Department of Education

# PS/IS 87Q

# 2009-10
# SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
# (CEP)

**SCHOOL: 24Q087**
**ADDRESS: 67-54 80TH STREET MIDDLE VILLAGE, N.Y. 11379**
**TELEPHONE: 718-326-8243**
**FAX: 718-894-3797**

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## SECTION I: SCHOOL INFORMATION PAGE

**SCHOOL NUMBER:** P.S. 087Q **SCHOOL NAME:** The Middle Village School

**SCHOOL ADDRESS:** 67-54 80th Street Middle Village, New York 11379

**SCHOOL TELEPHONE:** 718-326-8243 **FAX:** 718-894-3797

**SCHOOL CONTACT PERSON:** Caryn Michaeli **EMAIL ADDRESS:** CMICHAELI@SCHOOLS.NYC.GOV

| POSITION/TITLE | PRINT/TYPE NAME |
|---|---|
| **SCHOOL LEADERSHIP TEAM CHAIRPERSON:** | Kristin Roma Colleen Zarinsky |
| **PRINCIPAL:** | Caryn Michaeli |
| **UFT CHAPTER LEADER:** | Marie Elias |
| **PARENTS' ASSOCIATION PRESIDENT:** | Carlos Mercado |
| **STUDENT REPRESENTATIVE:** *(Required for high schools)* | |

## DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

**DISTRICT:** 24 **SSO NAME:** The Knowledge Network

**SSO NETWORK LEADER:** Kathleen Cashin

**SUPERINTENDENT:** Madeline Taub-Chan

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at http://schools.nyc.gov/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 |
|---|---|---|
| **Caryn Michaeli** | *Principal or Designee | |
| Marie Elias | *UFT Chapter Chairperson or Designee | |
| Carlos Mercado | *PA/PTA President or Designated Co-President | |
| | Title I Parent Representative *(suggested, for Title I schools)* | |
| | DC 37 Representative, if applicable | |
| | Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)* | |
| | CBO Representative, if applicable | |
| Lucy Accardo | Parent | |
| Sophia Stewart | Parent | |
| Bernadette Beninati | Parent | |
| Margaret Kane | Parent | |
| Colleen Zarinsky | Member/Teacher | |
| Jen Burke | Member/Teacher | |
| Kristin Roma | Member/Teacher | |

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

* Core (mandatory) SLT members.

## SECTION III: SCHOOL PROFILE

**Part A. Narrative Description**

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

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It is our mission to educate our children not only academically, but through a core foundation of knowledge that includes the arts, technology and the ability to accept individual differences as assets rather than hindrances.

It is our hope that our students will recognize social injustices, speak out against inequalities and value humanity so when they take over our society they are caring, empathetic people who will advocate for the goodness of all mankind.

PS/IS87Q has been a Pre-K-8 school for the past 6 years. Approximately 15% of the students are bused in to the school. 24% of the students are living outside of the school's zone. 25% of the students are classified as special education students. In addition, D75 autistic students are mainstreamed into our general education classrooms. Despite the fact that there are so many learning disabled students in our school, all students are held to the same curriculum. We have met our AYP in all areas and remain in good standing according to the NYS criteria. The school received an A on its Progress Report and a Well Developed on the last Quality Review. The school is in receipt of Title 1 funding, allowing NCLB transfers from failing schools to attend PS/IS 87Q.

PS/IS 87 is the only school in District 24 that opted to go with The Knowledge Network LSO. The school has a strong arts program which is aligned to the core knowledge curriculum. Each grade has an instrumental focus. Arts projects are aligned to the core knowledge social studies curriculum. Monthly field trips are also aligned to the curriculum. We have a school-wide enrichment program consisting of many clubs. Our older students participate in community service.

Professional Development is prescriptive. Most of the professional development is delivered by lead teachers, coaches, facilitators, administrators and the LSO staff.

The school teaches life values through the "Village News" morning announcements. Words of wisdom revolve around humanitarianism, and compassion for others.

Our greatest accomplishments have been joining the Knowledge Network LSO, implementing the Core Knowledge curriculum, vocabulary development, thematic units of study, genre studies, grammar, skills based learning using graphic organizers, learning center activities, rubrics, Harcourt math series, Regents classes, Spanish classes, school wide enrichment and presenting at the National Technology Conference.

Leadership roles among staff have been expanded. Teachers have become leaders in setting school-wide goals, grade goals, student goals, curriculum mapping and demonstrating model lessons during inter-visitations.

There has been greater parent/teacher communication. Parents receive monthly newsletters, and curriculum calendars, reading, writing and mathematics reports, progress reports and goal letters.

Our barriers include lack of funding, lack of appropriate lunchroom space, and bathroom and gym facilities. The school is not handicapped accessible.

**SECTION III – Cont'd**

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

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT | | | | | |
|---|---|---|---|---|---|
| **School Name:** | PS/IS 87Q | | | | |
| **District:** | 24 | **DBN #:** | 24Q087 | **School BEDS Code #:** | 342400010087 |

| DEMOGRAPHICS | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Grades Served in 2008-09:** | ☒ Pre-K | ☒ K | ☒ 1 | ☒ 2 | ☒ 3 | ☒ 4 | ☒ 5 | ☒ 6 | ☒ 7 |
| | ☒ 8 | ☐ 9 | ☐ 10 | ☐ 11 | ☐ 12 | ☒ Ungraded Ele. | | | |

| **Enrollment:** | | | |
|---|---|---|---|
| (As of October 31) | 2006-07 | 2007-08 | 2008-09 |
| Pre-K | 51 | 30 | 32 |
| Kindergarten | 54 | 55 | 48 |
| Grade 1 | 58 | 56 | 49 |
| Grade 2 | 67 | 61 | 53 |
| Grade 3 | 61 | 72 | 63 |
| Grade 4 | 72 | 58 | 63 |
| Grade 5 | 80 | 76 | 56 |
| Grade 6 | 73 | 75 | 63 |
| Grade 7 | 57 | 78 | 79 |
| Grade 8 | 61 | 55 | 82 |
| Grade 9 | | | |
| Grade 10 | | | |
| Grade 11 | | | |
| Grade 12 | | | |
| Ungraded | 0 | 1 | 0 |
| | | | |
| Total | 634 | 617 | 588 |
| | | | |
| **Special Education Enrollment:** | | | |

| **Attendance:** *% of days students attended* | | | |
|---|---|---|---|
| (As of June 30) | 2006-07 | 2007-08* | 2008-09 |
| | 92.3 | 93.5 | 94.1 |
| | | | |
| **Student Stability:** *% of Enrollment* | | | |
| (As of June 30) | 2006-07 | 2007-08 | 2008-09 |
| | 93.9 | 93.6 | |
| | | | |
| **Poverty Rate:** *% of Enrollment* | | | |
| (As of October 31) | 2006-07 | 2007-08 | 2008-09 |
| | 63 | 56.4 | 61.8 |
| | | | |
| **Students in Temporary Housing:** *Total Number* | | | |
| (As of June 30) | 2006-07 | 2007-08 | 2008-09 |
| | 4 | 0 | 1 |
| | | | |
| **Recent Immigrants:** *Total Number* | | | |
| (As of October 31) | 2006-07 | 2007-08 | 2008-09 |
| | 3 | 3 | 4 |
| | | | |
| **Suspensions:** *(OSYD Reporting) – Total Number* | | | |

## DEMOGRAPHICS

| (As of October 31) | 2006-07 | 2007-08 | 2008-09 |
|---|---|---|---|
| Number in Self-Contained Classes | 24 | 24 | 24 |
| No. in Collaborative Team Teaching (CTT) Classes | 76 | 82 | 64 |
| Number all others | 38 | 29 | 41 |
| *These students are included in the enrollment information above.* | | | |

| (As of June 30) | 2006-07 | 2007-08 | 2008-09 |
|---|---|---|---|
| Principal Suspensions | 13 | 15 | |
| Superintendent Suspensions | 5 | 11 | |

**English Language Learners (ELL) Enrollment:**

(BESIS Survey)

| (As of October 31) | 2006-07 | 2007-08 | 2008-09 |
|---|---|---|---|
| # in Trans. Bilingual Classes | 0 | 1 | 0 |
| # in Dual Lang. Programs | 0 | 0 | 0 |
| # receiving ESL services only | 59 | 50 | 32 |
| # ELLs with IEPs | 15 | 9 | 17 |
| *These students are included in the General and Special Education enrollment information above.* | | | |

**Special High School Programs:** Total Number

| (As of October 31) | 2006-07 | 2007-08 | 2008-09 |
|---|---|---|---|
| CTE Program Participants | 0 | 0 | 0 |
| Early College HS Participants | 0 | 0 | 0 |

**Number of Staff:** *Includes all full-time staff*

| (As of October 31) | 2006-07 | 2007-08 | 2008-09 |
|---|---|---|---|
| Number of Teachers | 51 | 55 | 52 |
| Number of Administrators and Other Professionals | 8 | 15 | 16 |
| Number of Educational Paraprofessionals | N/A | 5 | 4 |

**Overage Students:** *# entering students overage for grade*

| (As of October 31) | 2006-07 | 2007-08 | 2008-09 |
|---|---|---|---|
| | 0 | 0 | 0 |

**Teacher Qualifications:**

| (As of October 31) | 2006-07 | 2007-08 | 2008-09 |
|---|---|---|---|
| % fully licensed & permanently assigned to this school | 98.0 | 100.0 | 100.0 |
| Percent more than two years teaching in this school | 60.8 | 80.0 | 82.7 |
| Percent more than five years teaching anywhere | 64.7 | 60.0 | 63.5 |
| Percent Masters Degree or higher | 94.0 | 91.0 | 88.0 |
| Percent core classes taught by "highly qualified" teachers (NCLB/SED definition) | 100.0 | 89.8 | 100.0 |

**Ethnicity and Gender:** % of Enrollment

| (As of October 31) | 2006-07 | 2007-08 | 2008-09 |
|---|---|---|---|
| American Indian or Alaska Native | 0.3 | 0.8 | 0.2 |
| Black or African American | 2.0 | 2.4 | 2.4 |
| Hispanic or Latino | 36.0 | 37.4 | 40.1 |
| Asian or Native Hawaiian/Other Pacific Isl. | 5.8 | 5.7 | 4.3 |
| White | 55.8 | 53.6 | 52.2 |
| Multi-racial | | | |
| **Male** | 56.0 | 54.8 | 51.7 |
| **Female** | 44.0 | 45.2 | 48.3 |

## 2008-09 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

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

| | | | | | |
|---|---|---|---|---|---|
| **SURR School: Yes** ☐ **No** ☐ | | **If yes, area(s) of SURR identification:** | | | |
| **Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):** | | | | | |
| ☒ | In Good Standing | ☐ | Improvement – Year 1 | ☐ | Improvement – Year 2 |
| ☐ | Corrective Action – Year 1 | ☐ | Corrective Action – Year 2 | ☐ | Restructured – Year ___ |
| | | | | | |

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

| **Individual Subject/Area Ratings** | **Elementary/Middle Level** | | **Secondary Level** | |
|---|---|---|---|---|
| | ELA: | IGS | ELA: | |
| | Math: | IGS | Math: | |
| | Science: | IGS | Grad. 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 | √ | √ | √ | | | |
| Multiracial | | | | | | |
| **Other Groups** | | | | | | |
| Students with Disabilities | √ | √ | — | | | |
| Limited English Proficient | √ | √ | — | | | |
| Economically Disadvantaged | √ | √ | √ | | | |
| **Student groups making AYP in each subject** | 6 | 6 | 4 | 0 | 0 | 0 |

**Key: AYP Status**

| | | | | | |
|---|---|---|---|---|---|
| √ | Made AYP | X | Did Not Make AYP | X* | Did Not Make AYP Due to Participation Rate Only |
| √SH | Made AYP Using Safe Harbor Target | – | Insufficient Number of Students to Determine AYP Status | | |

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

## CHILDREN FIRST ACCOUNTABILITY SUMMARY

| **Progress Report Results – 2008-09** | | **Quality Review Results – 2008-09** | |
|---|---|---|---|
| **Overall Letter Grade** | A | **Overall Evaluation:** | W |
| **Overall Score** | 79.5 | **Quality Statement Scores:** | |
| **Category Scores:** | | Quality Statement 1: Gather Data | W |
| School Environment (Comprises 15% of the Overall Score) | 12.3 | Quality Statement 2: Plan and Set Goals | W |
| School Performance (Comprises 30% of the Overall Score) | 15.5 | Quality Statement 3: Align Instructional Strategy to Goals | W |

| | | | | |
|---|---|---|---|---|
| Student Progress<br>(Comprises 55% of the Overall Score) | 44.9 | | Quality Statement 4: Align Capacity Building to Goals | ◊ |
| Additional Credit | 6.8 | | Quality Statement 5: Monitor and Revise | W |
| *Note: Progress Report grades are not yet 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?

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A comprehensive needs assessment was conducted throughout the school. The Department of Education Progress Report indicates that 73 % of students scored a level 3 and 4 on the New York State ELA exam. 66.4 % of students made one year's progress in ELA. The percent of students in the lowest third making one year's progress in ELA was 86.5%. 86.5% of students scored a level 3 and 4 on the New York State math exam. 63.1% of students made one year's progress in math. 78.3% of students in the lowest third made one year's progress in math. The Learning Environment Survey indicates that both parents and students are satisfied with the school and the overall analysis indicated that the school scored above average with regard to the survey. Analysis of in-house benchmark assessments indicates that white students in both general and special education programs make up the lowest performing students in the school. However, each grade differs between ethnicity and gender. The school has approximately 33% of students with special needs. These students have improved academically, however, there is a need to focus on language development and speaking since most of the students are speech and language impaired as well as learning disabled. A survey of the teachers indicates the need for professional development in the use of technology, specifically pod casts and the use of Smartboards.

Our greatest accomplishments have been solidifying the middle school academic program to include Regents classes, getting our students into specialized high schools, having a state of the art science lab built, building a "community" among the staff, students, and parents, implementing a school wide enrichment program, showing an increase in test scores, forming relationships with CBO's, getting computers into all of the classrooms, presenting at the National Technology Conference, hosting the Superintendent of Denver Colorado schools and the Head of Finnish Educational Affairs along with implementing community service.

Barriers to the school's continued improvement include lack of funding, large class sizes, lack of a gym, proper cafeteria, bathrooms, and elevator.

## 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.*

**The Needs Assessment was compiled from recommendations from the School Leadership Team (SLT), analysis of test scores and an analysis of the large degree of special needs children, through the School Inquiry team focus, teacher feedback, Learning Environment Survey, formative and summative data. There will be a school wide focus on technology based learning.**

**In addition, it has become evident that our students need to participate in public speaking in order to effectively be able to communicate with others.**

**Teachers need to focus on building scientific vocabulary and terminology so students can compete in the scientific arena.**

**By June 2010, 100% of classrooms will integrate technology and tech based learning into their classrooms.**

**By June 2010, 100% of students in grades 5-8 will participate in public speaking.**

**By June 2010 65% of students and 100% of all teachers teaching science in grades K-8 will incorporate scientific terminology as well as the Scientific Method in all lessons.**

## SECTION VI: ACTION PLAN

**Direction**s: 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):** **Technology**

| | |
|---|---|
| **Annual Goal**<br>*Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.* | By June 2010 100% of classrooms will integrate technology and technology-based learning into their classrooms |
| **Action Plan**<br>*Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.* | By December 2010 training of teachers, students and parents in Ticket to Read, Fast Forward, and Smart boards<br>By March 2010 teachers, students and parents will infuse technology based instruction in center work, presentations and homework assignments<br>By June 2010 all AIS staff servicing students K-8 will implement computer-based activities |
| **Aligning Resources: Implications for Budget, Staffing/Training, and Schedule**<br>*Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.* | RESO A-purchase Smart boards for all classrooms in need of technology<br>NYSTL Educational software monies will be utilized to purchase programs<br>Special Legislative Grant---$8000 from Assemblyman Hevesi<br>RESO A $100000<br>RESO A $65000 |
| **Indicators of Interim Progress and/or Accomplishment**<br>*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains* | Observations-periodic review<br>Lesson Plans-periodic review<br>Workshop feedback sheets---parents—teachers<br>Program-based reports—monthly review by teachers –administrators<br>All of the above will reflect increases in all literacy areas<br>Walkthroughs—3X/week, Learning Snapshots-2X/month,<br>Projected gains-25% of students will show an increase in reading levels as per Fountas and Pinnel. 25% of students will show gains in math as NYS math standards. |

**Subject/Area (where relevant):** **Science**

| | |
|---|---|
| **Annual Goal**<br>*Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.* | By June 2010 65% of teachers will create lessons that are inquiry based and incorporate scientific terms and vocabulary. By June 2010, the students will produce projects that are inquiry based. |
| **Action Plan**<br>*Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.* | By November 2009, 30% of the teachers will create lessons that are inquiry based.<br>By January 2010, 30% of the students will produce projects that are inquiry based.<br>By March 2010, 60% of the teachers will create lessons that are inquiry based and incorporate scientific terms and vocabulary.<br>By May 2010 75% of the students will produce projects that are inquiry based and 75% of the teachers will create lessons incorporating the scientific method and scientific terminologies. |
| **Aligning Resources: Implications for Budget, Staffing/Training, and Schedule**<br>*Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.* | NYSTYL set aside<br>Knowledge Network LSO |
| **Indicators of Interim Progress and/or Accomplishment**<br>*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains* | Journal reviews<br>Portfolio reviews<br>Lesson Plans<br>Walkthroughs—3X/week, Learning Snapshots-2X/month,<br>All of the above will reflect increases in reading, math, science and social studies as reflected in exams. |

**Subject/Area (where relevant):** **Public Speaking**

| | |
|---|---|
| **Annual Goal**<br>*Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.* | By June 2010 all students in Grades 5-8 will participate in public speaking as per the New York State standards in which students prepare and deliver individual presentations. |
| **Action Plan**<br>*Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.* | By November 2009, teachers of grades 5-8 will develop curriculum and rubrics to support the public speaking practices.<br>By January 2010, 40% of the students in grades 5 – 8 will have participated in public speaking practices.<br>By March 2010, 75% of the students in grades 5 – 8 will have participated in public speaking practices.<br>By June 2010, 100% of students in grades 5 – 8 will have participated in public speaking practices. |
| **Aligning Resources: Implications for Budget, Staffing/Training, and Schedule**<br>*Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.* | Fair Student Funding |
| **Indicators of Interim Progress and/or Accomplishment**<br>*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains* | Walkthroughs<br>Student made power points, movies<br>Binder of student speaking topics by grade<br>Student and teacher feedback sheets |

## REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

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

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

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

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

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

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

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

| Grade | ELA | Mathematics | Science | Social Studies | At-risk Services: Guidance Counselor | At-risk Services: School Psychologist | At-risk Services: Social Worker | At-risk Health-related Services |
|---|---|---|---|---|---|---|---|---|
| | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS |
| K | 10 | 9 | N/A | N/A | 1 | 0 | 0 | 0 |
| 1 | 24 | 10 | N/A | N/A | 2 | 0 | 0 | 0 |
| 2 | 28 | 14 | N/A | N/A | 2 | 0 | 0 | 0 |
| 3 | 24 | 10 | N/A | N/A | 1 | 0 | 0 | 7 |
| 4 | 5 | 8 | 18 | 8 | 1 | 0 | 0 | 6 |
| 5 | 21 | 19 | 22 | 9 | 1 | 0 | 0 | 6 |
| 6 | 17 | 11 | 6 | 4 | 3 | 0 | 0 | 0 |
| 7 | 29 | 13 | 19 | 17 | 2 | 0 | 0 | 0 |
| 8 | 13 | 11 | 18 | 3 | 1 | 0 | 0 | 0 |
| 9 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| 10 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| 11 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| 12 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |

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

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

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

| Name of Academic Intervention Services (AIS) | **Description:** Provide a brief description of **each** of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.). |
|---|---|
| **ELA:** | **AIS activities are carried out during the school day via Tier 1 and Tier 2 methods. Students at the Tier 1 level engage in Study Island for skills based learning, Reading Plus for fluency and comprehension, Fast Forward for decoding, and Ticket to Read for comprehension. AIS teachers provide services via small group instruction daily and work on reading skills.** |
| **Mathematics:** | **AIS activities are carried out during the school day via tier 1 and tier 2 methods. Students at the Tier 1 level engage in Study Island for skills based learning and VMath Live for mental math. AIS teachers provide services via the push in model.** |
| **Science:** | **AIS activities are carried out during the school day via Tier 1 and Tier 2 methods. Students at the Tier 1 level engage in Study Island for skills based learning. AIS teachers provide services via the push in model.** |
| **Social Studies:** | **AIS activities are carried out during the school day via Tier 1 and Tier 2 methods. Students at the Tier 1 level engage in Study Island for skills based learning and Rand McNally for geography and skills. AIS teachers provide services via the push in model.** |
| **At-risk Services Provided by the Guidance Counselor:** | **At-risk services include peer mediation, conflict resolution, one-to-one sessions, group sessions** |
| **At-risk Services Provided by the School Psychologist:** | **At-risk services are provided by the psychologist on an as needed basis** |
| **At-risk Services Provided by the Social Worker:** | **At-risk services are provided by the social worker on an as needed basis** |
| **At-risk Health-related Services:** | **Students see the health related services provider for assistance with inhalers, nebulizers, and some medications.** |

## 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. Attached at the end of narrative.

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

**Form TIII – A (1)(a)**

**Grade Level(s) K-8 Number of Students to be Served: 56 LEP _____ Non-LEP**

**Number of Teachers 2 Other Staff (Specify) _____**

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

**Title III, Part A LEP Program**

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

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**LAP Worksheet for PS/IS 87Q**
**2009-2010**

**Part II: ELL Identification Process**

When newly admitted students enter our school and begin the registration process, the parent or guardian is given an informal interview regarding the preferred language choice for their child. They are also given the Home Language Survey which requires the parent to answer several language choice questions regarding the major language for reading and writing, listening and speaking.

The LAP team members reflect the composition of the school community. The members are the Principal, Assistant Principal, Parent Coordinator, Guidance Counselor. Pupil Personal Secretary and the ESL teacher. The principal conducts the informal oral interview for all newly enrolled students, the pupil personnel secretary gives the HLIS survey to the parent and help in interpreting the questions can be given by the ESL teachers or translators available within the building. The interpretation telephone service is utilized when an interpreter is unavailable in the building. Once it is established by the LAP team members that a child requires ELL services the LAB-R is administered to the newly arrived students.

During the first ten days of the academic year, the one certified ESL teacher reviews the HILS for each of the new incoming kindergarten students, as well as any transfer students and new admits in any grade K through 8. We do not have any ESL teachers without certification in the building. If the HILS indicated LAB-R eligibility, then the student is tested with the LAB-R English proficiency test. The Assistant Principal reviews the completed HILS to see whether the child is eligible for services and signs off on the HILS. Parents are given video explanatory guides that explain NYC DOE procedures for parents of ELLs. They are then able to make an educated decision as to the language of instruction and program model for their child.

The parent letters and forms are sent home to the parents through the child's homework folder. Translated forms are given to ensure that each parent or guardian receives the information in their home language. The ESL teacher works with the classroom teachers to ensure that these letters and forms have been collected and returned to the school. The copies of the parent selection letters are placed in binders according to the student and housed in the ESL room.

New ELL students use the following criteria before entering the ESL program at PS/IS 87:

1) The HLIS surveys are reviewed and informal interviews take place between the parent or guardian and the school personnel.
2) Students who are eligible for LAB-R are tested by the ESL teachers within the first 10 school days. Students scoring at or below the cut scores enter the ESL program and receive entitlement letters.
3) A parent meeting is conducted to educate parents and enable them to fill out a program selection form.
4) Students are placed in the ESL program or directed to another school in District 24 where a Bilingual or TBE class can more appropriately service their needs.
5) After reviewing the program selections and parent surveys for the current school year, the trend that shows in our school is that the ELL parents prefer to keep their children in PS/IS 87, placing them in the ESL program. Parent letters for the current school year and the past four years reflect this trend.
6) Our school's program model of Free-standing ESL is aligned with our parental choice. In PS/IS 87, we have very small numbers of ELLs speaking other languages including: Polish, Spanish, Turkish, Serbian, Albanian and Chinese. Therefore, we cannot open one uniform bilingual class on the grade and instead service our students according to the ESL program.

In order to annually evaluate ELLs in the classrooms they are administered running records every other month. Their reading levels are then shared with the ESL teacher. Skills lessons are provided on a daily basis in the classroom and the ELL students are afforded the same opportunities to participate in skills lessons and small group strategy lessons as well as guided reading lessons. The ESL teacher has daily correspondence with the classroom teachers regarding any struggles the student is having. The ESL teacher reviews student performance data on a regular basis and design units of study to meet the diverse needs of students while targeting grade-level/course standards.

**Part III Demographics**:

In PS/IS 87 our Free-standing ESL program services two categories of ELLs. The ELLs make up 10.3% of our school population. The Beginner and Intermediate ELLs are serviced through the pull-out model. They are grouped by grade and proficiency level. The ESL teacher instructs these students 8 times a week for 45 minute blocks. The Advanced students receive 180 minutes of mandated instruction as per CR-Part 154.

ELA instruction is delivered in the ESL program model whereby the ELA curriculum and genre study are taught to the students in a modified, scaffolded version of the curriculum. The ELA and other content areas are taught to the ELL students using a variety of ESL and scaffolding techniques. Charts and word walls help to break down incomprehensible vocabulary and graphic organizers keep English writing both brief and easy to access. Picture cues and laptop technology help to infuse each lesson with a visual representation that anchors students to the main idea.

Our ELL instructional plan involves reading and writing skills that help all students to succeed on the ELA and NYSESLAT exams. These comprehension strategies are taught to our ELL students along with the general student population and it allows them to plan for each test they are mandated to take. Newcomers are given specialized ESL texts and tasks to accompany those reading assignments. Reading skills such as inferencing, sequencing, and meaning in context are taught to the ELLs from the beginner level. In this way, our new ELLs are introduced to the skills they will need for the immediate needs of the NYSESLAT and the longer range goal of the ELA.

ELLs that are in our ESL program for 4 to 6 years, follow the transition from intermediate to advanced proficiency. Their services are lessened to 4 times a week and they remain in their class while an ESL teacher pushes in to their class. Scaffolds employed at this level include: genre texts with simplified English, charts and pictures with vocabulary words clearly defined and used in their correct contexts. Grammar and writing materials are supplemented with Heinle Cengage Learning, Foresman Science materials and Bilingual dictionaries.

Long term ELLs receive reading and comprehension skills to raise their reading and writing abilities. The focus is on improving grammar, spelling, syntax and reading comprehension (skimming, scanning topic sentences, reading for meaning, critiquing).

Special needs ELLs receive ESL services in small group or in their respective CTT class. Their IEP's are closely reviewed to allow for accurate target instruction and planning that revolves around the students learning disability or particular area of difficulty. Visual aids and audio language tapes are employed as needed to aide in teaching the curriculum. Students, who reach NYSESLAT proficiency, continue to receive support from ESL teachers.

**Breakdown of ELLs in ESL by Grade and Language**

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| Spanish | 6 | 2 | 4 | 8 | 2 | 4 | 8 | 10 | 2 | 46 |
| Polish | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 5 |
| Chinese | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 2 |
| Urdu | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| Other | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 5 |

**Programming and Scheduling Information**

Our school offers its ELL population a variety of targeted interventions. During ELA instruction, these students receive small group instruction focusing on the skill at hand. Guided reading groups meet throughout the ELA block to ensure that each student is moving upwards in both level and comprehension. In the content area instruction, teachers conduct small group strategy lessons with these ELLs to ascertain their comprehension and ability to carry out prescribed tasks.

Proficient ELL students at PS/IS 87 are continually provided with the full range of ELL modifications during all tests. This mandate is applied to the ELLs for a full two years after they have exited the ESL program. Former ELLs are pulled into the classroom-small group instruction in order to give them the extra support during this transition period.

In our Free-standing ESL program, ELLs are primarily served by the push-in model and some students participate in a pull-out model where they are grouped according to their level of proficiency not necessarily their grade level. In this respect, our students receive full ESL support along with their regular class and in that framework. Collaborative planning between the classroom teacher and the ESL teacher is built into their programs so that the ESL teacher is supporting the curriculum while incorporating the ESL standards/strategies. This ensures that the ELL students fully participate in all aspects of the PS/IS 87 programs. During the 37 ½ minutes, all ELLs participate in the school-wide clubs program allowing them to choose from a variety of enriching, cultural and sport related activities.

In our ESL program model, native language support is present but only in the very early stages of the student's career. Typically, a kindergarten Polish speaking student might orally translate nouns and commands to himself from the English just until comprehension and scaffolding vocabulary can replace this. In grades K-2 the ESL teacher is using rhymes, chanting and choral readings to help support language. Older age students are encouraged to use bilingual glossaries in their classrooms as well as when preparing for the state exams. Content area instruction is based on the Core Knowledge curriculum in Social Studies. The skills are embedded into the curriculum to support the ELA standards. In content area instruction, teachers try to include references from the students' home country, customs, geography, politics etc. in order to tap into prior knowledge.

Our school has incorporated many technology based intervention programs. Our ELLs fully participate in such websites as: V-Math live, Study Island, Reading Plus, Star Fall and Ticket to Read. These intervention programs offer a range of levels for our ELL students. The advanced learner is able to work on a higher level of text and the lower level learner can work at their own pace. On both V-Math Live and Study Island intervention programs students can work on a particular skill that they are having difficulty with in class as well moving on to new mathematical topics. Our students have active passwords for these programs and they are expected to log on and complete activities in content areas that will help bring each of them to a higher level of understanding and ability. Parents are given their child's passwords for all the intervention programs so that they can log onto these programs at home and work with their child.

We currently do not have any SIFE (students with interrupted formal education) students in our program. However, in order to meet their needs, ESL instruction would revolve around leveled reading with language and grammar slightly above the student's reading level. Content area materials like Scott Foresman ESL and Visions from Heinle Cengage would be used to aide in comprehension while teaching academically appropriate content. Skills and strategies are embedded in each lesson so that ELL students do not miss these important learning components. SIFE students would receive extended instructional time, which would be offered through after-school classes or tutoring, Saturday programs, and/or summer programs.

The ESL Academic after school program is available to all students in grades 1-8 who are currently participating in the ESL program. Students who have passed out of ESL in the last two years are invited to attend in order to continue assisting them with ESL services/strategies. Parent letters are sent home to inform the parents of the ESL program and the days in which the program will run. The participation rate is based on the amount of letters returned to school. The program focuses on English Language Arts incorporating the ESL strategies. Teachers conduct strategy lessons to build comprehension. The teachers emphasize vocabulary, reading fluency and writing skills through choral reading, rhymes, shared reading and chants in all grades. Core Knowledge poems and songs are incorporated into the program. Guided Reading is utilized to achieve fluency throughout the grade levels.

Two licensed ESL teachers provide instruction for the Title III After School Program. The program runs Monday through Thursday. There are four groups. Each has between 10-15 students. On Monday the hours are 2:30pm – 4:30pm. On Tuesday through Thursday the hours are 3:10pm – 4:30pm.

On Monday and Tuesday one ESL teacher will provide ESL instruction to Kindergarten through Fourth Grade (Beginner/Low Intermediate ESL students) and on Wednesday and Thursday Kindergarten through Fourth Grade (High Intermediate/Advanced ESL students). The second ESL teacher will provide ESL instruction on Monday and Tuesday to Beginners/Low Intermediate ESL students in grades 5-8 and on Wednesday and Thursday in grades 5-8 to the High Intermediate/Advanced ESL students.

The program was posted in order to obtain two highly qualified ESL teachers to teach the After School program. The program is 6 hours a week and runs for 20 weeks.

Newcomers in the school for less than three years are paired with advanced students in the class and group work. Dialogue and role play are implemented to build conversation and listening/speaking skills. These students remain in their classroom for the state mandated hours of ESL instruction. Audio materials as well as picture dictionaries help to bridge the language gap and speed up comprehension.

In order to assist newly enrolled ELL students before the beginning of the school year the ELLs are recommended for summer school sites to offer assistance in the acquiring the English language.

## Professional Development and Support for School Staff

The ESL teacher in PS/IS 87 attends several different types of professional development seminars. The ESL teacher participates in the ESL workshops run by the Knowledge Network, District 24, ISC BESIS meetings and internal DOE workshops run by The Office of English Language Learners.

Our school runs in house professional development by the ESL teacher and training sessions for new teachers of ELLs in the classroom. New teachers receive the instruction and support they need to better provide their ELL students with the skills they need to thrive in the classroom. Our professional development days are used to provide these teachers with the mandated hours (7.5 hours) they require for ESL training. Our staff continues to collaborate with the ESL teachers regarding the specialized instruction that will support our ELLs in their learning as they progress from the elementary to middle school years. Assistant Principals, Common Branch teachers, Paraprofessionals, Special Education teachers, Guidance Counselors, OT, PT, and Speech Therapists participate in common planning time once a month which encompasses all academic curriculum for all students including general education, special education and ELLs.

A majority of our ELL students are special education students which have been in the ESL program for many years and eventually become X-Coded because it is not a language problem but a learning problem instead. Those students who test out of ESL are then afforded the opportunity of receiving supports for an additional two years in testing modifications as well as the classroom teachers working with former ELLs in small group guided reading lessons, strategy lessons and skills lessons.

## Parent/ Community Involvement

We have in place programs, activities and procedures for parent involvement including gender initiative nights, family math night, family arts night, talent shows, school trips which include parents, concerts, awards programs and ELL parent programs.

We provide full opportunities for the participation of parents with limited English proficiency and parents of migratory children. Information and report are provided in an understandable and uniform format including alternative languages translated in a language the parents understand.

Workshops are offered to all parents on a monthly basis including parents of ELL students. Many of these workshops are in partnership with other agencies and CBO's i.e., NYC Police and Fire Departments, D.O.T, F.O.M.A., the NY Mets, NY Islanders, Museum of Natural History, TheatreWorks, Queens Public Library and the Middle Village Adult Center.

All of our workshops are offered and planned based on parent needs through parent surveys. Workshops promote their full partnership in their child's education, decision making and advisory committees are formed to assist in the education of their children.

At least twice a year, mandated ELL meetings are held which introduce parents to the ELL programs, the school's goals and objectives, state standards, assessments ( LAB-R and NYSESLAT), the core curriculum and essential ESL strategies. The ELL coordinator facilitates these meetings for newly enrolled ELL students and their parents. Data and documents are provided to the parents in a variety of language

translations. The introductory video and DVD are also shown in the languages needed by our parent body. Parents are also invited to register for Math and Reading technology workshops to monitor their children's online progress.

## ELL Data Analysis from NYSESLAT and State Assessments

The Data patterns and ELL assessments including the Lab-R and NYSESLAT exams reflect the following trends among ELLs in our building:

Patterns show that our school's highest level of beginners are concentrated among our kindergarteners, and newly enrolled students from other countries outside the U.S.

NYSESLAT proficiency breakdowns by modality indicate that intermediate and advanced leveled ELLs are less prevalent in their Listening and Speaking modalities as compared to their levels in Reading and Writing. This data directly influences the instruction and small group strategies for these ELLs. Reading skills focus on topics these students will receive during small targeted group instruction.

## Overall NYSESLAT Proficiency Results

| | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **Total** |
|---|---|---|---|---|---|---|---|---|---|---|
| Beginner(B) | 5 | 1 | 3 | 2 | 0 | 0 | 2 | 1 | 1 | 15 |
| Intermediate (I) | 6 | 1 | 0 | 3 | 0 | 2 | 2 | 2 | 2 | 18 |
| Advanced (A) | 0 | 1 | 1 | 5 | 2 | 3 | 5 | 7 | 2 | 26 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Total Tested | 11 | 3 | 4 | 10 | 2 | 5 | 9 | 10 | 4 | 59 |

## NYSESLAT Modality Analysis

| Modality | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|---|
| Listening/ Speaking | B | 0 | 0 | 2 | 1 | 0 | 0 | 2 | 1 | 1 |
| | I | 0 | 2 | 0 | 1 | 0 | 2 | 2 | 2 | 2 |
| | A | 0 | 0 | 0 | 5 | 2 | 3 | 5 | 7 | 1 |
| Reading/ Writing | B | 0 | 0 | 2 | 1 | 0 | 0 | 2 | 1 | 1 |
| | I | 0 | 0 | 0 | 1 | 0 | 2 | 2 | 2 | 2 |
| | A | 0 | 2 | 2 | 5 | 0 | 3 | 5 | 7 | 1 |

## Number of ELLs by Subgroup

The ELLs in our school are subdivided by the following categories:

Newcomers who have been in the New York City school system from 0 to 3 years. The vast majority of these students are new admits to our school and have either arrived from a different country or were born in the United States but speak a language other than English outside their school environment.

Our largest subgroup of ELLs is our Newcomers (0-3 years) year ELLs composed of existing ELLs in continuous service some of whom may be in CTT or self-contained placement. The Long-term ELLs in our building consist of 4 students all of whom are special education ELLs.

## Number of ELLs by Subgroup

| | | | | | |
|---|---|---|---|---|---|
| **All ELLs** | 59 | **Newcomers (ELLs receiving service 0-3 years)** | 36 | **Special Education** | 28 |
| **SIFE** | 0 | **Ells receiving service 4-6 years** | 16 | **Long Term(completed 6 years)** | 4 |

At PS/IS 87Q, ELL groups by home language are composed of the following languages: Spanish and Polish, which are the two largest languages represented across the grade span, and Chinese, Urdu, Albanian, and Serbian.

| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
|---|---|---|---|---|---|
| 3 | | | | | |
| 4 | 0 | 1 | 2 | 0 | 3 |
| 5 | 1 | 9 | 1 | 1 | 12 |
| 6 | 1 | 5 | 5 | 0 | 11 |
| 7 | 0 | 4 | 1 | 0 | 5 |
| 8 | 0 | 6 | 0 | 0 | 6 |

**NYS ELA: January 2009**

The school presently has an enrollment of 59 ELLs out of a total population of 571 students in the building. 80% of our ELLs are Spanish speaking, 9% are Polish, 4% are Chinese, 2% are Urdu and 4% are composed of lower incidence languages. PS/IS 87 Q recognizes the needs of its English Language Learners. We have a Language Acquisition Policy and a supportive staff who are dedicated to delivery and instruction with academic rigor. The curriculum utilized in ELL classes is aligned with the NYS standards in ESL. All ELLs are serviced by licensed teachers.

We service our students through a push-in and pull-out model. As per CR-Part 154, all students are receiving the minimum number of minutes of ESL weekly instruction.

The ESL component develops English Language Skills through utilization of ESL strategies and techniques such as: scaffolding and modeling. Our program follows the Core Knowledge Skills and Genre Calendar. English is the language of instruction. There are 48 periods of ESL taught peer week. The lessons are aligned with the classroom, grade-level curriculum.

An analysis of student results and patterns across proficiencies and grades demonstrate that our ELL students fall predominantly in the Level 2 – Level 3 range as indicated on the 2009 NYS ELA. An analysis of student results and patterns across proficiencies and grades demonstrate that our ELL students fall predominantly in the Level 3-Level 4 range on the 2009 NYS Math Exam. The ELL students in our building are working on the same level as our general education students. According to the data our ELL students are either approaching or meeting the standards in ELA. The ELL students receive testing mods and 2yr former ELLs receive testing mods which assist them in taking the exam. Students are able to slow their reading down and focus on the questions since they have the time in which to do so.

**NYS Math: March 2009**

| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
|---|---|---|---|---|---|---|---|---|---|
| Grade | Eng. | NL | Eng. | NL | Eng. | NL | Eng | NL | |
| 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 4 | 0 | 0 | 0 | 0 | 6 | 0 | 1 | 0 | 7 |
| 5 | 0 | 0 | 0 | 0 | 3 | 0 | 3 | 0 | 6 |
| 6 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 2 |
| 7 | 1 | 0 | 3 | 0 | 6 | 0 | 0 | 0 | 10 |
| 8 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 2 |

**NYS Science: April/May 2009**

| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
|---|---|---|---|---|---|---|---|---|---|
| Grade | Eng. | NL | Eng. | NL | Eng. | NL | Eng | NL | |
| 4 | 0 | 0 | 2 | 0 | 2 | 0 | 1 | 0 | 5 |
| 8 | | | | | | | | | |

**NYS Social Studies: November 2008/June 2009**

| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
|---|---|---|---|---|---|---|---|---|---|
| Grade | Eng. | NL | Eng. | NL | Eng. | NL | Eng | NL | |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **5** | **4** | **0** | **2** | **0** | **4** | **0** | **1** | **0** | **11** |
| **8** | | | | | | | | | |

**ECLAS II: Grades 1-2 2009 results**

| **Components** | **Level 3** | **Level 4** | **Level 5** |
|---|---|---|---|
| **Spelling** | **2** | **0** | **1** |
| **Decoding** | **2** | **0** | **0** |
| **Vocabulary** | **2** | **0** | **1** |
| **Sight Words** | **1** | **1** | **0** |
| **Reading Accuracy** | **2** | **0** | **0** |
| **Reading Comprehension** | **2** | **0** | **0** |

We use the ECLAS II to assess our K- 3 students. Our 1st grade – 3rd grade students are assessed in the fall to ascertain their reading/ writing. Most of the students in grade 1 – grade 3 have demonstrated mastery in the fall assessment according to their grade level. The ESL teacher then works with the ELL students in any area that is deficient.

**Form TIII – A (1)(b)**

**School: PS/IS 87Q BEDS Code: 342400010087**
**Title III LEP Program**
**School Building Budget Summary**

| **Allocation Amount**: $3,000 | | |
|---|---|---|
| **Budget Category** | **Budgeted Amount** | **Students will attend after/before school programs in order to support English Language learning.** |
| **Professional salaries (schools must account for fringe benefits)**<br>- Per session<br>- Per diem | $2,500 | **56 hours of per session for ESL and General Ed teacher to support ELL Students: 56 hours x $45** |
| **Purchased services**<br>- High quality staff and curriculum development contracts. | | |
| **Supplies and materials**<br>- Must be supplemental.<br>- Additional curricula, instructional materials.<br>- Must be clearly listed. | $500 | **Books on Tape, Book Bins, Leveled Books** |
| **Educational Software (Object Code 199)** | | |
| **Travel** | | |
| **Other** | | |
| **TOTAL** | $3,000 | |

## 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.
   **Surveys are conducted to determine if parents prefer notices in their native languages. In addition, parents of ELL students are provided with notifications in both English and their native native language. Oral interpretations are provided through school staff or the translations unit.**

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
   **Findings are reported to the School Leadership Team. Findings are disseminated by constituent members. Findings are also conveyed at faculty and Parent Association 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.
   **Written translation services will be provided by in-house staff, parent volunteers, and the translation unit of the DOE. Languages include Spanish, Polish, Albanian, Chinese and Romanian.**

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.
   **Oral interpretation services will be provided by in-house staff, parent volunteers, and the translation unit of the DOE. Languages include Spanish, Polish, Albanian, Chinese and Romanian.**

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf.
   Parents whose primary language is a covered language are provided with notification of their rights regarding translation services in their own language. All required translation services are posted conspicuously at the main entrance in compliance with the Chancellor's Regulations. Language identification cards have been distributed to appropriate security and main office personnel to determine a visitor's language, when unknown. In rare instances, when our school may temporarily be unable to provide required translations we follow Section VIII Part C of the Chancellor's Regulations. i.e. Alternative to Translations.

## 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: | $35,000 | $35,858 | |
| 2. Enter the anticipated 1% set-aside for Parent Involvement: | $2898 | | |
| 3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language): | | $354 | |
| 4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | $14,491 | | |
| 5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language): | | $1793 | |
| 6. Enter the anticipated 10% set-aside for Professional Development: | $28,981 | | |
| 7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language): | | $3595 | |

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

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

**1. 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.

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

**2. School Parental Involvement Policy – Attach a copy of the school's Parent Involvement Policy.**

### APPENDIX 7: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

*NCLB requirement for all Title I schools*

**Part A: School Parental Involvement Policy**

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 the sample template below as a framework for the information to be included in their parental involvement policy. (Note: This template is also available in the eight major languages on the DOE website at http://www.nycenet.edu/Parents/NewsInformation/TitleIPIG.htm.) 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.

## I. General Expectations

PS/IS 87 Q agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents including the following: supermarket blitz, gender night, ELL parent program, family math, family literacy, awards ceremonies, star student ceremonies, concerts, talent show, and plays.
- 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.
- 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. PS/IS 87Q will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA through the school's leadership team, executive board meetings, general PA meetings, and parent workshops.
2. PS/IS 87 Q 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: New curriculum workshops, open school week, monthly progress reports, parent/teacher conferences, and through the Parent Coordinator.
3. PS/IS 87Q 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:

i. the State's academic content standards in social studies and science.
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.

b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as using technology through parent workshops.
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 through school leadership meetings and PA meetings.
d. 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.

## 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.
- 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 Caryn Michaeli, Principal. This policy was adopted by the PS/IS 87Q on 06/26/06 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 25, 2006.

## Part B: School-Parent Compact

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 below as a framework for the information to be included in their school-parent compact. (Note: This template is also available in the eight major languages on the DOE website at http://www.nycenet.edu/Parents/NewsInformation/TitleIPIG.htm.) 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.

PS/IS 87Q, 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 2006-07.

**Required School-Parent Compact Provisions**

School Responsibilities

PS/IS 87Q 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.
2. Hold parent-teacher conferences.
3. Provide parents with progress reports, goal letters, ARIS training.
4. Continue with open door policy for parent visitations and meetings.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.
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 Schoolwide 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 as long as data is provided by the state on a timely basis.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups.

## Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

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

[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:**

| | | |
|---|---|---|
| **PS/IS 87 QUEENS** | _____ | _____ |
| **SCHOOL** | **PARENT(S)** | **STUDENT** |
| _____ | _____ | _____ |
| **DATE** | **DATE** | **DATE** |

**(Please note that signatures are not required)**

***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.

## 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.

The comprehensive needs assessment was discussed on page 5.

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.

3. Instruction by highly qualified staff.

The BEDS survey indicates that we have 100% of the staff are highly qualified. Ninety-one percent of the teachers have master's degree.

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.
   We received an outstanding on the Quality Review due to our in-house professional development.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
   The school population and community is highly desirable and attracts highly qualified teachers as well as allows for retention of these teachers.

6. Strategies to increase parental involvement through means such as family literacy services.
   Strategies to increase parental involvement include trips, honors ceremonies, student of the month celebrations, and enrichment celebrations as well as workshops during the day, evening, and weekends.

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.
   Pre-school students naturally transition to our Kindergarten. They are acclimated to the school setting, learn rituals and routines for learning workshops, and are familiar with the school.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
   Grade conferences and individualized meetings are conducted in order to analyze all assessment data, suspension data, and attendance data in order to improve student achievement. The Inquiry Team analyzes trends which are discussed with the staff during grade conferences and common prep time.

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.
   All students that experience difficulty receive academic intervention services, differentiated instruction, small group instruction, and side by side instruction.

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.

    The school has a nutrition committee that discusses nutritional needs. The school's violence prevention program is part of the culture of the school and is addressed daily during morning announcements.

**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:** _____ **SURR[1] 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.

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.

[1] School Under Registration Review (SURR)

## 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.
The school implemented the Core Knowledge curriculum and implementation of the scope and sequence as of September 2007. This was implemented because the school community felt that the other curriculum did not address the standards. This is a standards – based program that is aligned to the New York State and New York City standards. We evaluated our ELA program and found that it was aligned to the New State ELA standards.

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

☐ Applicable ☒ Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?
Our school follows the Core Knowledge scope and sequence which is standards-based. All of the ELA elements are addressed including:
Standard 1: Read, Write, Listen, and Speak for information and understanding.

- The read aloud consists of social studies and science content. Students collect facts and discover relationships between and among historical events and scientific ideas. Students write about these ideas and concepts through exit projects as well as responses to literature. In addition, the students share their findings with the class through long and short presentations. Students also do online research and readings to support concepts taught. Teachers disseminate information through web-based learning.

Standard 2: Students will read, write speak and listen for literary response and expression

- Students participate in bi-monthly genre studies. They read and produce plays, puppet shows, and participate in reader's theatre. The Core Knowledge curriculum addresses literary expression through the "Sayings and Phrases" portion of the curriculum. Students respond to literature via the genre response journal as well as create their own tests reflecting the characteristics of each genre.

Standard 3: Students will read, write and listen, and speak for critical analysis and evaluation.

- This standard is addressed through our social studies and science based curriculum. For example, students create power point presentations, movies, and exit projects to tell how others represent themselves. The students use rubrics to evaluate their work.

Standard 4: Students will read, write, listen, and speak for social interaction.

- This standard is addressed throughout the day. The students use words of wisdom to give ideas and views of others in songs, and in poems. Students participate in small groups, literacy based centers, center based groups, student government, and in students court.

All staff are trained and are involved with curriculum mapping on a monthly basis. Clear indicators of topics to be covered are outlined in the Core Knowledge scope and sequence which stipulates what students should know in all areas at each grade level. In addition, the promotional criteria for each grade as developed by the New York State Standards are given to each teacher at the first grade conference meeting. This in conjunction with the Core Knowledge scope and sequence provides clear expectations and content on what should be taught at each grade level and allows teachers to know the progressive development from grade to grade.

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.
**N/A**

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### *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.

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

☐ Applicable ☒ Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?
The programs, Harcourt Brace 2007 edition and McDougal-Littell 2007 edition, have the process and content strands built into the teachers' guides and students' materials. Students are engaged in computer based math assignments that incorporate New York state standards, i.e. Study Island and Ticket to Read. Teachers are given pacing calendars that are aligned with the New York State Standards. Teachers are also given New York State's pre-march and post-march goals to make sure that all standards for each grade are covered.

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. **N/A**

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**KEY FINDING 2: INSTRUCTION**
Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated

instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

***2A – ELA Instruction***

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

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

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.
The evaluation of the school's ELA instruction showed various forms of teaching methods resulting in active student engagement.

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

☐ Applicable ☒ Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?
All teachers are trained in how to differentiate instruction based on reading levels, learning styles, abilities, and on brain research findings. In depth professional development on differentiation and optimum learning sequences are applied as per the information cited in How the Brain Learns by David Sousa. Methodologies resulting in differentiation of lesson presentation and active student engagement are implemented as suggested in the following texts:
Differentiated Instructional Strategies: One Size Doesn't Fit All, Gregory Chapman
Differentiating Reading Instruction: How to teach reading to meet the needs of each student, Lavra Robb
The Continuum of Literacy Learning: Behaviors and Understandings to Notice, Teach, and Support, Fountes, Pinnell.

Teachers are trained in creating various center activities based upon data collected as well as students' needs. Reading Plus, Study Island, and Ticket to Read are computer based programs aimed at enrichment, guided reading, vocabulary development, and Tier 1 academic intervention supports.

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

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***2B – Mathematics Instruction***
Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM[3]) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.
An evaluation of the school's mathematics instruction reveals that students work on differentiated assignments, hands-on learning, and project based instruction.

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

☐ Applicable ☒ Not Applicable

[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.

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?
All mathematics blocks begin with a problem of the day followed by a short succinct mini lesson. Students then participate in differentiated work time activities based on the lesson. Teachers re-teach non-mastered skills to students in small groups based upon data and observation. Students solve math problems related to the lesson and convey their mathematical thinking by writing in math journals. Students complete differentiated mathematics projects related to the process and content bands as they are aligned to the mathematical unit of study. These projects are entered into their standards based mathematics portfolios. Students also participate in math based computer based activities using V-Math live and Study Island.

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

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**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.
An analysis of the preference sheets, and rate of teacher return reveals that there is little teacher turnover.

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

☐ Applicable ☒ Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?
The teacher turnover rate at PS/IS 87 is very low. Teachers that are hired usually remain at the school until they retire. No teachers apply for sabbaticals. The average number of new teachers to join the staff yearly is about three. See also page 31.

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

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**KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**
Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.
An analysis of professional development for ELL teachers indicates that while they have participated in QTEL and LSO professional development opportunities, districts do not offer ELL professional development.

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?
Districts are no longer actively functioning due to the decentralized implemented by the Chancellor and Mayor. No professional development is offered by districts. The Learning Support Organizations offer professional development for ELL teachers.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.
This is out of the scope of the school's ability. The school is unable to make mandates upon the district.

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**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.
An analysis of the school's monitoring system indicates that ELL students' academic progress is monitored every two months via running records, writing assessments, science, social studies, and math benchmark assessments as well as the acuity assessments.

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

☐ Applicable ☒ Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?
All ELL students are assessed in reading, writing, math, science, and social studies. All data is disseminated to the teachers at monthly grade conferences. Data is further analyzed during common planning periods. Teachers are aware of the ELL proficiency levels of the students in their classes. ELL teachers further support ELL students based upon the data collected and discussed.

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.
**N/A**

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**KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**
While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.
An analysis of the professional development program, further substantiated by the "Outstanding" grade that the school received on the Quality Review indicates that all the staff members are engaged in meaningful professional development enabling staff to fully implement a variety of instructional approaches for all students.

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

☐ Applicable ☒ Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?
All teachers engage in yearly professional development on the writing and understandings of IEP's. In addition, teachers are trained in the promotional criteria set out for each grade and how they apply to students with special needs in relation to accommodations and modifications. Furthermore, teachers are involved in the development of behavior intervention plans when needed and are guided by the IEP teacher in the implementation as well as data collection for these plans.

All teachers are trained in how to differentiate instruction based on reading levels, learning styles, abilities, and on brain research findings. In depth professional development on differentiation and optimum learning sequences are applied as per the information cited in How the Brain Learns by David Sousa. Methodologies resulting in differentiation of lesson presentation and active student engagement are implemented as suggested in the following texts:
Differentiated Instructional Strategies: One Size Doesn't Fit All, Gregory Chapman
Differentiating Reading Instruction: How to teach reading to meet the needs of each student, Lavra Robb
The Continuum of Literacy Learning: Behaviors and Understandings to Notice, Teach, and Support, Fountes, Pinnell.
Teachers are trained in creating various center activities based upon data collected as well as students' needs. Reading Plus, Study Island, and Ticket to Read are computer based programs aimed at enrichment, guided reading, vocabulary development, and Tier 1 academic intervention supports.

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.
**N/A**

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**KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)**
Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.
Reviews of student IEP's reveal that accommodations and modifications are aligned to the goals and objectives and the promotional criteria as stipulated in each individual IEP. Behavioral goals and objectives are included in IEP's of students that need such specifications.

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

☐ Applicable ☒ Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?
IEPs are written with the children in mind and address what students are able or not able to do throughout the day. IEP's indicate classroom modifications for all class subjects and they are held to daily. Some children's IEPs have behavior modification plans when it is deemed necessary. Some behavior plans are created with the IEP teacher, special education teachers, and general education teachers.

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

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

*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

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**Part A: FOR TITLE I SCHOOLS**

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

2. Please describe the services you are planning to provide to the STH population.
   We provide the STH population the same services as all students that attend our school that is breakfast, lunch, child care plus, metro card if needed, as well as the academics.

**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.