitored, tracked and evaluated for specific learning need. They are placed in small group instruction using ESL recommended methods and activities. Literature in the students' first language is provided. Students are included in the After School supplementary program, Saturday ESL program as well as any Tier III support services.

Services for long-Term ELL Students

These students are given literacy and math instruction by specialists in small instructional groups. We work in conjunction with families to provide the maximum support for students. Long-term (completed 6 years) ELL students are selected for AIS, both in-school and after-school. Should a student continue to fail to make adequate progress, other diagnostic measures may be recommended to see if the student requires specialized academic intervention or other services.

Professional Development for Teachers of ELLs

The non-ESL certified common branch teachers are provided with professional development held monthly during the faculty meetings by the ESL staff and on staff professional development days scheduled twice a year. The two full time ESL teachers push in on Fridays during their professional periods to the non-ESL certified common branch teachers on a rotational basis to model ESL instructional techniques in math and social studies.

Additional professional development is provided for the after school and Saturday supplemental program non-ESL common branch and ESL certified common branch teachers. This professional development is created utilizing data obtained from the ITA, predictive assessments and reading record logs as well as access to online data assessment results, NYSESLAT, LAB-R, ACUITY and ARIS with professional development on data analysis using the professional periods to plan and develop strategies that incorporate ESL techniques based on the needs of the students.

Provide ongoing professional development on instructional modifications for ESL students to the non-ESL common branch teachers and the ESL certified common branch teachers by the coaches during the school day.

Provide time for the ESL teachers to attend the monthly ESL professional development given by the ESL Network Specialist. The content of these workshop sessions will include skills and strategies for strengthening ESL students' language and academic abilities as well as to turnkey to non-ESL common branch teachers.

Alternative Placement in Special Education

Every effort is made to ensure that students are evaluated to determine whether a student's need is associated with a learning disability and not language. When an evaluation by the SBST is made, it includes a determination whether or not an alternative

placement language paraprofessional is appropriate. At present, we have five students in self-contained special education classes who receive the service of a bilingual alternative placement paraprofessional (Spanish and Bengali). Additionally data is collected from students' IEPs in order to facilitate and foster language acquisition and academic learning as the ESL teachers work closely with the special education teachers.

Organizational Models

The program models are block homogeneous for advanced ELLs, block heterogeneous for kindergarten, block heterogeneous for grade four ELLs and un-graded heterogeneous for all other ELL students. The methods and approaches that are utilized include Total Physical Response (TPR, Read aloud/Think Aloud/Talk Aloud (RA-TA-TA), Sheltered English, Academic Language Development, Multiple Meanings and Minimal Pair Practice to name a few of the many methods and approaches used.

Transitional Bilingual Education Program

P.S. 82 Q has only one bilingual Spanish class, and it is in kindergarten. Currently the class contains 24 students. At the beginning of the school year, the program follows the requirements of a beginning level transitional bilingual education program (TBE). That is, it includes 100 minutes of instruction in native language arts including literacy, 90 minutes of ESL instruction including literacy, 50 minutes of math, 45 minutes of physical education and 45 minutes of science. All students receive two periods of ESL daily and one period of native language arts daily. In the fall the instructional ratio of Spanish to English is 60:40; as the year progresses, this changes to 50:50; and in the spring to 25:75. However all through the school year, the teacher plans for small group and individual instructional activities to meet the needs of students. In this way students are given instruction at the level and in the language appropriate to their needs. The ESL teacher meets with the receiving teachers to familiarize them with students and to share instructional strategies to be used with the transitioning student. During this time the teacher prepares lesson plans that are aligned with the New York State curriculum in the content areas.

Dual Language Program

Presently P.S. 82 Q does not have a dual language program. However, if in the future there are sufficient parental requests we will endeavor to accommodate the parents.

Freestanding English as a Second Language (ESL)

The ESL program model in use at P.S. 82 Q is primarily a pull out program. Students at beginning and intermediate levels receive two (2) periods of daily ESL instruction; advanced students receive one (1) period daily. Children are receiving the required 360

minute/180 minute per week of ESL instruction and in some cases more than what is required. The additional time is to strengthen student progress in content area learning. Teachers plan collaboratively so that ESL methodology and instructional strategies are incorporated into ELA and content area instruction for ESL students. The large number of ESL students spread through the grades at P.S. 82 Q precludes us from organizing a self-contained ESL class. Programming issues make it impossible to provide mandated service to students in a push-in format.

Support Programs

The Open Court Program is a research-based program that provides a well-defined plan of systematic, explicit instruction for teaching phonemic awareness, phonics, comprehension, vocabulary acquisition and writing. Open Court is phonics-based and supports the fundamental development of literacy for primary grade students, including ELL and special education children. It provides extensive professional support that is important for continued improvement of instruction and for ongoing professional growth of teachers. The Open Court program offers intensive intervention that provides explicit teacher-directed instruction and gives students additional academic support. This empowers students to become independent and proficient readers, writers, listeners, and speakers, in accordance with the New York State English Language Arts performance-based standards. Houghton Mifflin Moving Into English is utilized by the ESL teachers for grades K - 5 in the free standing ESL program. This program is a research based language acquisition program aligned with the New York State Performance Standards for ESL students in reading, writing, listening and speaking. The program focuses on phonemic awareness, phonics, language exploration, comprehension and fluency. The Harcourt Reading program is used in grades two through five. The program is aligned with the New York State ELA and ELL Standards and meets the criteria for the six dimensions of reading skills including differentiated instruction for ELL students. The foundation is research-based instruction and practice geared towards the learning needs of ELL students. This empowers ELL students to become independent and proficient readers, writers, listeners, and speakers in accordance with the New York State ELL performance-based standards. The Columbia/ Teachers' College Writing Workshop is the writing program utilized in K - 5. The Workshop model differentiates instruction so that ELL students can progress in writing at a pace that meets individual needs. The Houghton Mifflin and Rigby programs are used to provide academic intervention services for those ELL students identified as being at risk. They are used in small instructional groups as supplements to the Harcourt and Open Court programs. The Harcourt Math program is a research-based program aligned with the New York State Mathematics standards and provides students with a hands-on, investigative approach to mathematics which is conducive to ELL learners. The program stresses problem solving and the ability to apply appropriate strategies to such tasks. New York City Science Core Curriculum is used in grades 1 - 5. The Science Core Curriculum is designed to accommodate ELL learners with hands-on activities. Additionally the TRACS Science program is used in Kindergarten and the self-contained grades K-2 which stresses hands-on science investigation while integrating literacy skills.

Our two full time ESL certified teachers, during the pull-out freestanding ESL program have classes with students from grades K-5, who have been identified as entitled to ESL services. Our one full time bilingual certified teacher services one bilingual kindergarten

class. In addition, our school has classroom teachers that have been certified in ESL and thus include ESL instructional techniques during regular instructional time. Students' instruction in language acquisition is continued in the general education and special education classrooms utilizing the materials previously listed. The school's language of instruction is English.

Supplementary instructional programs during the school day include Houghton Mifflin (Early Success, Soar to Success, and Leveled Readers), and Rigby (Leveled Readers). These programs are used by reading specialists as a means of early intervention with at risk students including students from our ELL population in grades 1-3. These are also research-based programs that meet the six criteria for effective reading instruction and allow teachers to differentiate their instruction to meet the reading, writing, listening and speaking needs of the ELL students. This technique enables students to become independent and proficient readers, writers, listeners, and speakers.

ESL entitled students receive 360 minutes per week for beginning/intermediate and 180 minutes per week for advanced. These services are provided through two (2) periods of daily ESL instruction for beginning/intermediate students and one (1) period daily for advanced students. ESL services continue from the beginning of school in September to the end of the school year in June. The bilingual kindergarten class follows the requirements of a beginning level transitional bilingual education program at the beginning of the school year. It includes 100 minutes of instruction in native language arts including literacy, 90 minutes of ESL instruction including literacy, 50 minutes of math, 45 minutes of physical education and 45 minutes of science. As previously stated, all students receive two periods of ESL daily and one period of native language arts daily. In the fall the instructional ratio of Spanish to English is 60:40. As the school year progresses the language of instruction changes to 50:50 and then in the spring changes to 25:75. This is the overview of the delivery of instruction. However all through the school year, the teacher plans for small group and individual instructional activities to meet the needs of students. In this way students are given instruction at the level and in the language appropriate to their needs. The ESL teacher meets with the receiving teachers to familiarize them with students and to share instructional strategies to be used with the transitioning student.

Students are chosen for the after school and Saturday supplemental programs based the results of the NYSESLAT assessment, LAB-R, NYS ELA, ECLAS II and student work. A small number of former ELL students are included in the Saturday supplemental program. The supplementary instructional programs promote the improvement of fluency and all other aspects of reading, writing, listening and speaking which are required for ELL students to meet and exceed the New York State performance-based ELA/ELL standards. Additionally, a few students who have tested out of ESL and have been identified as still needing language support can be serviced. The after school program meets three days per week - Tuesdays, Wednesdays and Thursdays for one and one-half hours beginning in January and ending the first week of May. The students for this program are grouped according to grade level in groups of 12 - 15. Students in the after school program range from grades 3 - 5. The Saturday program meets for three hours one day per week beginning in January and ending the first week of May. The students for this program are grouped according to their language skill level in groups of 10. Students in the Saturday program range from grades 3 - 5. Materials for

both programs include ELA and Math skills books, Readers Theatre, native language support literature, Leapfrog and Imagine Learning and Soliloquy software.

The Saturday program requires the services of a Supervisor, Principal or Assistant Principal, in order to have someone in authority available during the time the students are in the building. Additionally, the Supervisor has the authority to observe, review teacher lesson plans and provide educational leadership in literacy and math that will support the teachers' instructional practice for ELL students. The after school program uses the supervisory services of the C4E programs which run simultaneously on the same weekdays as the Title III program. The four service providers for the Saturday program include: three certified ESL teachers and one common branch teacher. Two of the teachers are fluent speakers of Spanish. The five service providers for the after school program include: three providers that are certified common branch teachers and two teachers who are fluent speakers of Spanish as well as certified ESL providers. Since the weekday program runs 1 ½ hours, the two ESL teachers will rotate and flip classes on a 30 min basis, to instruct the students utilizing ESL techniques. Analysis of the formative assessment results indicates that there is a need for assistance in social studies and math. To this end, we will be strengthening the students' skills in these areas through social studies and math supplemental instruction.

Parental Involvement

At P.S. 82 Q, we endeavor to make our parents feel comfortable coming into the building and speaking with anyone in their native language. To that end, we have on staff Spanish speaking personnel and a teacher that speaks Hindi. Our PTA board is composed of parents that speak a variety of languages such as Spanish, Punjabi and Urdu. We have parents that volunteer to interpret in Bengali when the need arises. Working closely with the PTA board, we send out surveys to our parents in order to evaluate their needs and obtain their suggestions. We have interpreters that volunteer to translate at the PTA monthly meeting. In addition, many of our multi-lingual parents have been certified as Learning Leaders and are assigned to assist teachers in their classrooms.

We hold bake sales, to help defray the senior trip cost, during the November and March Parent/Teacher Conferences with donations from our parents and staff. Additionally, our multi-lingual parents host these sales as well as volunteer in our classrooms. We host a Free Fun Family Night in June that is run entirely by the parents. This night we supply games and activities which the parents oversee as well as bring and distribute refreshments. Our PTA Halloween Gathering is another activity that receives a large turnout of parents with children. As part of our parent involvement, we survey the parents as to the activities they would like to see implemented and the SLT makes the final decision as to the choice for the parent involvement activity. In the past, our families have split the activities so that there are Saturday trips to the Museum of Natural History and then Saturday art activities with a professional artist. Working together, the school and PTA encourage parents to get involve with PTA projects such as can recycling. The Parent Coordinator hosts a number of workshops and classes for our parents that include an adult ESL class and ELA, math, science and NYSESLAT workshops.

As much as possible, we endeavor to send all correspondence, flyers and notices to parents in as many of our school community languages as possible. We utilize the translation services of the Department of Education and staff. If time is of the essence, we will at least try to send the information to parents in the language of the largest portion of our parent community which is Spanish.