



**P.S. 112Q  
THE DUTCH KILLS SCHOOL  
2009-10  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 30Q112  
ADDRESS: 25-05 37<sup>TH</sup> AVENUE  
TELEPHONE: 718-784-5250  
FAX: 718-784-5681**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 112Q      **SCHOOL NAME:** Dutch Kills

**SCHOOL ADDRESS:** 25-05 37<sup>th</sup> Avenue      Long Island City, NY 11101

**SCHOOL TELEPHONE:** 718-784-5250      **FAX:** 718-785-5681

**SCHOOL CONTACT PERSON:** Rafael Campos-Gätjens      **EMAIL:** rcampos@schools.nyc.gov  
**ADDRESS:** \_\_\_\_\_

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Catherine Demarest

**PRINCIPAL:** Rafael Campos-Gätjens

**UFT CHAPTER LEADER:** Donna Pickering

**PARENTS' ASSOCIATION PRESIDENT:** Nury Zambrano

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

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

**DISTRICT:** 30      **SSO NAME:** CLSO/Network 1

**SSO NETWORK LEADER:** Ada Orlando

**SUPERINTENDENT:** Philip Composto

**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
Rafael Campos-Gätjens	*Principal or Designee	
Donna Pickering	*UFT Chapter Chairperson or Designee	
Nury Zambrano	*PA/PTA President or Designated Co-President	
Catherine Demarest	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Debbie Mann	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Margaret DiCarlo-Grub	Member/Assistant Principal	
Nury Zambrano	Member/Parent/ PTA President	
Lateshe Lee	Member/Secretary/PTA	
Gilda Ramirez	Member/Parent	
Suada Hadzimusovich	Member/Parent/ PTA VP	
Jennifer Jackson	Member/Parent	
	Member/	

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

\* Core (mandatory) SLT members.

### SECTION III: SCHOOL PROFILE

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

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

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Our community, Long Island City, is a working class neighborhood in Queens standing in the shadow of the Queensborough Bridge. Many of our students live in the Ravenswood Houses, a working class housing development. The rest of our students live, for the most part, in area apartment houses.

In our Long Island City neighborhood, we have a bustling, multicultural population. Our students are 9% White, 18% Black, 45.7% Hispanic, and 24.4% Asian or other. In the most exotic city on the planet, ours is the most exotic of neighborhoods, with families transplanted from all over the world.

The school building is 56 years old and operates at 100% of capacity. The chart below denotes the average class size per grade.

	General	ICT
Kindergarten	19	25
First	25	27
Second	20	22
Third	17	N/A
Fourth	22	N/A
Fifth	22	N/A

There are 4 classes in kindergarten, Grade 2 and Grade 3. There are 3 classes in Grades 1,4 and 5. Within the school there are 3 ICT classes. There is one ICT per grade in kindergarten, first and second grade. There are 3 self-contained ELL classes, one in each of the following: Kindergarten, Grade 1, and Grade 2. There are 4 self-contained Special Education classes: one 1/2 bridge, two 2/3 bridge and one 4/5.

Our school is heterogeneously grouped. For English Language Learners (ELLs), we have formed 1 class in Kindergarten, first grade and second grade. In all other grades, ELL students are serviced using a pull-out/push-in model. New teachers receive mentoring and staff development on ELL methodology and participate in all staff development that focuses on literacy acquisition and mathematics. Professional Development focuses on best practices in differentiating instruction with an emphasis on scaffolding and helixing to support our ELL population.

There are 4 self-contained Special Education classes who provide services to students with a multitude of classifications, including: speech impaired, learning disabled, emotionally disabled, mental retardation and other health impaired. Two have a ratio of 12:1:1 and two have a ratio of 12:1. There are 5 teaching assistants (paraprofessionals) who provide support services to children with physical

and health related disabilities. Five paraprofessionals provide services to students in need of bilingual instruction.

P.S. 112 is a barrier-free site. As such, 15% of our students are students with various disabilities. All of these students receive the services mandated on their Individual Education Plans. There is an IEP/SETSS teacher and 1 Occupational Therapist, a part-time Physical Therapist, two speech therapists, an adaptive physical education teacher and a full-time nurse who provide all IEP mandated supportive services. There is a therapy room on the premises. Some of our students with physical disabilities are in Integrated Co-Teaching programs and also general education classes and are serviced by our dedicated team of paraprofessionals. For some students, the nursing services enable them to function in the least restrictive environment. Hearing services are contracted out.

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	PS112 Dutch Kills				
<b>District:</b>	30	<b>DBN #:</b>	30Q112	<b>School BEDS Code #:</b>	343000010112

DEMOGRAPHICS									
<b>Grades Served in 2008-09:</b>	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Upgraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended</b>					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	0	0	0		93.5	93.2	93.2		
Kindergarten	86	89	60						
Grade 1	84	92	104	<b>Student Stability: % of Enrollment</b>					
Grade 2	84	77	82	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	91	84	80		90.6	93.1	87.8		
Grade 4	85	84	80						
Grade 5	95	94	78	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	0	0	0		88.3	88.3	0.0		
Grade 8	0	0	0						
Grade 9	0	0	0	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	0	0	0		2	3	8		
Grade 12	0	0	0						
Upgraded	4	13	0	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2006-07	2007-08	2008-09		
Total	529	534	476		2	2	1		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes	45	49	45						
No. in Collaborative Team Teaching (CTT) Classes	9	13	21	Principal Suspensions	11	11	TBD		
Number all others	10	19	13	Superintendent Suspensions	11	6	TBD		
<i>These students are included in the enrollment information above.</i>									
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>					
(BESIS Survey)				(As of October 31)	2006-07	2007-08	2008-09		
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	0	0	0		

DEMOGRAPHICS							
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	128	116	102	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	11	8	6	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	43	45	46
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	6	19	18
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals	0	7	5
	0	0	0				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	100.0	97.8	97.8
American Indian or Alaska Native	0.6	1.3	0.4	Percent more than two years teaching in this school	83.7	80.0	73.9
Black or African American	19.1	18.5	18.5	Percent more than five years teaching anywhere	69.8	71.1	71.7
Hispanic or Latino	46.1	47.5	45.6				
Asian or Native Hawaiian/Other Pacific Isl.	22.1	25.0	24.8	Percent Masters Degree or higher	93.0	93.0	96.0
White	12.1	7.7	9.0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.8	100.0	100.0
Multi-racial							
<b>Male</b>	50.3	52.9	45.0				
<b>Female</b>	49.7	47.1	55.7				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY				
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:		
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>				
<input type="checkbox"/> In Good Standing	<input checked="" type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2		
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____		
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.				
<b>Individual Subject/Area Ratings</b>	<b>Elementary/Middle Level</b>		<b>Secondary Level</b>	
	ELA:	SINI 1	ELA:	
	Math:	SINI 1	Math:	
	Science:	IGS	Grad. Rate:	

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
<b>All Students</b>	√	√	√			
<b>Ethnicity</b>						
American Indian or Alaska Native						
Black or African American	√	√	-			
Hispanic or Latino	√	√	√			
Asian or Native Hawaiian/Other Pacific Islander	√	√	-			
White	-	-	-			
Multiracial						
<b>Other Groups</b>						
Students with Disabilities	√ <sup>SH</sup>	√	-			
Limited English Proficient	√	√	-			
Economically Disadvantaged	√	√	√			
<b>Student groups making AYP in each subject</b>	6	7	3	0	0	0

#### Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	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	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	NR
<b>Overall Score</b>	90.5	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	7.9	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)	17.7	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)	55.1	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	9.8	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## **SECTION IV: NEEDS ASSESSMENT**

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

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

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

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### **ENGLISH LANGUAGE ARTS**

#### **Data Analysis/Findings**

NYS ELA test results over the past three years 2007-2009 indicate an overall increase in performance levels in each of grades 3-5.

Grade 3 students performing at performance levels of 3&4 increased from 52% to 56%.

Grade 4 students performing at performance levels of 3&4 increased from 61% to 73%.

Grade 5 students performing at performance levels of 3&4 increased from 61% to 72%.

W.R.A.P. assessment results, according to Student Growth Monitor, indicate the percentage of students performing at or above grade standard at the end of year:

	2007-2008	2008-2009
Kindergarten	68.33%	79.17%
Grade 1	34.21%	28.74%
Grade 2	43.75%	46.58%
Grade 3	52.17%	67.53%
Grade 4	63.16%	62.96%
Grade 5	45.07%	52.75%

#### **Trends**

After examining the standardized tests closely, the following are noticeable trends:

- o Overall performance levels of students in grades 3-5 indicate a consistent increase in reading performance from 46% to 54% to 67%.
- o PS112's ELL students and Students with Disabilities have consistently scored the lowest on the New York State ELA Test, Periodic Assessment and School Wide Assessments. Examining the ITA assessments and the disaggregated groups, we noticed that all subgroups showed a decline in performance from the first ITA to the third ITA. The exception to this pattern was Grade 5. All disaggregate subgroups demonstrated an increase in performance with the exception of the ELL population, who had a decrease of 2% on these assessments.

After examining the Periodic Assessments closely, it was noticed that students were lacking in specific skills. The following are some of the findings:

- Third grade instructional focus to support these students should include: drawing conclusions, cause and effect and making predictions.
- Fourth grade instructional focus should include context clues, main idea and outlining.
- Fifth grade instructional focus to support these students should include similes, sequence and context clues.

After analyzing the data provided by the Student Growth Monitor, it was determined that the percentage of students who are reading at or at or above grade level standard has shown an increase in Kindergarten, Grades 2,3 and 5. Grade 4 students showed a slight decrease of less than 1%. Data for Grade 1 indicates that for the school year 2006-2007 26 out of 76 students (34.21%) performed at standard level and in 2007-2008, 25 out of 87 students (28.74%) performed at or above grade standard level.

### **Accomplishments**

- Implementing Making Meaning, the Reader's and Writer's Workshop model, including read-aloud, shared reading and writing, literature circles, book clubs, accountable talk, guided reading, literacy centers, author studies, author visits and all other facets of the Balanced Literacy program.
- Provide Academic Intervention Services in ELA for at-risk students using Title I Reading Specialists, Enrichment teachers, IEP teacher and reduced class size personnel. Incorporate support programs materials: Great Leaps, Wilson, Brainchild, AWARD Reading, Benchmark Education, Headsprout, Performance Series, Sidewalks, City Year, etc.
- The Literacy Coach provides specialized strategies for literacy instruction that support the Balanced Literacy Program, provide opportunities for curriculum planning on all grade levels, assist all staff in developing skills needed to effectively implement all components of the Balanced Literacy Program including methodologies for special populations such as ELL's and special education students.
- Sharing best practices in literacy through modeling by intra-visitations, inter-visitations, team teaching, modeling by school based staff developers, coaches, AUSSIE professional developers and study groups.
- AUSSIE professional development, including: in-class support, curriculum planning, acquisition of professional and student support materials and the development of classroom lab sites.
- All classes will support the Balanced Literacy Program with Guided Reading/Literacy Centers.
- Scheduling of an uninterrupted 100 minute literacy block for all classes
- Use ACUITY, ARIS, Performance Series to improve student achievement and provide classroom and support teachers with feedback and suggestions for remediation provided by the Literacy Coach.
- Encourage teachers to use available assessment tools such as WRAP, SGM, ECLAS 2, guided reading, and conferring notes to drive instruction and planning.
- Organizing curriculum and data to differentiate instruction through daily lesson planning.
- Professional development/ planning sessions have created cohesion among staff.
- The physical classroom environment has been improved to align with our new initiatives.
- Provide staff development that addresses differentiated instruction and classroom management skills including flexible grouping for more specialized instruction through guided reading, strategy lessons, literacy centers, book clubs, partner reading and author studies.
- Upgrade and expand classroom libraries to provide greater student access to choice of genres and levels.

- Infuse technology into the content areas through the use of SMARTboards and various educational sites and programs.

We will fully implement Making Meaning, Reader's and Writer's Workshop model as well as Words Their Way and Foundations. We will support our ELL students through a literacy program that provides appropriately leveled authentic literature, tiered instruction and teacher modeling in order to support them in increasing vocabulary acquisition, comprehension skills and improving their writing skills.

## **AIDS**

- PS 112 has regularly scheduled professional development and planning sessions for all staff on all grade levels.
- Creation of Professional development surveys to drive and meet the specific needs of the staff during PD.
- Literacy Coach to support staff.
- AUSSIE consultant to support all pedagogues.
- Ample resources.
- Continuity of programs.
- PS 112's Literacy coach mentored new teachers by providing demonstration lessons, planning and application of the Balanced Literacy Program, New Teacher Standards and the New Teacher Continuum.
- Provision of support of those instructional strategies that will continue to improve student performance and raise scores, including implementation of Making Meaning and the Balanced Literacy Model , read alouds, guided reading, literacy centers, shared reading, accountable talk, literature circles, author studies and other facets of Balanced Literacy.
- Scheduling of an uninterrupted 100 minute literacy block for all classes.
- Provision of AIS for children who have not met the standards, ESL and SETTS.
- Upgrading and expanding classroom libraries to give greater student access to and choice of genres, levels and gender interest literature.
- Development of new strategies, or refining of those already in use, to build skills of English Language Learners, special education students and struggling youngsters in the general education population, e.g. one to one tutoring, extended day, morning or after school programs
- The expanded use of technology, utilizing wireless laptops, SMARTboards and the computer lab, will enhance literacy instruction.
- Provision of Staff Development opportunities that
  - provide specialized strategies for literacy instruction that support the philosophy of the Balanced Literacy model and Making Meaning
  - include methodologies for special populations such as ELL's and special education students in self-contained and mainstream classrooms
  - address classroom management skills, including flexible grouping for more personalized instruction of struggling learners through guided reading, literacy centers and strategy lessons
  - discuss literacy strategies in the content areas
  - assist teachers new to the school or grade to develop skills to effectively implement the workshop program through professional development and/or scheduled meetings with Literacy Coach
- Sharing best practices through class intra- visitations, inter-visitations to high performing schools in our CLSO Network, team-teaching, modeling by school-based staff, coaches and A.U.S.S.I.E. consultant.
- Encourage an increase in schema development through art partnerships, class trips and family/school activities planned to enhance student awareness.

## **Barriers:**

- Parent involvement needed to be more evident in supporting students with homework, reading logs, etc.
- Scheduling conflicts with push-in programs.
- Providing rigorous instruction during morning routines.
- Communication to parents needed to be increased in order for them to be aware of students' specific reading levels and areas of need. (Individual progress reports every week/month, Comprehensive Parent Handbook, Welcome letter from all teachers, Meet-the-Teacher Day, Open School Weeks, etc.)

## **MATHEMATICS**

### Data Analysis/Findings:

An analysis of Grade 3-5 New York State Math Tests results over the three-year period from 2007-2009 indicates the following:

- PS112 has made consistent progress in math scores over the three-year period.
  - 2006-2007 70%
  - 2007-2008 85.5%
  - 2008-2009 86%
- Over the three years, the breakdown by grade is as follows:

	<u>2006-2007</u>	<u>2007-2008</u>	<u>2008-2009</u>
Grade 3:	80%	94%	91%
Grade 4	78%	75%	87%
Grade 5	59%	89%	87%

- Comparing the 2007-2009 Math Results, data shows growth in all subgroups
  - Our Hispanic population performing at levels 3 or 4 increased from 82% to 87%
  - Our African American population decreased from 76% to 70%
  - Our ELL's performance increased from 69% to 82%
  - Our Student's With Disabilities have increased from 39% to 50%
  - Our Asian population increased from 96% to 97%

Looking at the Math ARIS reports of 2008-2009, it was noticed that our African American subgroup scored the lowest in the measurement strand. It was also evident that the Asian subgroup was the weakest in the measurement strand. The weakest strand in our Hispanic, as well as our White, ELL and SWD's populations is statistics and probability.

## **Trends**

After examining the standardized tests closely, the following are noticeable trends:

- PS112's African American students and Students with Disabilities have scored the lowest on the New York State Mathematics Test, Periodic Assessment and School Wide Assessments. Examining the periodic assessments and the disaggregated groups, we noticed that every subgroup made significant improvement from the first periodic assessment to the second

periodic assessment. In addition, the African American Students and Students with Disabilities have shown the least amount of progress.

- It has been observed that below grade level students who received AIS and meet grade level at the end of third grade, tend to fall below grade level the following year if they do not receive AIS.
- During the process of scoring the extended responses in the standardized assessments, it has been noticed that there is a weakness in students' written expression.

After examining the Periodic Assessments closely, it was noticed that students were weak in certain skills. The following are some of the findings:

- Third grade has difficulty in selecting objects without a line of symmetry and measurement.
- Fourth grade has difficulty with word problems and customary measurement.
- Fifth grade has difficulty with comparison of fractions, ratios, expressing ratios with decimals, and mixed fractions in real world content.

Preliminary findings in the 2008-2009 math results:

- The performance level of all students in grades 3-5 has increased from 84.4% to 85.5%. This is a minor improvement from the previous year.

### **Accomplishments**

- PS 112 has developed a more organized curriculum data assessment in mathematics. Data is collected on an ongoing basis through teacher observations, teacher made tests and end of unit assessments. Data is periodically analyzed and instruction is differentiated accordingly.
- The use of technology has increased for students and staff. Professional development for staff members has increased the ability to access on-line software and data. Students reinforce math skills through Game 24, Brainchild, and Comfit online software.
- PS112 has increased its technological capacity through grants and NYSTL funds.
- Planning sessions have created a more school-wide cohesion and a greater focus on curriculum has built continuity between grades.
- Grades 4<sup>th</sup> and 5<sup>th</sup> grades differentiated instruction through pretest/ posttest and used extensions for high achievers.

### **AIDS**

- PS 112 has increased its professional development in mathematics as well as planning time school- wide with the ample aid of the mathematics coach.
- The implementation of after school, morning school, and Saturday Academy has had a positive impact on our results.
- PS 112's math coach, mentored new teachers by providing demo lessons, meeting with them one to one and team teaching in classrooms.
- PS 112 implemented skills day once a week to reinforce and strengthen skills

### **Barriers:**

- Budget cuts hindered the acquirement of additional staff for AIS.
- Teacher collaboration needed to be improved
- Parent involvement needed to be more evident in order to maintain and reinforce student growth.
- Communication to parents needed to be increased to become more knowledgeable of their children's needs.

## 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.

Annual Goals	Description
1. By June 2010, 75% of all teachers will have participated in grade and student goal setting in the Core subjects (Literacy and Mathematics).	Enhance and improve student goal setting as per the Quality Review Statement number 3.
2. By June 2010, 75% of teachers will have participated and be engaged in personal goal setting for their professional growth.	Introduce and implement the Professional Teaching Standards for teacher goal setting as per the Quality Review Statement number 4.3
3. By June 2010, 100% of our classroom teachers in grades 4 and 5 (7 out of 7 teachers) and 80% in grade 3 (4 out of 5 teachers) will have implemented differentiated instruction for mathematics using unit planning and compacting.	To continue to increase the number of teachers implementing differentiated instruction in mathematics through unit planning and compacting as per Quality Review Statement 1.2.
4. By June 2010, we will have 75% of our students in grades 4 and 5 utilizing the Renzulli Learning Proven Differentiation Program.	Introduce and implement in grades 4 and 5 the Renzulli Learning Program to enrich and engage students’ learning processes as per Quality Review Statement 1.2.
5. By June 2010, the school staff will have demonstrated significant participation in the third year of the Positive Behavioral Interventions and Supports (PBIS) initiative as measured by: <ul style="list-style-type: none"> <li>• 60% of all staff participation in the Effective Behavior Support Survey (EBS)</li> <li>• 75% class/teacher participation in the Awards Redemption program and the Student Behavior Management Process.</li> </ul>	The staff of PS112 will continue to enhance and expand the development of a positive school culture for the continuous improvement of the school-wide environment as per the Quality Review Statement 4.4.

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** Literacy and Mathematics

<p><b>Annual Goal 1</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2010, 75% of all teachers will have participated in grade and student goal setting in the Core subjects (Literacy and Mathematics).</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>▪ Through our weekly common planning prep periods, teachers along with coaches will set goals per unit in Literacy and Math.</li> <li>▪ Teachers develop curriculum plans according to individual student goals aligned with the standards.</li> <li>▪ Goals will be derived from Making Meaning’s Comprehension and Social Focus, WRAP (Writing and Reading Assessment Profile), and Everyday Math’s Skills and Concepts.</li> <li>▪ Teachers will articulate these goals to their students prior to each unit and in turn, the students will select goals for each core subject.</li> <li>▪ Teachers will analyze formal and informal assessment data on an ongoing basis to differentiate instruction through flexible grouping.</li> <li>▪ Assessment data will be used to identify appropriate teaching foci.</li> <li>▪ This model will be extended to the areas of Science and Social Studies in March.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>▪ Funding will be provided from TL Children First Funds, TL FSF General Hold Harmless, Title I SWP and TL Fair Student funding.</li> <li>▪ Ongoing weekly PD Sessions: Teachers are scheduled with 100 minutes per weekly specific to planning/PD</li> <li>▪ AUSSIE (Literacy and Math)</li> <li>▪ Inquiry Spaces for each grade (K-5): ELL’s, AIS</li> <li>▪ Literacy and Math Coaches</li> </ul>

<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> <li>▪ Short and Long Term Goal Portfolios in Core Curriculum Areas</li> <li>▪ Ongoing walkthroughs/formal and informal observations</li> <li>▪ Flexible grouping charts outlining strategies in need of improvement</li> <li>▪ Curriculum Mapping Recording System</li> <li>▪ Planning/PD Binders/agendas/attendance</li> </ul>
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**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

**Subject/Area (where relevant):** Professional Growth and Development

<b>Annual Goal 2</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<b>By June 2010, 75% of teachers will have participated and be engaged in personal goal setting for their professional growth.</b>
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> <li>▪ Pedagogical Staff will self assess using Continuum of Teacher Development Formative Assessment System via online/hardcopy.</li> <li>▪ Pedagogical Staff will identify individual short/long term goals.</li> <li>▪ Survey results will be used to differentiate in-house professional development/CLSO/NYC Professional Development</li> <li>▪ Based on survey results, a plan will be created where designated innovative teachers will be collaboratively working with their colleagues.</li> <li>▪ School Leaders and teachers will have ongoing round table discussions to promote teachers' professional growth and build mutual respect and professional collaboration for teaching and learning.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>▪ Funding will be provided from TL Children First Funds, TL FSF General Hold Harmless, Title I SWP and TL Fair Student funding, Title IIB.</li> <li>▪ Ongoing weekly planning sessions</li> <li>▪ Teachers are scheduled with 100 minutes per week specific to planning/PD CLSO Workshops</li> <li>▪ Literacy and Math Coaches</li> <li>▪ Title IIB Math Grant</li> <li>▪ AUSSIE Consultants</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>▪ Results and analysis of survey</li> <li>▪ End of the year reflection survey</li> <li>▪ Annual Professional Development Schedule, Agendas, and Attendance</li> <li>▪ Display of innovative staff for each Teaching Standard</li> </ul>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

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

<p><b>Annual Goal 3</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2010, 100% of our classroom teachers in grades 4 and 5 (7 out of 7 teachers) and 80% in grade 3 (4 out of 5 teachers) will have implemented differentiated instruction for mathematics using unit planning and compacting.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>▪ The school based mathematics coach, assisted by the CLSO mathematics instructional support specialist, will train and provide support to grade 3 teachers on how to utilize the compacting process and implement extensions during math lessons.</li> <li>▪ The coach will continue to facilitate grade level planning meetings in which teachers revisit the pacing/curriculum maps to ensure the essential activities used in the previous year address students’ needs as shown by recent and ongoing data. In addition, teachers will continue to collaborate to create and/or refine extension activities for Everyday Mathematics units, and identify essential standards-based activities for students above and below grade level.</li> <li>▪ Common planning meetings will also be used to engage teacher teams in an inquiry process as they revisit and identify effective strategies used during the compacting process in the previous school year as well as identify other research-based strategies that promote mathematics learning.</li> <li>▪ The Math Coach will continue to provide professional development to assist teachers as they utilize data to develop student long and short- term goals and establish flexible ability groupings for Skills Day assignments.</li> <li>▪ Skills Day will continue to be implemented in all grades K-5 once a week to address individual student goals in order to improve students’ mathematics knowledge and skills.</li> <li>▪ Monthly Professional development will be offered to enhance the teacher’s content knowledge.</li> <li>▪ Teachers will continue to refine their curriculum planning practices during their common and individual preps.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>▪ Funding will be provided from TL Children First Funds, TL FSF General Hold Harmless, Title I SWP and TL Fair Student funding, Title I Corrective 91, Title IIB.</li> <li>▪ Ongoing Weekly Sessions</li> <li>▪ Teachers are scheduled with 100 minutes per week specific to planning/PD</li> <li>▪ CLSO Workshops</li> <li>▪ Math Coach</li> <li>▪ AUSSIE Math Consultant</li> <li>▪ Title IIB Math Grant</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>▪ Unit planning/mapping and Planning/PD notes/ signed attendance sheets and agendas</li> <li>▪ Mathematics Assessment Binders with class checklists for End-of-Unit Assessments, and individual short term and long term goals will be maintained by each teacher</li> <li>▪ Formal/informal observations and walkthroughs</li> <li>▪ Student folders with extension work products and projects in grades 3, 4 and 5 will be maintained</li> <li>▪ End-of-Unit assessments and/or interim assessments will be evaluated to monitor students' performance and progress</li> </ul>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

**Subject/Area (where relevant):** All Curricular Areas

<p><b>Annual Goal 4</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, we will have 75% of our students in grades 4 and 5 utilizing the Renzulli Learning Proven Differentiation Program.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>▪ Teachers and administrators will participate in Professional Development (PD) to familiarize themselves with and effectively implement the Renzulli Learning program.</li> <li>▪ Teachers’ awareness of the importance of learning styles and differentiation will be heightened by their participation in their own learning style survey.</li> <li>▪ Teachers will utilize the Renzulli Profiles to match students’ preferred learning styles to better engage the students in learning.</li> <li>▪ Teachers and students will be provided with the hardware and Renzulli on-line resources to address the needs of the students’ range of learning styles and academic needs.</li> <li>▪ Support integration of Renzulli activities into current curriculum maps at common planning meetings.</li> <li>▪ Students’ projects will be based on their interests by using their Renzulli Profiles.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>▪ Funding will be provided from TL Children First Funds, TL FSF General Hold Harmless, Title I SWP and TL Fair Student funding.</li> <li>▪ Renzulli software</li> <li>▪ Ongoing staff development provided by Renzulli Trainer</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>▪ PD registration, agendas, attendance, documents/notes/Case Studies</li> <li>▪ The creation of more specific action and lesson plans based on the PD</li> <li>▪ Renzulli Profiles/Student Projects</li> <li>▪ Formal and informal observations to ascertain students’ engagement in self-directed and reflective learning.</li> </ul>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

**Subject/Area (where relevant):** N/A

<p><b>Annual Goal 5</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2010, the school staff will have demonstrated significant participation in the third year of the Positive Behavioral Interventions and Supports (PBIS) initiative as measured by:</b></p> <ul style="list-style-type: none"> <li>▪ 60% of all staff participation in the Effective Behavior Support Survey (EBS),</li> <li>▪ 75% class/teacher participation in the Awards Redemption program and the Student Behavior Management Process.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>▪ Our School will continue the partnership with New York City Region PBIS Project, which will continue to provide the training and technical assistance, pending availability this school year.</li> <li>▪ The internal coach will continue to be the liaison for our school and work collaboratively with our PBIS external coach (external coach availability subject to availability of funds).</li> <li>▪ The PBIS team will continue to meet every other week and serve as the catalyst and main organizer and/or steering committee.</li> <li>▪ The developed common approach to discipline will be implemented school-wide at the next level.</li> <li>▪ Professional development and collaboration in the continuous revision and implementation of the school-wide matrix for positively stated expectations and the continued implementation of a school-wide positive reinforcement system of rewards.</li> <li>▪ The staff will participate in PD and practices with a focus on applying the knowledge and skill at providing positive behavior interventions through PBIS as opposed to negative, punitive measures.</li> <li>▪ To continue to involve all of our staff members: matters concerning our PBIS program will be discussed at every Faculty Conference and at other possible times such as School Safety Team, “Lunch-and-Learn” sessions and Professional Development Day workshops.</li> <li>▪ The Community Learning Support Organization will continue to lend their support in our efforts to build community.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>▪ The services of New York City Region PBIS Project will continue to be provided to our school free of charge, pending availability this school year. Nevertheless, as in past years, other expenses that we may have such as copying materials, attending conferences, posters, lunches for “Lunch-and-Learns” will be provided from TL Children First Funds, TL FSF General Hold Harmless, Title I SWP and TL Fair Student funding.</li> <li>▪ Lunch and Learn</li> <li>▪ PD/Planning session</li> <li>▪ Social work Interns</li> <li>▪ SWIS</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>▪ The pre and post Effective Behavior Support Survey (EBS)</li> <li>▪ Collection and recording of number of Redeemed Awards per class</li> <li>▪ Record of implementation of the Student Behavior Management Process (SWIS-Schools Wide Information System)</li> <li>▪ Cool Tools/Lessons on positive behavior</li> <li>▪ The matrix for positively stated expectations, revised as needed</li> <li>▪ Faculty Conference, PD and PBIS Team signed attendance sheets and agendas</li> </ul>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	12	20	N/A	N/A	0	0	2	0
1	12	23	N/A	N/A	0	0	12	0
2	20	31	N/A	N/A	0	0	14	0
3	10	15	N/A	N/A	0	0	13	0
4	30	7	0	0	0	0	1	0
5	18	9	13	14	0	0	0	0
6								
7								
8								
9								
10								
11								
12								

**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)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<b>Service is provided during the school day using the push-in model to supplement our Balanced Literacy Program. City Year provides one-on-one tutoring with our AIS students. AIS is also provided during the extended day, in an effort to improve student abilities to effectively communicate verbally and in written form. Programs used are the following: Scholastic Guided Reading, Benchmark Education, Great Leaps, Starfall.com, Making Meaning, Headsprout, and My Sidewalks on Reading Street (K-4). SETSS services are provided as mandated by student IEPs and also to students identified as At- Risk for referral to Special Education. These SETSS and At-Risk SETSS students are serviced in small groups as well as one-on-one. Classroom teachers provide small group instruction according to students' needs. Grades 1, 3, 4, and 5 have formed Inquiry groups within their grades.</b>
<b>Mathematics:</b>	<b>AIS mathematics is provided small group (maximum of 10 students) instruction conducted in a push-in program during the school day. Students are serviced three times per week. Materials used are Foundations in Math, and Mathematics Skills, Concepts and Problem Solving. Students in grades 3-5 will be assessed periodically on the Performance Series Assessment. Students participating in the 37 ½ minutes will be reinforcing basic math skills using the online Renzulli program or the Comprehensive Math Assessment test preparation book. SETSS services are provided as mandated by student IEPs and also to students identified as At- Risk for referral to Special Education. These SETSS and At-Risk SETSS are serviced in small groups as well as one-on-one Classroom teachers provide small group instruction according to students' needs. Grades K, 2 and AIS have formed Inquiry groups within their grades.</b>
<b>Science:</b>	<b>Our science cluster services the 5<sup>th</sup> grade students once a week. The at-risk students are being serviced in small groups in the classroom through our literacy instruction. The content area is built into the literacy instruction. The at-risk students are also assigned Science projects through Renzulli.</b>
<b>Social Studies:</b>	<b>The at-risk students are being serviced in small groups in the classroom through our literacy instruction. The social studies content area is built into the literacy instruction. The at-risk students are also assigned Social Studies projects through Renzulli.</b>

<b>At-risk Services Provided by the Social Worker:</b>	<b>The Social Work interns service individual students identified as being at-risk for initial Special Education evaluation. The Social Work interns are also servicing groups of girls in grades 1-3 have a weekly body imaging group.</b>
<b>At-risk Services Provided by the School Psychologist:</b>	<b>N/A</b>
<b>At-risk Health-related Services:</b>	<b>N/A</b>

**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.

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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-5      Number of Students to be Served: 107 LEP 378 Non-LEP

Number of Teachers 4      Other Staff (Specify) Language paraprofessional

**School Building Instructional Program/Professional Development  
Overview  
Title III, Part A LEP Program**

**School Description**

PS 112Q, a three-story building that has a barrier-free environment, is located in Long Island City in a multicultural working class neighborhood. Our school community of 485 students is made up of students that are 9% White, 18% Black, 45.7% Hispanic, and 24.4% Asian or other. This includes **107 English Language Learners** in general education and special education classes. Of the 107 ELLs, 78 are Spanish speakers, 18 are Bengali, and a few speak Chinese, Arabic, and Albanian.

As per reviewing Parent Choice Option Letters, the parents in our school chose ESL. Therefore, our instructional program is freestanding ESL that consists of self-contained ESL and push-in/pull-out models, which follows the CR Part 154 mandates. According to the English proficiency level from the NYSESLAT or Lab-R, ELLs receive 360 minutes of ESL instruction per week for Beginners and Intermediates. Advanced ELLs receive 180 minutes of ESL instruction and 180 of ELA instruction. All instruction is in English and is aligned with the ESL, ELA and Math Standards. All teachers, including ESL teachers, follow the Balanced Literacy Reading and Writing Workshop Model, which is based on research from the National Reading Panel.

There are 14 ELLs in a self-contained ESL Kindergarten class. There are 21 ELLs in first grade class, 22 ELLs in second grade all in self-contained ESL classrooms. There are 19 ELLs in both third and fourth grade and 14 ELLs in fifth grade who receive ESL push-in/pull-out. Fourteen Special Education ELLs are serviced, according to their IEP, by a push-in/pull-out ESL teacher. All ELLs are serviced by highly qualified ESL certified teachers. **All instruction is in English** and aligned to the ESL, ELA and Math standards as well as other core area subjects such as Social Studies and Science. As per CR Part 154 mandates, 46 Beginners and 33 Intermediate ELLs receive 360 minutes of weekly ESL instruction. Twenty-eight Advanced ELLs receive 180 minutes of ESL instruction and 180 of ELA instruction.

## **Instructional Program**

### **Parent and Community Involvement**

Within the immediate school community, many organizations offer free ESL classes for adults. In PS 112, there is a need to provide ELL parents with clear information about the academic expectations of each grade level in their native language.

- After-school program for parents and ELL will meet three times a week from January until April. The ESL teacher and student volunteers will show parents and ELLs, in their native language, how do their assigned homework and in this way focus on family literacy and math skills.
- The ESL Coordinator will provide four workshops in Spanish, and when possible translated into other languages, specifically targeting parents of ELLs. The goal of these workshops is for ELL parents to be clear as to what the curriculum is, what assessment ELLs will take, what the scores mean, and what their child has to do to make adequate yearly progress. With this information and further workshops on specific skills, ELL parents will be able to better communicate with the teachers and help their child succeed. The school will provide childcare to facilitate parental participation during the after school ELL parent workshops.
- The Parent Coordinator, Literacy Coach, and Math Coach, conduct parent workshops throughout the year of which all parents, including parents of ELLs, are invited to attend. Workshops cover various topics such as
  - literacy
  - math problem solving
  - test preparation
- One After school walking trip, in September, to the local public library and to a community Family Literacy Center for ELLs and their parents with 2 teachers that speak the parents' native languages.
- ELL Family Day of Celebration in May. There will be a walking excursion/trip to the local park during school hours for all PS 112 ELLs and their families. Refreshments and snacks will be funded with Title III.
  - After-school program for parents and ELL will meet three times a week from January until April.
  - The ESL Coordinator will provide four workshops in Spanish, and when possible translated into other languages, specifically targeting parents of ELLs.
  - The Parent Coordinator, Literacy Coach, and Math Coach, conduct parent workshops
  - Local Library walking trip- September Rescheduled for Friday, February 26
  - ELL Family Day of Celebration in May.

**School Building Budget Summary**

**Allocation: \$ 18,080**

<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	13,711.32	<p><i>After-School Program</i></p> <p><i>(3)(60)(1.1)(49.89) = \$9,878.22</i></p> <p><i>(2)(30)(1.1)(49.89) = \$3292.74</i></p> <p><i>Professional Developments</i></p> <p><i>(5)(2)(1.5)(22.72) = \$340.80</i></p> <p><i>Parent Program Workshops</i></p> <p><i>(1)(4)(1.)(49.89) = \$199.56</i></p>
Purchased services such as curriculum and staff development contracts		
Supplies and materials	3,868.68	<ul style="list-style-type: none"> <li>▪ Multicultural libraries- Anastasio Library</li> <li>▪ Leveled libraries(Fountas and Pinell)</li> <li>▪ Supplementary math materials ( Everyday Mathematics)</li> <li>▪ NYSESLAT Prep materials for Grades 1-5</li> <li>▪ Supplies (headphones, highlighters, dictionary)</li> </ul>
Travel		
Other Parent Involvement	500.00	Refreshments and snacks
<b>TOTAL</b>	<b>\$18,080</b>	

Budget needs to be modified to be in alignment with program narrative

School District 30  
 BEDS Code 343000010112

For Title III Professional Development

## BUDGET NARRATIVE

\*\* MUST BE SUBMITTED WITH EACH BUDGET IN THIS CONSOLIDATED APPLICATION

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</i>
<i>Code 15 Professional Salaries</i>	<i>After-School Program</i> $(3)(60)(1.1)(\$49.89) = \$9,878.22$ $(2)(30)(1.1)(\$49.89) = \$3,292.74$ <i>Professional Developments</i> $(5)(2)(1.5)(\$22.72) = \$340.80$ <i>Parent Program Workshops</i> $(1)(4)(1)(\$49.89) = \$199.56$
<i>Code 16 Support Staff Salaries</i>	
<i>Code 40 Purchased Services</i>	
<i>Code 45 Supplies and Materials</i>	<ul style="list-style-type: none"> <li>▪ Multicultural libraries- Anastasio Library</li> <li>▪ Leveled libraries (Fountas and Pinell)</li> <li>▪ Supplementary math materials ( Everyday Mathematics)</li> <li>▪ NYSESLAT Prep materials for Grades 1-5</li> <li>▪ Supplies (headphones, highlighters, dictionary)</li> </ul>
<i>Code 46 Travel Expenses</i>	

School District 30  
BEDS Code 343000010112

For Title III Professional Development

<i>Code 80</i> <b><i>Employee Benefits</i></b>	
<i>Code 90</i> <b><i>Indirect Cost</i></b>	
<i>Code 49</i> <b><i>BOCES Services</i></b>	
<i>Code 30</i> <b><i>Minor Remodeling</i></b>	
<i>Code 20</i> <b><i>Equipment</i></b>	

## BUDGET NARRATIVE

\*\* MUST BE SUBMITTED WITH EACH BUDGET IN THIS CONSOLIDATED APPLICATION

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</i>
<p><i>Code 15</i></p> <p><b>Professional Salaries</b></p>	<p><b><i>After-School Programs (Beginners &amp; long term ELLs)</i></b></p> <p><i>(Teachers)*(Sessions)*(hours)*(rate)</i></p> <p><b><i>(2)(60)(1.1)(\$49.73 including fringe benefits)= \$6564.36</i></b></p> <p style="text-align: center;"><b><i>(3 days a week from November to May)</i></b></p> <p><b><i>After-School Program (2<sup>nd</sup> Grade)</i></b></p> <p><i>(Teachers)*(Sessions)*(hours)*(rate)</i></p> <p><b><i>(1)(60)(1.1)(\$49.73 including fringe benefits)= \$3282.18</i></b></p> <p style="text-align: center;"><b><i>(3 days a week from November to May)</i></b></p> <p><b><i>After-School Program (Grade 3)</i></b></p> <p><i>(Teachers)*(Sessions)*(hours)*(rate)</i></p> <p><b><i>(1)(30)(1.1)(\$49.73 including fringe benefits)= \$1641.09</i></b></p> <p style="text-align: center;"><b><i>(3 days a week from November to February)</i></b></p> <p><b><i>After-School Program (Grade 1)</i></b></p> <p><i>(Teachers)*(Sessions)*(hours)*(rate)</i></p> <p><b><i>(1)(30)(1.1)(\$49.73 including fringe benefits)= \$1641.09</i></b></p> <p style="text-align: center;"><b><i>(3 days a week from February to May)</i></b></p>  <p style="text-align: right;"><b>TOTAL = \$13,128.72</b></p>

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</i>
	<p><b><i>Payroll Secretary</i></b>  <b><i>(1)(8) (1)(\$30.65)=\$245.20</i></b>  <b><i>(1 day a month)</i></b></p>

**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.

**Instructional Program**

PS 112Q, a three-story building that has a barrier-free environment, is located in Long Island City in a multicultural working class neighborhood. Our school community of 485 students is made up of students that are 9% White, 18% Black, 45.7% Hispanic, and 24.4% Asian or other. This includes 107 English Language Learners in general education and special education classes. Of the 107 ELLs, 78 are Spanish speakers, 18 are Bengali, and a few speak Chinese, Portuguese, Tagalog, Vietnamese, Punjabi and Albanian.

As per reviewing Parent Choice Option Letters, the parents in our school chose ESL. Therefore, our instructional program is freestanding ESL that consists of self-contained ESL and push-in/pull-out models, which follows the CR Part 154 mandates. According to the English proficiency level from the NYSESLAT or Lab-R, ELLs receive 360 minutes of ESL instruction per week for Beginners and Intermediates. Advanced ELLs receive 180 minutes of ESL instruction and 180 of ELA instruction. All instruction is in English and is aligned with the ESL, ELA and Math Standards. All teachers, including ESL teachers, follow the Balanced Literacy Reading and Writing Workshop Model, which is based on research from the National Reading Panel.

There are 14 ELLs in a self-contained ESL Kindergarten class. There are 21 ELLs in first grade class, 22 ELLs in second grade all in self-contained ESL classrooms. There are 19 ELLs in both third and fourth grade and 14 ELLs in fifth grade who receive ESL push-in/pull-out. Fourteen Special Education ELLs are serviced, according to their IEP, by a push-in/pull-out ESL teacher. All ELLs are serviced by highly qualified ESL certified teachers. All instruction is in English and aligned to the ESL, ELA and Math standards as well as other core area subjects such as Social Studies and Science. As per CR Part 154 mandates, 51 Beginners and 29 Intermediate ELLs receive 360 minutes of weekly ESL instruction. Thirty-six Advanced ELLs receive 180 minutes of ESL instruction and 180 of ELA instruction.

All Title III after school ELL programs are taught by certified ESL teachers and all instruction is in English. Instruction will focus on overall literacy with focus on the ELL State Standards and incorporation of reading, writing, listening and speaking that will expand vocabulary through the content and core areas with a focus on all city and state assessments including NYSESLAT skills prep with expectations or raising scores across the board.

The Title III Program will meet three times a week from November until May for 60 sessions. There will be two groups that will meet for 30 sessions. Group size will be maintained at 10-15 students per teacher. Supplementary libraries, leveled libraries, NYSESLAT Prep materials, supplementary math materials and supplies will be purchased with Title III funds.

With the large percentage of ELL students with IEPs it is also necessary to provide programming specific to their individual needs. Many of these needs will have to be served in the classroom setting due to the difficulty in obtaining transportation for after school and Saturday programs. Our special education teachers will receive training in utilizing ESL teaching methodologies in their classrooms to help enhance their instruction. The special education students will also be afforded the opportunity to participate in all the Title III after school programs and Saturday Academy programs.

Time: 3 p.m. to 4:30 p.m.

Days: Tuesdays, Wednesdays and Thursdays.

**Title III After school Program** will meet three times a week from January 5, 2010 to June 10, 2010 for **60** sessions.

- These sessions will target ELLs in grades 1-5 that have been in the school system four or more years, but are not meeting the standards or making adequate progress based on data and teacher observation. There will be one group.
- These sessions will target one group of Beginners from Grades 1-5 who have been in the school system for less than two years.
- These sessions will target 1st grade to 5th Beginner/Intermediate and Advanced ELLs whose teachers observed needing more academic language development based on WRAP and student conferences.

**Title III After school Program Phase 2** will meet three times a week from January 5, 2010 to June 10, 2010 for 60 sessions.

Time: 3 p.m. to 4:30 p.m.

Days: Tuesdays, Wednesdays and Thursdays.

- These sessions will target one group of third grade ELLs taking standardized state exams for the first time.
- Another group will target 1<sup>st</sup> grade students to give them supplementary support in vocabulary development, phonics and beginning reading skills.

**Who will supervise the program?** Will there be a cost for the program? The ELL lead teacher/Coordinator will supervise the ELL Program under the supervision of the administrative team. The program will be at no additional cost to the students and/or parents.

Will there be any need to purchase materials for the program? It is in the budget summary. There will be a need to purchase additional material for the ELL Program. Picture books for visual learning are necessary for beginning levels of ESL. Leveled readers with more visual representation

also must be purchased to ensure that ESL teachers are reaching each and every student through differentiated instruction.

**Professional Development Program** – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students. Explain how the school will use Title III funds to provide professional development to support ELLs. Describe the target audience.

There will be a minimum of five staff development workshops provided for the whole school staff during Professional Development, grade conferences, and Lunch & Learn. Sessions will be provided by the ESL Coordinator, ESL teachers, Literacy Coach, Math Coach, and the CLSO ESL Network Specialist. Title III teachers will get additional Professional Development. They will receive a paid training rate, with Title III funds, for 2 workshops for one and half hours to plan for instruction based on data.

- September- Informative workshop on our school policy for identifying ELLs and our Language Allocation Policy

- October- Assessing the language needs of ELLs in the four modalities/skills of reading, writing, listening and speaking, while incorporating a core-based curriculum through thematic units aligned to state standards to ensure students are preparing for standardized assessments through daily instruction. Ensure time for test prep for Social Studies State Assessment to 5th grade students.

- November- Literacy differentiated instruction and scaffolding techniques for ELLs through Multiple Intelligences and hands-on instruction.

- January- Math differentiated instruction and scaffolding techniques for ELLs aligned to state standards.

- February- Using data, including midterm assessment, to focus instruction and prepare ELLs for the ELA, Math and NYSESLAT state assessments. Use data analysis from prior ELA state assessments for itemized analysis on target questions of difficulty.

March: continued services to ELLs for overall improvement. Target Level 1 and Level 2 students to improve AYP through one-on-one or small group instruction.

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

Within the immediate school community, many organizations offer free ESL classes for adults. In PS 112, there is a need to provide ELL parents with clear information about the academic expectations of each grade level in their native language.

- After-school program for parents and ELL will meet three times a week from January until April. The ESL teacher and student volunteers will show parents and ELLs, in their native language, how do their assigned homework and in this way focus on family literacy and math skills.

- The ESL Coordinator will provide four workshops in Spanish, and when possible translated into other languages, specifically targeting parents of ELLs. The goal of these workshops is for ELL parents to be clear as to what the curriculum is, what assessment ELLs will take, what the scores mean, and what their child has to do to make adequate yearly progress. With this information and further workshops on specific skills, ELL parents will be able to better communicate with the teachers and help their child succeed. The school will provide childcare to facilitate parental participation during the after school ELL parent workshops.

·The Parent Coordinator, Literacy Coach, and Math Coach, conduct parent workshops throughout the year of which all parents, including parents of ELLs, are invited to attend. Workshops cover various topics such as

- literacy
- math problem solving
- test preparation

·One After school walking trip, in September, to the local public library and to a community Family Literacy Center for ELLs and their parents with 2 teachers that speak the parents' native languages.

· ELL Family Day of Celebration in May. There will be a walking excursion/trip to the local park during school hours for all PS 112 ELLs and their families. Refreshments and snacks will be funded with Title III

Program Description	Dates
After-school program for parents and ELL will meet three times a week from January until April.	January- April
The ESL Coordinator will provide four workshops in Spanish, and when possible translated into other languages, specifically targeting parents of ELLs.	September, January, March, April
The Parent Coordinator, Literacy Coach, and Math Coach, conduct parent workshops	Math, February, March, April, & May & June
Local Library After school walking trip	September Rescheduled for Friday, February 26
ELL Family Day of Celebration in May.	Friday, June 4, 2009

**Form TIII – A (1)(b):**

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

**Allocation: \$ 18,080**

<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	13,711.32	<p><b>After-School Program</b></p> <p><b>(3)(60)(1.1)(\$49.89) = \$9,878.22</b></p> <p><b>(2)(30)(1.1)(\$49.89) = \$3292.74</b></p> <p><b>Professional Developments</b></p> <p><b>(5)(2)(1.5)(\$22.72) = \$340.80</b></p> <p><b>Parent Program Workshops</b></p> <p><b>(1)(4)(1.)(\$49.89) = \$199.56</b></p>
Purchased services such as curriculum and staff development contracts		
Supplies and materials	3,868.68	<ul style="list-style-type: none"> <li>▪ Multicultural libraries- Anastasio Library</li> <li>▪ leveled libraries(Fountas and Pinell)</li> <li>▪ supplementary math materials ( Everyday Mathematics)</li> <li>▪ NYSESLAT Prep materials for Grades 1-5</li> <li>▪ Supplies(headphones,highlighters, dictionary)</li> </ul>
Travel		
Other Parent Involvement	500.00	Refreshments and snacks
<b>TOTAL</b>	<b>\$18,080</b>	

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

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

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

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

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

Parents fill out the Home Language Identification survey when each child enrolls in PS112.

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.

After looking at our Home Language Identification survey we have found that the languages most needed for oral and written communication as requested by the parents is English, Spanish, Bengali, Arabic and small amounts of various other languages.

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

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

Title I translation monies will pay for staff members to translate both written and oral communication to parents.

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.

In house staff including teachers, paraprofessionals, school aides and volunteers provide oral translation to meet the diverse language needs of our parents. The Parent Teacher Association and Administration can supply interpretation and translation in Spanish.

We use the Department of Educations Telephone Interpretation Service Department if there is no staff member available when interpretation is needed.

Posted in our lobby is the Parents Bill of Rights and Responsibilities in various languages.

We will post a sign in the lobby indicating where parents can receive interpretation services. This will be posted in various languages.

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>.

See Appendix 3, part A and B p. 43

**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:	\$342,078	\$14,343	\$356,421
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,420		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$143	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$17,104		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$717	
6. Enter the anticipated 10% set-aside for Professional Development:	\$34,207		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$1,434	

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.

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

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

**Explanation:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2009-10 Title I Parent Involvement Guidelines available on the NYCDOE website.

### **Public School 112Q      School wide Parent Policy      2009/2010**

#### **Parent Policy and Goals:**

Parents are the first educators of their children and indispensable partners with the school in meeting its goals for the academic, social and emotional welfare of all children. P.S. 112 supports parental involvement by encouraging meaningful participation in the life of the school through active involvement with the Parent Teacher Association, School Leadership Team, Curriculum Night, Parent Teacher Conferences, Parent Coordinator workshops and The Learning Leader volunteer program.

#### **How our plan will ensure that all parents including working parents, parents of students with special needs and limited or no English parents will be afforded the opportunity to participate.**

The administration has arranged to be available on any morning by appointment as early as 7AM and as late as 6PM in the evening. All parents can call the Parent Coordinator any day from 8:30AM-8PM. All parent teacher conferences have an evening component for parents who must work during the school day. During the conferences and or meetings translators and interpretation services are available either through the DOE Translation and Interpretation Unit or in house staff. It is the policy of the school that any parent can ask for and receive an appointment in a timely fashion with any member of the school community. Our school is barrier free and is equipped with an elevator that is available to all parents.

#### **Procedures for informing parents in a timely fashion of meetings, workshops and other opportunities available to parents:**

In addition to the above-mentioned availability, the administration regularly distributes to every child all notices from the region in English and Spanish; translations in other languages are distributed on a need basis as described in Chancellors Regulations. There is a PS 112 newsletter, outside bulletin board updated every month and a bulletin board located in the main entrance that is accessible to all parents.

**How parents are involved in a decision-making capacity and how many parents are involved in the School Leadership Team and how they are selected:**

Parents are asked to complete a needs assessment at the beginning of the year. The PTA Executive Board, School Leadership Team members and the Parent Coordinator meet with the Principal at regular monthly meetings and through phone calls and e-mail if a particular issue arises. After a ten-day notice of election, a general PTA meeting is convened. A parent interested in being elected to the School Leadership Team addresses the association. A balloted vote is held and the parents with the most votes gain seats on the team. In addition, the PTA President is a mandatory core member of the team. The School Leadership Team is involved in many vital areas of decision making for the school. The members of the Parent Executive board are asked to sign off on the School/Parent Compact, The Comprehensive Education Plan (CEP) and the Title 1 budget modifications as necessary. Further, they sign off on the parent involvement plan, which is the culmination of discussions with all constituencies.

**How we will assess the efficacy of our involvement plan:**

This is addressed by monitoring the attendance of parents at all school functions and by asking for feedback from the parents. The administration addresses parent concerns monthly at faculty conferences as well.

**How are parents involved in the development and approval of the School/Parent Compact:**

A compact is developed after consultation with parents and the administration. A meeting is held over the summer with the outgoing Executive Board and the newly elected Parent members. At the first PTA meeting, parents are encouraged to voice their issues. These issues and/or concerns will be brought back to the administration and the School Leadership Team.

**How we will involve parents in the development and approval of the School/Parent Involvement plan:**

The School/Parent Involvement Plan evolves in the same manner as the School/Parent Compact, through a series of general and executive board meetings wherein the parents' voices are heard.

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

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

**The Dutch Kills School  
P.S. 112 Queens**

**School – Parent Compact  
2009-2010**

The School and parents working cooperatively to provide for successful education of children agree:

**THE SCHOOL AGREES;**

To convene a monthly meeting where all parents are informed of the Title I Program and their right to be involved.

To offer a flexible number of meetings at various times through the school year, if necessary communication through phone calls, mailing, and notices home by students (back-packed).

To actively involve in planning, reviewing and improving the Title I programs and the parental involvement policy.

To provide parents with timely information about all programs.

To provide performance profiles and individual student assessment results for each child.

To provide high quality curriculum and instruction.

To deal with communication issues between parents and teachers through:

- a) Parent Teacher Conferences two times per school year
- b) Frequent reports to parents on their children's progress
- c) Reasonable access to staff
- d) Opportunities to volunteer and participate in their child's class
- e) Parent Coordinator meetings and scheduled visits

To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e. literacy classes, workshops on reading strategies.

**THE PARENT/GUARDIAN AGREES:**

To become involved in developing, implementing, evaluating and revisiting the School Parent Involvement Policy

To use or ask for technical assistance training that the local education authority or school may offer on child rearing practices, teaching and learning skills and strategies.

To work with your child/children on their schoolwork

To **read** for 15 to 30 minutes per day with your child/ children in grades K and 1

To let your child/children in, grades 2 through 5, read 15 to 30 minutes per day

To adhere to the school uniform policy

To monitor your child/children in the areas of:

- Attendance in school
- Homework
- Limit television and video game playing
- Proper eating and sleeping

To share the responsibility for improved student achievement.

To communicate with your child/children's teachers about their educational needs

To ask parents and parent groups to provide information to the school on what type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.

**PLEASE COMPLETE SIGN AND RETURN THE TEAR-OFF BELOW**

---

**School –Parent compact signature section**

*We agree to work together, to the best of our abilities, as educators and parents to fulfill our common goal of providing for the successful education of our children.*

**CHILD'S NAME/CLASS**

**DATE**

---

---

**SIGNATURE OF PARENT/GUARDIAN**

**TELEPHONE NUMBER**

---

---

**PRINCIPAL'S SIGNATURE**

**718-784-5250**

**TELEPHONE NUMBER**

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

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards. (See section 4: Needs Assessment)
  
2. School wide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
    - Title 1 AIS
    - SES After school- Supreme Evaluation
    - 21<sup>st</sup> Century Grant

- City Year- One-on-One tutoring
  - Renzulli
  - Balanced Literacy Model
  - Balanced Math Model
  - LeAp- Young Scientists
- 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 School wide 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.
    - Title 1 AIS
    - SES After school- Supreme Evaluation
    - 21<sup>st</sup> Century Grant
    - City Year- One on One tutoring
    - Renzulli
    - Balanced Literacy Model
    - Balanced Math Model
    - LeAp- Young Scientists Academy
    - Saturday Academy for Math and ELA
    - Inquiry Spaces in all grade levels and content areas
    - Provided an enriched and accelerated curriculum that includes theater, visual and musical arts.
    - Project Share- SAPIS

3. Instruction by highly qualified staff. (See Demographics)

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 School wide Program to meet the State's student academic standards.
- Professional Development/Planning sessions are held once a month for teachers in Math and Literacy
  - Professional Developmental on Renzulli on an ongoing basis
  - Professional Development on Positive Behavioral Interventions and Supports on an ongoing basis
  - Community Learning Support Organization Professional Development workshops for teachers, coaches, administrators,

paraprofessionals and Parent Coordinator are held monthly

- Inter-visitations and Intra-visitations within school and to other schools
- AUSSIE consultants provides professional development for staff in literacy and math
- Hunter Math Institute for principals, assistant principal, math coach and Title I Math teacher, classroom teachers
- Leadership Academy for principal and assistant principals
- CLSO Special Education Specialist provides training for staff to help our SWDs
- CLSO Instructional Support Specialists provide professional development for our teachers and coaches in all content areas

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

- Administrators attend Job Fair Expos
- SMARTBOARDS are provided to classroom teachers
- Recruitment Team (Including administrators, teachers, and parents)
- School Leadership Team researches and evaluates potential candidate
- Literacy and Math Coaches
- Literacy and Math Conference Center where staff development is held and a comprehensive professional library is available
- AUSSIE Consultants for Literacy and Math

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

- Workshops for parents by literacy and math coaches
- 21<sup>st</sup> Century Workshops for parents
- LeAp Workshops for parents
- Monthly Parent Newsletter from the Guidance Counselor
- ESL Classes for Parents
- Computer classes for Parents
- Mommy and Me Craft Project
- Daddy/Daughter and Mother/ Son Dance for Valentines Day
- City Year

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.

- Local Head Start, Daycare and Pre-school programs are invited to visit the school before kindergarten registration
- Parents of potential incoming students are invited to attend Open House Kindergarten workshops and celebrations held at PS112Q

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.
  - Professional development activities are geared toward the use of academic assessment
  - Research best practices through school visitations by teachers/administrators/ coaches
  - Teacher teams develop benchmark assessments and SMART goals for their inquiry spaces in math and literacy
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.  
(See description of AIS services- pg. )
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.
  - School food workshops
  - Positive Behavior Interventions and Supports (PBIS)
  - Corrective 91 (Technology Professional Development for staff and parents, ELL and Special Education support materials for classrooms, additional SMARTboards for classrooms and SMARTboard training for classroom teachers)
  - SES After-school Program- Supreme Evaluation
  - LeAp
  - Leadership program
  - Adult Education (English as a Second Language)
  - 21<sup>st</sup> Century
  - ERDA for graduating class
  - Junior Achievement- MET Life

#### **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:** SINI Year 1                      **SURR<sup>1</sup> 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.

PS112Q is a School In Need of Improvement in the area of ELA. The cause for this label is based on the low performance of ELLs and SWDs for the 2007-2008 school year. This group did not meet the Safe Harbor target for the 2007-2008 school year.

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.

- AIS description p. 25
- ELA action plan p. 16

### **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.
  - AUSSIE consultants
  - CLSO Specialists
  - Professional Development through the Division of Teaching and Learning

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<sup>1</sup> School Under Registration Review (SURR)  
**JANUARY 2010**

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

The literacy and math coach will mentor new teachers, provide demonstration lessons, planning and application of the Balanced Literacy Program/Everyday Math and the New Teacher Standards and the New Teacher Continuum. New teachers are scheduled for intra-class visitations, including Special Education and ELL classrooms.

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.

Parent notification letters as to the SINI school status went out during the year 2008-2009. These letters were written in various languages in order for parents to fully understand their options.

**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.

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

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

*All schools must complete this appendix.*

**Background**

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

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

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

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

**Background**

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

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

### ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*<sup>2</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

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

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. To ensure accurate alignment to NYS ELA standards, we reviewed existing ELA curriculum maps during the 2008-2009 June planning sessions and noticed that the students' goals needed to be clearly defined in each grade's units of study. The 2008-2009 written curriculum included the range of topics needed to be covered as per the NYS ELA Standards. We also noticed that the ELA materials used during the 2008-2009 did not meet the needs of all learners especially our SWD's and ELL students. In addition, we recognized that we have highly qualified ELL teachers in grades K-2 and an ELL coordinator.

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?

In addition to our findings stated in 1A.1, we noticed that our ELA curriculum needs more emphasis on project-based learning and higher-order thinking/questioning skills.

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. During the current year, in collaboration with the literacy coach and ELA supervisor, we have started to implement the student's expectations for each unit of study on our curriculum maps. These maps are used during the common planning/teacher team meetings and regularly modified and/or reflected upon. ELA materials are currently being researched by the Instructional Cabinet team members and our AUSSIE consultant. Various school initiatives will enhance our student's project-based learning and support critical thinking skills:

1. Renzulli Learning
2. Drama/Art classes

3. Technology-Based Project integrating core curriculum areas
  4. Making Meaning Comprehension Program
  5. Literacy Center culminating projects
- 

## **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.

To assess whether this finding is relevant to our schools educational program we reviewed different curriculum maps and assessments used in each grade level, teacher/ student observations, ongoing assessments, unit tests, and the NYS test.

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?

After looking at the item analysis results of the NYS math test it was noticed that there is a need in the area of extended and short responses. This led us to believe there is a need for a greater emphasis on the process strands.

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.

Our school is addressing these issues as follows:

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- Comprehensive curriculum maps are being developed during the 100 minutes of common grade planning
  - AUSSIE consultant to focus on the process strands
  - Title IIB Grant to increase teacher content knowledge and provide hands on activities to improve student conceptual knowledge
  - Differentiated project based instruction through Renzulli
  - Game 24 and compacting for enrichment
  - IXL software program to target individual student needs.
  - Math Coach to assist teachers in planning and executing lessons and to align lessons with NYS standards
  - CLSO Math Specialist to assist teachers and math coach with inquiry spaces
  - Problem of the Day has been implemented school wide to enhance critical thinking
  - AIS provider initiated an inquiry space in the area of problem solving
- 

## **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.

Our school engaged in on-going classroom formal/informal observations and learning walkthroughs. Through student interviews and surveys, we received a better understanding of their overall academic engagement and involvement in their classrooms with incorporation of New York State Learning Standards. During grade conferences and planning sessions, teachers collaborate, provide feedback on lessons that encourage differentiation of instruction and improve instruction of educators by teachers acting as facilitators in order to meet students' academic needs in order to maintain Adequate Yearly Progress. We developed a more comprehensive curriculum data assessment in ELA. Data is collected on an ongoing basis through teacher observations, teacher made tests, end of unit publishing and end of unit informal assessments. Data is periodically analyzed and instruction is differentiated accordingly.

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?

- Formal observation post conference
- Data which shows growth (see Section IV, Needs Assessment-ELA)

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

## **2B – Mathematics Instruction**

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

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

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

This finding is not relevant to our schools educations program. Through grade level conferences, teacher observations, teacher discussions during planning, ongoing walkthroughs and student surveys, we were able to assess our schools implementation of the workshop model and the use of technology throughout the school.

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

Applicable    Not Applicable

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

Evidence of our Mathematics instruction is as follows:

- Interactive Smartboard use of approximately 90% of the classrooms
- Problem Solving Strategies are reinforced in the Computer lab by having students create and solve their own problems.
- Laptops are used within the classroom to reinforce skills with IXL software, enhance enrichment with Renzulli and Game 24.
- Teachers differentiate instruction through pre tests. Small group instruction occurs frequently during review
- Title IIB Grant project based activities are incorporated into the EDM lessons
- Skills Day differentiates instruction through students working in centers and small group instruction

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

- Hands-on activities using manipulatives are used consistently

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.

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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.

After reviewing the staff demographics, we assessed the minimal loss of teachers (2 out of 45) was due to migration and/or career changes.

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?

After reviewing the staff demographics, we assessed the minimal loss of teachers (2 out of 45) was due to migration and/or career changes.

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.

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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.

We recognized through discussions with our Instructional Cabinet and with our Special Education School Improvement Specialist, that there are some areas in need of improvement.

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?

Most ELL teachers and providers were offered ample professional development. However, due to schedule constraints sufficient time could not be allotted to turnkey information to all teachers. Our Special Education teachers need further professional development in ELL based instruction.

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.

- As part the 100 minute Planning/PD sessions time will be allocated for sharing of best practices
- CLSO Professional Development for teachers
- QTEL Professional Development for teachers
- Hiring an additional ELL push in/pull out teacher (budget-permitting)
- Intra-visitation/Inter-visitations of best practices

**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.  
Through our Instructional Cabinet and teacher discussions we recognized that better articulation of data with our teachers is necessary.

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

Applicable    Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?  
Our teachers needed more training on interpreting the data in order to drive their instruction.

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.

- On-going school-wide training on accessing data on ARIS
- Professional Development on interpreting data to help drive their instruction
- More collaboration and cohesiveness among school community

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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.

To assess the understanding and implementation of services for students with IEPs by general education teachers we obtained teacher feedback during behavior management professional development, we conducted meetings between administration discussing special education placement and curriculum (Academic Leadership Retreat) as well as classroom observations and feedback during IEP Conferences.

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?

General and Special Education teachers are having difficulty managing challenging behaviors exhibited by special education students. General education teachers are also unaware of the referral process and how to obtain assistance with behavior modification to maintain LRE.

During the Academic Leadership Retreat there was a concern that some of the educational programming is too fast paced to meet the needs of the special education students. Also, some of the programs were in need of a more multi-modality presentation.

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.

Our school is addressing the issue of managing the behavior of the special education students as well as servicing them in the general education environment by holding monthly professional development sessions focused on managing challenging behaviors, data collection, the referral process, and reading/ understanding IEPs. The STOPP (Strategies, Techniques and Options Prior to Placement) Team is also working with individual students and teachers in order to ensure that students are placed in the least restrictive setting by.

The issue of effective curriculum is being addressed by enhancing the current ELA and math curriculum with increased technology programs to address the multi modality presentation. In ELA, special education students are using AWARD reading and Headsprout in addition to the general education programs to tailor the ELA instruction to their specific needs. In math the teachers will receive increased professional development in regard to differentiating instruction and creating inquiry groups. Teachers also have the option to use IXL.com, which will assist them to identify individual strengths and weaknesses, as well as increased individualized practice through a computer based, high interest math program.

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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.

This key finding was assessed through conferencing with teachers during professional development, review of the IEPs by the IEP teacher and parent feedback during IEP conferences.

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?

Currently, there are no students with behavior plans included in their IEPs. There are students that have teacher developed behavior plans but these are not often included in their current IEP. The IEPs are lacking in behavioral goals that relate to their present levels of social/emotional performance.

In regard to modifying instruction most IEPs do include environmental modifications and instructional modifications. The promotional criteria written into the IEP also do align with each student's long-term goals.

There is little that the school can do to change what standardized assessment students are assessed on during grade level state tests. All tested students do have testing accommodations related to their present level of academic performance to help them achieve the highest level possible on grade level state exams.

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.

Our school is addressing the issue of managing the behavior of the special education students by holding monthly professional development sessions focused on managing challenging behaviors, data collection, the referral process, as well as reading, writing and understanding IEPs.

The STOPP (Strategies, Techniques and Options Prior to Placement) Team is also working with individual students and teachers in order to ensure that students are placed in the least restrictive setting. All special education teachers and related service providers will be receiving ongoing training in the current SOPM and will be trained on what documents should be included in each student's IEP.

**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.)  
Two (2)
2. Please describe the services you are planning to provide to the STH population.
  - Metrocards
  - School Supplies/School Uniform will be provided
  - Counseling
  - Parent Coordinator will provide assistance with social services

### **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.