



P.S. 113 ISAAC CHAUNCEY

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 113 ISAAC CHAUNCEY
ADDRESS: 87-21 79 AVENUE
TELEPHONE: 718-847-0724
FAX: 718-805-0737

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 24Q113 **SCHOOL NAME:** P.S. 113 Isaac Chauncey

SCHOOL ADDRESS: 87-21 79 AVENUE, QUEENS, NY, 11385

SCHOOL TELEPHONE: 718-847-0724 **FAX:** 718-805-0737

SCHOOL CONTACT PERSON: Anthony Pranzo **EMAIL ADDRESS** apranzo@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**
SCHOOL LEADERSHIP TEAM
CHAIRPERSON: Timothee Turner

PRINCIPAL: Anthony Pranzo

UFT CHAPTER LEADER: Patricia Groves

PARENTS' ASSOCIATION PRESIDENT: Roseann Scaturro

STUDENT REPRESENTATIVE:
(Required for high schools) n/a

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

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

SSO NETWORK LEADER: Miller, Peggy

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Anthony Pranzo	Principal	Electronic Signature Approved. Comments: SLT members approved. See signature page on file.
Timothee Turner	UFT Member	Electronic Signature Approved. Comments: approved-see signature page
Patricia Groves	UFT Chapter Leader	Electronic Signature Approved. Comments: approved-see signature page
Doreen Kroboth	UFT Member	Electronic Signature Approved. Comments: approved-see signature page
Jomarie Henry	UFT Member	Electronic Signature Approved. Comments: approved-see signature page
Roseann Scaturro	PA/PTA President or Designated Co-President	Electronic Signature Approved. Comments: approved-see signature page
Domenica Ray	Parent	Electronic Signature Approved. Comments: approved-see signature page
Vivian Lopez	Title I Parent Representative	Electronic Signature Approved. Comments: approved-see signature page

Josephine Fawcett	Title I Parent Representative	Electronic Signature Approved. Comments: approved-see signature page
Antonietta Bonilla	Title I Parent Representative	Electronic Signature Approved. Comments: approved-see signature page

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

SECTION III: SCHOOL PROFILE

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Part A. Narrative Description

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

Our mission is to enable all of our children to become lifelong, independent learners who think critically and creatively and work alone and together to solve problems. We encourage them to actively participate in their education, growth and development. Staff utilizes pedagogic best practices and proven developments in brain research to provide the best possible educational experience and learning opportunities. Our vision is to connect the school and home environments to create a community of lifelong learners who will mature into responsible, productive, clear thinking citizens who participate fully in all aspects of society. PS/IS 113Q is located in Glendale, NY, a predominantly residential section of Queens. The student population of 698 in grades Pre-K through 6 is predominantly white with a large population of Latino and Polish students. Some of the students in each of the ethnic groups are recent immigrants. Limited student mobility and above average attendance help the school provide an excellent education. A new addition opened in September 2009 and expanded the school to grade 6. Next year we will add grade 7 followed by grade 8. PS/IS 113 is led by Mr. Anthony Pranzo who has been principal for twenty-one years. The staff includes an assistant principal, forty-five teachers, two secretaries, paraprofessionals, school aides, two safety officers, a guidance counselor and other part-time personnel. We have one professional developer for both literacy and mathematics. The school has successfully implemented the Balanced Literacy Program which is aligned with the NYS Learning Standards. Kindergarten and grade 1 use the Everyday Mathematics Program which emphasizes conceptual understanding while mastering basic math skills. Grades 2-5 utilize the Houghton-Mifflin Mathematics Program. Grade 6 uses the Scott-Foresman Addison-Wesley Mathematics Program which has an interactive component that enables children to work online. The science program for grades K-5 is a hands on, standards-based program using FOSS and DSM kits that are aligned with the NYC Scope and Sequence. Grade 6 science program utilizes the standards based Glencoe series which was customized for and is aligned with the NYC Scope and Sequence. The social studies curriculum prepares students to become active and informed members of society. Grades K-5 program uses technology to enhance social studies instruction. Grade 6 uses Holt McDougal/Houghton Mifflin Harcourt "Eastern Hemisphere." Every member of the staff is committed to providing a safe and stimulating learning environment that meets the individual needs of each student. The school focuses on maintaining and improving its record of achievement by concentrating on the essential linkages between classwork, homework and behavior. PS/IS 113 is proud of the close collaborative partnership the school has with the community it serves. With the generous support of the PTA, we have been able to provide enrichment activities including school-wide trips, parent-child activity nights, kindergarten graduation and assembly programs.

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	P.S. 113 Isaac Chauncey				
District:	24	DBN #:	24Q113	School BEDS Code #:	24Q113

DEMOGRAPHICS									
Grades Served in 2008-09:	<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 checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Pre-K	0	0	0		94.6	94.4	95.1		
Kindergarten	80	88	95						
Grade 1	99	76	90	Student Stability: - % of Enrollment					
Grade 2	74	102	85	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	94	73	109		95.5	97.1	97.62		
Grade 4	85	94	70						
Grade 5	77	78	99	Poverty Rate: - % of Enrollment:					
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	0	0	0			95.5	97.1		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	0	0	0		0	0	5		
Grade 12	0	0	0						
Ungraded	0	6	1	Recent Immigrants: - Total Number					
Total	509	517	549	(As of October 31)	2006-	2007-	2008-		

				07	08	09	
				2.0	3.0	1	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number			
(As October 31)	2006-07	2007-08	2008	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	7	8	8				
# in Collaborative Team Teaching (CTT) Classes	11	17	16	Principal Suspensions	0	0	TBD
Number all others	35	34	29	Superintendent Suspensions	0	0	TBD
<i>These students are included in the enrollment information above.</i>							
				Special High School Programs: - Total Number:			
English Language Learners (ELL) Enrollment (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
# 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	14	18	15	Number of Staff: - Includes all full-time staff:			
# ELLs with IEPs	2	0	0	(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	36	37	40
				Number of Administrators and Other Professionals	4	10	11
Overage Students: # entering students overage for grade							
(As of October 31)	2006-07	2007-08	2008	Number of Educational Paraprofessionals	N/A	3	3
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008	% fully licensed & permanently assigned to this school	100.0	100.0	95.0
American Indian or Alaska Native	0.2	0.0	0.0	Percent more than two years teaching in this school	72.2	81.1	87.5
Black or African American	2.6	1.9	1.8	Percent more than five years teaching anywhere	61.1	59.5	60.0
Hispanic or Latino	24.2	29.2	26.0				

Asian or Native Hawaiian/Other Pacific Isl.	7.9	6.6	6.2	Percent Masters Degree or higher	86.0	86.0	88.0
White	65.2	62.3	63.9	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	97.4	100.0	100.0
Multi-racial							
Male	55.4	54.2	54.6				
Female	44.6	45.8	45.4				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY						
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:				
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):						
<input checked="" type="checkbox"/>	In Good Standing (IGS)					
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 1					
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 2					
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 1					
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 2/Planning for Restructuring (PFR)					
<input type="checkbox"/>	NCLB Restructuring - Year ____					
<input type="checkbox"/>	School Requiring Academic Progress (SRAP) - Year ____					
Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level		
	ELA:	IGS		ELA:		
	Math:	IGS		Math:		
	Science:	IGS		Grad. Rate:		
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:						
Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	√	√	√			
Ethnicity						
American Indian or Alaska Native						
Black or African American	-	-	-			

Hispanic or Latino	√	√	-			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	√	√	√			
Other Groups						
Students with Disabilities	-	-	-			
Limited English Proficient	-	-	-			
Economically Disadvantaged	√	√	√			
Student groups making AYP in each subject	4	4	3	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	87.0	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	14.2	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)	24.6	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)	48.2	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	0.0	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

Key: AYP Status		Key: Quality Review Score	
√	Made AYP	Δ	Underdeveloped
√ ^{SH}	Made AYP Using Safe Harbor Target	▶	Underdeveloped with Proficient Features
X	Did Not Make AYP	√	Proficient
-	Insufficient Number of Students to Determine AYP Status	W	Well Developed
X*	Did Not Make AYP Due to Participation Rate Only	◇	Outstanding
<i>* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</i>			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

A review of data indicates that we are consistently meeting our state and city goals. Test results for grades 3-5 are consistently above average for similar schools and all city schools. 95.1% of our students scored at Level 3 or 4 on the 2009 NYS ELA exam. 100% of our 3rd and 4th grade students scored at Levels 3 and 4 on the 2009 NYS Mathematics exam. 99% of grade 5 students scored at Levels 3 and 4. In grades K-2, teachers' assessments and ECLAS results indicate above average performance as well as identify students in need of remediation. Our priority, therefore, is to continue to achieve high standards of academic excellence while creating the highest quality school environment for our community of learners. On October 22, 2008, the U.S. Department of Education honored our school with the Blue Ribbon Award. We achieved this prestigious award for continued academic excellence. We have an extremely responsive administration that addresses our needs and concerns. Another tremendous asset to our school is our strong PTA, as shown by the high attendance at meetings. Parents are very involved in all of our school's activities and functions. Their generosity is also a major plus. Our Parent-Teacher conferences are always well attended with over 90% participation in the fall and spring. According to our 2009 Learning Environment Survey, 99% of parents are satisfied or very satisfied with the education their children have received this year. 96% of the parents surveyed feel that the school communicates well with them. 99% of parents surveyed feel that they are encouraged to be involved in their child's education. According to the teachers' survey, 92% of the staff feel that they play a meaningful role in setting goals and making important decisions for the school. 100% of teachers feel that administrators are very clear about communicating their expectations. 100% of the staff feel that order and discipline are maintained; a necessary component to a well-run school. PS/IS 113Q is a successful school. The principal provides reflective, supportive and highly skilled leadership so that parents, teachers and students greatly respect his administration. There is a positive atmosphere that pervades the school due to clear procedures and

a high level of mutual respect between students and staff. The school is expanding the use of data in order to thoroughly track the progress of individuals and groups of students. Teachers keep detailed data for their classes. This enables them to highlight the precise learning needs of individual students as well as provide differentiated instruction to meet the specific needs of those students. A comprehensive program of professional development encourages teachers to be reflective and share good practices within teaching and learning. A rigorous process of school self evaluation drives strategic decisions to modify practice in order to improve student learning and progress. While we are successful at meeting established goals, the findings of our Data Inquiry Team indicate that our higher Level 3 students have not progressed as well as expected. These Level 3 students tend to remain at the same level or even backslide. While these scores still meet current goals and objectives, we feel we need to address this issue. Therefore, a main focus will be to provide additional services and programs to this particular population. We will continue to provide additional services and programs to the bottom third of our student population in order to achieve our goal of 1 year of progress for each student. While we recognize our success, we have identified areas of need. We intend to further increase the information given to parents and caregivers to inform them of their child's next steps in literacy, math, social studies and science. We plan to extend the use of technology in all grades in order to enhance the quality of teaching and learning. To promote this further, we will continue to increase our teachers' expertise in the effective use of technology. By providing additional laptops, SMARTboards and document cameras into grades 2-6 classrooms, our teachers will be more effective at integrating technology into their daily instructional program. We expanded our data inquiry process by establishing grade-wide Data Inquiry Teams in order to assess the progress, next steps and appropriate strategies needed for all students to meet and exceed goals. We will continue to utilize our core Data Inquiry Team to monitor and adjust our current data management system in order to expand our effectiveness in providing data driven differentiated instruction. This year our inquiry teams will expand to include social studies and science. Our inquiry teacher teams will participate in common planning for grades 1-5 in order to make individual, grade and school wide instructional decisions based upon the data. Since we are now a PS/IS school, we have established a departmentalized program for the newly formed grade 6 students. In keeping with the middle school program, we implemented a foreign language program for students in 6th grade. In addition, we are also providing this program to our 5th grade students. We will also provide a comprehensive Professional Development program which is differentiated to meet the individual needs of teachers newly assigned to our school as well as experienced teachers. We strive to provide the best possible education to our students. We opened a new addition that currently accommodates grades pre-k to 6th grade. Eventually, we will expand our school to grade 8. This addition provides us with much needed space and facilities.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
Our goal is to further develop our teachers' expertise in the effective utilization of technology in order to integrate technology into our daily instructional program.	We will purchase additional SMARTboards, document cameras and laptops for classrooms in grades 2 - 6. Training in the effective use of the new equipment and integration of technology into instruction will be incorporated into our differentiated professional development program.
Our goal is to provide a professional development program which is differentiated to meet the needs of teachers newly assigned to our school as well as experienced teachers.	An experienced professional developer will provide the newly assigned teachers with opportunities to express their self-assessed needs. We will provide all teachers with the time and opportunity to participate in the professional development experiences they requested.
Our goal is to expand the role of inquiry teams to include the curriculum areas of social studies and science.	We will establish a private ARIS community as a place for inquiry teams to research and share findings and best practices. Using common planning periods (grades 1-6), teacher teams will identify social studies and science targets for inquiry.
Our goal is to establish a departmentalized educational program for the newly-formed middle school component of PS/IS 113Q.	We will establish a core departmentalized program for literacy, math, science, social studies, foreign language, AIS and a talent for grade 6.
Our goal is to introduce a foreign language program for all students in grades 5 and 6.	We will establish a cluster program which will provide weekly periods of foreign language instruction integrating technology into this program.

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

Technology

(where relevant) :

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Our goal is to further develop our teachers' expertise in the effective utilization of technology in order to integrate technology into our daily instructional program.</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>We will provide laptops for all students in grade 6. We will provide SMARTboards and document cameras for all grade 2 -6 classrooms. Our technology teacher will provide professional development for all grade 2 - 6 teachers and other staff members in order to utilize the new technology. We will provide workshops and meetings for parents to inform them how technology is enhancing the curriculum. This will be implemented for the 2009 - 2010 school year.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where</i></p>	<p>Title I FundsTitle I ARRA FundsFair Student Funding</p>

<p><i>applicable.</i></p>	
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>60% of teachers in grades 2 - 6 will demonstrate the effective use of technology in observed lessons and walkthroughs. 80% of teachers in grades 2 - 6 will receive professional development in the effective use and integration of technology into the daily instructional program. Agendas and materials from professional development sessions will provide evaluation. Agendas and sign-in sheets from parent involvement sessions will provide evidence and feedback.</p>

Subject Area

Differentiated Professional Development

(where relevant) :

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Our goal is to provide a professional development program which is differentiated to meet the needs of teachers newly assigned to our school as well as experienced teachers.</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>We will fund an experienced professional developer. We will provide all teachers with an opportunity to express their self-assessed needs. We will provide all teachers with the opportunity to avail themselves of their requested professional development. This will be implemented for the 2009-2010 school year.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Fair Student Funding Title I Funds Title I ARRA Funds</p>
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>80% of newly-assigned teachers will demonstrate progress and mastery of 50% of the needs originally identified. Teacher observations, walkthroughs, logs and self-assessment evaluations will provide evidence.</p>

Subject Area

Data Inquiry

(where relevant) :

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Our goal is to expand the role of inquiry teams to include the curriculum areas of social studies and science.</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>We will establish a private ARIS community for PS 113. We will use ARIS as a place for Inquiry Communities to research and share findings and best practices, including social studies and science. We will schedule common planning periods for teachers of grades 1 - 5 in order to provide the opportunity to participate in the inquiry process which will now include social studies and science. All grade 6 teachers will participate in data inquiry. This will be implemented for the 2009-2010 school year.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Fair Student Funding Title I Funds Title I ARRA Funds</p>
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>90% of teachers will participate in ELA and Math inquiry work. Inquiry teams will expand to include social studies and science with 60% of all teachers participating in this inquiry work. Inquiry will be recorded in the ARIS community. Grade 6 data analysis and grades 1 - 5 common planning periods will be reflected within the master program.</p>

Subject Area

Grade 6 Departmentalization

(where relevant) :

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Our goal is to establish a departmentalized educational program for the newly-formed middle school component of PS/IS 113Q.</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>We will establish a core departmentalized program consisting of specialized teachers for: literacy, math, science, social studies, foreign language, AIS and a talent. We will provide a program within the context of the master schedule. We will provide grade 6 children with an opportunity to select a talent from art, music, dance or technology. We will provide a workshop for parents to familiarize them with the program. This will be implemented for the 2009-2010 school year.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Fair Student Funding Title I Funds Title I ARRA Funds</p>
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>100% of middle school students in grade 6 will participate in a departmentalized educational program. Evidence of the success of this goal will be through observations, walkthroughs and the master program</p>

Subject Area

Foreign Language

(where relevant) :

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Our goal is to introduce a foreign language program for all students in grades 5 and 6.</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>We will fund a teacher who has the ability and experience to teach a foreign language to 5th and 6th grade students. We will establish a cluster program with a weekly time frame for foreign language instruction. We will establish a language lab utilizing technology as an integrated part of this program We will involve parents in the creation and implementation of this program</p>

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Fair Student FundingTitle I FundsTitle I ARRA Funds</p>
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>100% of 5th and 6th grade students will participate in a foreign language program this year. School master program will give evidence of the number of foreign language classes being taught. Observations, walkthroughs and the result of a foreign language "final" will provide evidence of this program.</p>

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services	# of Students Receiving AIS
		# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS			
K			N/A	N/A					
1	32		N/A	N/A	5			5	
2	44		N/A	N/A	4			1	
3	32		N/A	N/A	1				
4	35				5			3	
5	28		1		3			1	
6	30	30		1	6				
7									
8									
9									
10									

11								
12								

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

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

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Classroom teachers provide AIS during the instructional school day. Additional AIS is provided during the Extended Day Tutorial Program for grades 1-5. A grade 6 classroom teacher provides AIS during specifically scheduled periods incorporated into the departmentalized program. A teacher trained in Fundation (K-2) works with identified students. A SETTS teacher also works with targeted students in close conjunction with classroom teachers.</p>
<p>Mathematics:</p>	<p>A grade 6 classroom teacher provides AIS during specifically scheduled periods incorporated into the departmentalized program.</p>
<p>Science:</p>	<p>AIS services in science are provided during the school day by the classroom teachers utilizing nonfiction reading in the content area.</p>
<p>Social Studies:</p>	<p>AIS services in social studies are provided during the school day by the classroom teachers utilizing nonfiction reading in the content area.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>AIS students are seen in small groups and individually for counseling. They are also serviced in full class settings.</p>

At-risk Services Provided by the School Psychologist:	n/a
At-risk Services Provided by the Social Worker:	n/a
At-risk Health-related Services:	Our school nurse provides one-on-one assistance, depending on health related issues, to targeted students.

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.

Language Allocation Policy Team Composition

SSO: ICILSO	DISTRICT: 24	SCHOOL: 113Q
Compliance Officer: Olga de Filippis		
Principal: Anthony J. Pranzo		Assistant Principal: Alejandro Megias
Parent Coordinator: Lynn Pope		Parent: Roseann Scaturro
Coach: Susan Ovadia		ESL Teacher: Benito Maala
Teacher: Maria Sangirardi		Guidance Counselor: Laura Boyd

ESL Language Allocation Policy Narrative

Public School 113Q, the Isaac Chauncey School located in Glendale, Queens, New York, currently serves 695 students, 11 of whom are ELLs. Cultural and linguistic diversity is reflected in the languages spoken in our school, which include Polish, Spanish, Chinese, Romanian, Albanian and Filipino. We provide services to both general education and special education students. ESL services are provided by a certified ESL teacher, whose license is on file at the school. Public School 113Q follows the Freestanding English as a Second Language Program. This program is in agreement with the New York Commissioner's Regulations Part 154. As per regulation, the required number of units of instruction each student receives depends on his/her proficiency level on the LAB-R or NYSESLAT.

At school, we adhere to guidelines to ensure that parents and guardians understand all three programs for ELLs. In September of each school year, parents and guardians of new ELLS are invited to attend an ESL orientation program. At this meeting, parents view a film about the different programs offered by the Department of Education. After viewing the film, we discuss the programs' similarities and differences and the manner in which each is conducted. We also discuss our ESL instructional program as well as our classroom instructional programs. We address parents' concerns to clarify issues about the ESL program. When all parents understand the different components, program selection forms are given out so they can choose the appropriate one for their children. This year all parents of our 11 students selected the same program – the Freestanding English as a Second Language Program. Our program is aligned with the choices our ESL parents made.

Currently, we have an ELL population of 11 students in the following grades: K(6), 1(1), 2(0), 3(2), and 4(2). Five of our students are ELL students for the first time this school year. Six of our students have been ELL for 3 years or less. Five of these students are classified as special education. No student is a long-term ELL.

An examination of the LAB-R and NYSESLAT results from recent years revealed ELL's strengths and weaknesses in specific modalities. Data indicates that listening and speaking are the easiest for these students. Last year (2008-2009) fifteen out of eighteen students passed the Listening and Speaking modalities. Thirteen students passed the Reading and Writing sections. Recent results indicate that the most recent arrivals from non-English speaking countries scored at the beginning level. The same test results revealed that Reading and Writing are the most difficult for everyone, including some of the ELLs at the more advanced levels. The 2009 NYSESLAT data indicates that intermediate level students in Listening and Speaking are at beginning levels in Reading and Writing. To address this issue, our instructional programs such as "Language First", "Rosetta Stone" and "Star Fall" (for nonreaders), target the skills that are necessary for success in reading and writing. ECLAS data confirms that children with higher proficiency levels in English language outperformed those children with lower proficiency levels. We will continue to monitor these aspects of the curriculum to address deficiencies. Since we are now a PS/IS school with sixth graders, we will ensure that all of our students will continue to receive the same services and support as always.

At PS 113Q we utilize a pullout program model. Every ELL student receives all instruction in English. For ESL periods, students are grouped heterogeneously by grade level for small group instruction. We group students with different proficiency levels because we believe that children learn from their peers as well as from direct instruction. Six of our ELL students are classified as Beginning/Intermediate. They receive two periods of ESL instruction four times weekly to meet the requirement of 360 minutes per week. Our five Advanced students receive one period of ESL instruction four times weekly to meet the requirement of 180 minutes per week. In addition, students receive ELA instruction in the classroom a minimum of five times a week. Some students receive additional help through our Extended Day Tutorial Program and/or a Foundations program with a trained instructor.

Our students go through a rigorous standards based curriculum. Instruction includes read aloud, pair share, individualized reading, guided reading, interactive reading, accountable talk, collaborative learning, as well as modeling which allows the students to develop basic interpersonal communication skills and cognitive academic language proficiency. The ESL teacher utilizes a variety of instructional materials including the monthly units of Teachers' College Reading and Writing program, manipulatives for math and science, computers, technology based programs (Rosetta Stone and StarFall) and leveled library books.

At present, we do not have any ELL student who is classified as a SIFE or Long Term ELL. However, if these subgroups are added to our population, we will adjust our instructional programs to meet their needs. Since we are a school with a small ELL population, we are able to utilize small differentiated group instruction using suitable teaching strategies to improve learning. We offer extra support to our students during the extended day tutorial time in addition to the regular school day.

The ESL teacher identifies students with special needs and provides instruction appropriate to meet those individual needs. This may include providing large print materials for the visually impaired, utilizing the hearing aid/FM units for the hearing impaired and working cooperatively with the speech therapist and SETTS teachers where indicated.

NLA instruction is addressed through the use of bicultural literature and multicultural events. Books and other materials are available to supplement instruction.

Spanish editions of literature, science

Professional Development takes place throughout the year and during the following times:

November (Election Day PD) and June (PD day). Additionally, Professional Development will be offered to meet the needs of our staff as part of our ongoing customized PD program. All staff (classroom teachers, special education teachers, principal, assistant principal, ESL teacher, paraprofessionals, special education paraprofessionals, and support staff services personnel) will be able to avail themselves of all professional development. This more than meets the requirement of 7.5 – 10 hours as mandated per Jose P. Topics include: Understanding the ELL Student, The ELL Student in the Mainstream Class, The ELL Student and the Workshop Model, Familiarization with the NYSESLAT, Assessment and the ELL Student, Scaffolding the Curriculum and Differentiated Instruction for the ELL Student. These topics align with our instructional program and include components that enhance the level of instruction to the ELL students.

Parents are an integral part of our ESL program. They are invited to attend ESL classes or computer classes once a week for two hours from October to May. Predominant language needs at PS 113Q include: Spanish and Polish with some Chinese, Romanian, Albanian and Filipino. Our parent coordinator is available to address questions, immediate concerns and to assist in obtaining translations. Correspondence for parents is provided in different languages and the parent coordinator works closely with the ESL parents and teachers of ELL students to ensure that their concerns are heard and their needs met. We utilize the DOE translation services where applicable. Notices are translated by the DOE or by school personnel where needed. Additional translation services are provided by teachers and/or paraprofessionals who are available on a daily basis, during Parent – Teacher Conferences, Parent Workshops and other school functions. Teachers are informed of this and utilize these services when appropriate. In September, we distribute a Student Handbook which is available in several languages in addition to English including Spanish, Chinese and Russian. All notices are prominently displayed in the lobby of the school visible to all visitors.

Language Allocation Policy Team

NAME	TITLE	SIGNATURE	DATE
Anthony J. Pranzo	Principal		
Alejandro Megias	Assistant Principal		
Susan Ovadia	Coach		
Benito Maala	ESL Teacher		
Maria Sangirardi	Teacher		
Lynn Pope	Parent Coordinator		
Roseann Scaturro	Parent		
Laura Boyd	Guidance Counselor		

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)

We do not receive Title III funds.

Number of Students to be Served:

LEP We do not receive Title III funds.

Non-LEP We do not receive Title III funds.

Number of Teachers We do not receive Title III funds.

Other Staff (Specify) We do not receive Title III funds.

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III,

Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

n/a

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.

n/a

-

-

-

Form TIII – A (1)(b)

-
 -
 School: PS/IS 113Q
 BEDS Code: 342400010113
 -

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	We do not receive Title III funds.	n/a
Purchased services - High quality staff and curriculum development contracts	We do not receive Title III funds.	n/a
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	We do not receive Title III funds.	n/a
Educational Software (Object Code 199)	We do not receive Title III	n/a

	funds.	
Travel	We do not receive Title III funds.	n/a
Other	We do not receive Title III funds.	n/a
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Parents are asked to fill out an HLIS survey form when they come in to register their children for the first time. This provides important information as to languages spoken at home by parents and guardians. In addition, surveys are sent home to all families to enable us to collect information and assess our needs in planning for the upcoming school year. On these surveys, we request information about native languages as well as solicit comments from parents to help us in setting our goals and plans.

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 all the information is reviewed, our school's needs and priorities are assembled. We have determined that we need to continue to provide written and oral translation services to parents to enable them to participate fully in their children's education. Translations are needed in the following languages: Spanish, Polish, and limited Chinese, Romanian and Albanian. Important information is shared in several ways. Notices are sent home in different languages. Our parent coordinator is available to address questions and immediate concerns and to assist in obtaining translations. Translation services are provided by the DOE. Additional translation services are provided by teachers and / or paraprofessionals who are available on a daily basis and during Parent-Teacher Conferences, Parent Workshops or as needed. Teachers are informed and utilize these services. PTA meetings are widely advertised. Our staff continually reaches out to families through letters and personal contact.

Part B: Strategies and Activities

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

PS 113 will translate our Student Handbook into Spanish and Polish. Translation services will be provided by the Department of Education Translation Services. Translated documents and notices provided by the Department of Education will be utilized when appropriate for our needs. Other documents will be translated by school and staff and /or parent volunteers on an "as needed basis".

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

We have determined that we need to provide oral interpretation services to parents to enable them to participate fully in their children's education. Oral interpretations are needed mainly in the following languages: Spanish, Polish, and limited Romanian, Albanian, and Chinese. Our parent coordinator is there to promote the availability of these services and to assist in obtaining them. Services are provided by our in-house staff of administrators, teachers, paraprofessionals and school aides who are available on a daily basis and during Parent-Teacher Conferences, Parent Workshops, one-on-one meetings and as needed. Utilizing per session hours when needed after or before the school day, a school aide or paraprofessional will be available to provide oral translation of conversations and /or documents. Translators will be available during Parent-Teacher Conferences to assist as needed. Teachers are informed and utilize these services. Additionally, school staff and parent volunteers will provide oral interpretation on an "as needed basis."

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>.

In accordance with the Chancellor's Regulations regarding parental notification, we strive to provide these services to our school family. In September, we distribute a Student Handbook which is available in several languages in addition to English including Spanish, Chinese, and Russian. All notices are prominently displayed in the lobby of the school visible to all visitors. All important school documents including the CEP and School Safety Plan are shared with the School Leadership Team and the school community. Translation services are available, when necessary, to ensure that critical information is disseminated to all parents. We utilize the DOE translation services, where applicable, as well as our in-house staff. We will continue to adhere to all of the policies of the Chancellor's Regulations.

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:	\$323,527	\$21,066	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,236		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$211	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$16,177		

5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$1,052
6. Enter the anticipated 10% set-aside for Professional Development:	\$32,353	
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$2,107

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.
 100% of our teachers are highly qualified.

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

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

academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

PS/IS 113Q, in compliance with Title I mandates, has implemented a parent involvement policy strengthening the link between the school and the community. PS/IS 113Q's policy is designed to keep parents informed about their public school by actively involving them in planning and decision-making. Parents are encouraged to participate on the School Leadership Team, the Parent Teacher Association and as trained volunteers. The overall aim of the policy is to develop a parent involvement program that will build an effective home-school partnership.

PARENT INVOLVEMENT POLICY

P.S. 113Q, in compliance with Title I/PCEN mandates, has implemented a parent involvement policy strengthening the link between the school and the community. P.S. 113Q's policy is designed to keep parents informed about their public school by actively involving them in planning and decision-making. Parents are encouraged to participate on the School Leadership Team, the Parent Teacher Association, and as trained volunteers. Educational research has shown a positive correlation between parental involvement and student achievement. The overall aim of the policy is to develop a parent involvement program that will build a home-school partnership that assists parents in acquiring effective parenting skills, provide parents with the information and training needed to effectively become involved in planning and decision making, increase their understanding of the role of the home in enriching education and improving student achievement, and the development of positive attitudes toward the school community as a whole.

Policy:

- 1. Parents will be included in the development of school-level parent involvement activities by:**
 - Attending Parent Teacher Conferences conducted by the school.
 - Reviewing progress reports provided by the school.
 - Providing parents with opportunities to observe classes during designated special events.
 - Volunteering services (including Learning Leaders)
 - Participating in school decision-making committees.
 - Reviewing the Parent Involvement Policy.
 - Developing a School Parent Compact.

2. **Parents will be involved in the planning, implementation, evaluation and continuous improvement of school level programs by participating in:**
 - School Leadership Teams (SLT)
 - Comprehensive Educational Plan (CEP)
 - Parent Needs Surveys
3. **Meetings:**
 - To accommodate our parents' schedules, Parent Teacher Association meetings are scheduled once a month either during day or evening hours.
4. **Parents will be provided with timely information about instructional programs, curriculum, performance standards and assessment instruments, Parent Classes, Parent Workshops, Parent Meetings by means of:**
 - Orientations
 - Parent Workshops
 - PTA and Parent Coordinator Newsletters
 - PTA and Parent Coordinator Bulletin Boards
 - E-mail
 - Backpack
5. **The school will increase participation of non-English speaking parents by providing communication as follows:**
 - Department of Education notices in other languages
 - ELL classes for parents
6. **Schools and parents will share responsibility for student performance by:**

The school:

 - Will provide and support an academic program that is rigorous and challenging.
 - Will provide and support after-school remedial and enrichment programs for students.
 - Will communicate with families on an on-going basis regarding the students' academic progress.
 - Will implement a homework program that emphasis meaningful practice of instructional content and writing in all content areas.
 - Will provide and support a school parent coordinator to coordinate all parent activities and serve as a liaison between parents and the school.

- Will provide and support parent workshops based on the assessed needs of the parents at the school site. These workshops may include parenting skills and curriculum based workshops to build parents' capacity to help their children at home.
- Will form and support alliances with parents/guardians in the governance of the school.

Parents:

- Will send their children to school appropriately dressed, prepared to learn, and on time.
- Will encourage their child to do daily reading at home.
- Will attend Parent Teacher Conferences to discuss academic progress of their child.
- Will ensure that their child has completed their homework assignment on a regular basis.
- Will volunteer to assist in the school when possible.

7. Capacity-building activities for parents and school staff that support strong parental involvement include:

- Parent workshops
- Parent Teacher Association meetings
- Orientations
- Staff development

8. Parental Updates:

- Title I updates will be included on the agenda of each PTA meeting.
- Periodic parent surveys will be conducted each year to assess parent development needs.

Principal: _____
 Anthony J. Pranzo

PTA: _____
 Roseann Scaturro

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.

We communicate with parents on a regular basis.

Parents are encouraged to become involved in their child's academic achievement.

SCHOOL – PARENT COMPACT

School Name: **P.S 113Q**

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

The School Agrees:	The Parent/ Guardian Agrees:
To update parents on Title I issues on a regular basis at monthly PTA meetings.	To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.
To actively involve parents in planning, reviewing and improving the Title I programs and parent involvement policy.	To participate in workshops or training that the school offers on child rearing practices and teaching and learning strategies.

<p>To provide parents with timely information about all programs.</p> <p>To provide high quality curriculum and instruction.</p> <p>To deal with communication issues between teachers and parents through:</p> <ul style="list-style-type: none"> ▪ Semi-annual Parent – Teacher conferences ▪ Frequent reports to parents on their children’s progress ▪ Reasonable access to staff ▪ Opportunities to volunteer and participate in their child’s education <p>To provide a variety of workshops and focus groups that will enable the parent to become more involved in their child’s education.</p>	<p>To work with his/her child/children on schoolwork</p> <p>To monitor his/her child’s/children’s:</p> <ul style="list-style-type: none"> ▪ Attendance at school ▪ On-time arrival to and pick-up from school ▪ Homework ▪ Daily reading at home <p>To share the responsibility for improved student achievement.</p> <p>To communicate with his/her child’s/children’s teachers about their educational needs.</p> <p>To ask other parents and parents’ groups to provide information to the school on the 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.</p>
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PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

See Section IV: Needs Assessment.

2. Schoolwide reform strategies that:

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

Our strategies are outlined and specified in: Section V: Annual School Goals and Section VI: Action Plans.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

We offer several programs during the school's extended day period. In addition to the mandated remedial instruction, we also provide an Extended Day "Plus" program that services children with proficiency levels from 3.50 - 3.99 in order to advance them even further in their academic achievements.

o Help provide an enriched and accelerated curriculum.

We offer an enrichment program to 4th and 5th grade students whose proficiency range is 4.0 and above. The program is conducted during the extended day hours. Instructional planning and teacher training is conducted by a certified gifted and talented teacher.

o Meet the educational needs of historically underserved populations.

PS/IS 113 provides services to meet the needs of all students, including ELL and Special Education. Many programs and strategies are outlined and specified in: Section V: Annual School Goals and Section VI: Action Plans.

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

In addition to our AIS program, extended day program, SETTS services and Foundation (K-2), children are provided with counseling, speech services, hearing services, physical therapy and occupational therapy, where indicated.

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

Section V: Annual School Goals and Section VI: Action Plans

3. Instruction by highly qualified staff.

100% of our core classes are taught by "highly qualified" teachers (NCLB/SED definition). 95% of the teachers at PS/IS 113 are fully

licensed and permanently assigned to this school. 88% of the teachers hold a Masters Degree or higher. 87.5% of our teachers have been at PS/IS 113 for more than 2 years. 60% of the teachers have more than 5 years teaching experience.

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

We will continue to provide our customized professional development program in ELA and Math to meet the needs of individual teachers. We will continue to provide professional development in the NYC Science Scope and Sequence and the use of the hands-on, inquiry based FOSS/DSM programs. In addition, we will monitor and adjust our professional development plan throughout the school year to meet the changing needs of our staff and students.

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

PS/IS 113 is categorized as low need school. PS/IS 113 is a successful, effective, collaborative partnership between home and school. Our school consistently meets or exceeds our state and city goals. We always have more highly qualified applicants than positions available at our school.

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

Overwhelmingly, parents are satisfied or very satisfied with PS/IS 113, according to the most recent Learning Environment Survey. They feel welcome at the school, believe we effectively communicate with them regarding their children and that we set high expectations and meaningful academic goals for our students. PS/IS 113 has implemented a parent involvement policy strengthening the link between school and home. Over 90% of families attend Parent Teacher Conferences, indicating a high level of involvement. We would like to continue our high levels of parent involvement which reinforces the school/home connections.

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.

Every spring, PS/IS 113 holds a Kindergarten Orientation. All parents of Kindergarten students are invited to meet with the Principal, Assistant Principal, Teachers and Parent Coordinator. Parents are given a tour of the building facilities. We distribute a guide booklet

(Welcome to Our School) to facilitate the transition to Kindergarten. There is a question and answer session. In September, parents of Kindergarten children are again invited into the building for a brief welcome meeting. Parents of all students receive a copy of our Student Handbook in September.

This year, to introduce our new Pre-Kindergarten program, we held a spring orientation session with parents. In September, parents were invited into the Pre-Kindergarten classroom to help their children make the transition to school. We plan to continue this process.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

The staff of PS/IS 113 receives information from various sources including the School Report Card, Quality Review, School Progress Reports, ARIS and periodic assessments. We have a core Data Inquiry Team and we have established a mini DIT on each grade (1-6). Teams meet regularly to assess students' progress, plan next steps and develop appropriate strategies necessary for all students to meet their goals. Section V: Annual School Goals and Section VI: Action Plans.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

PS/IS 113 provides services to identified students in grades 1-6 during the school day. Identified students may also receive services from a SETTS teacher and/or Guidance Counselor as needed. Additionally, we have a Foundation program for grades K-2. Identified students also attend our Extended Day Tutorial Program. We utilize various instructional programs including LEAP Frog, LEAP Track, Reading Detective as well a structured, reading comprehension skills program. Section II: Narrative Description and Section IV: Needs Assessment and Section VI: Action Plans and AppendixI: AIS Services Programs.

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. Fair Student Funding, Title I and Title I ARRA funds will be consolidated to support our school wide programs. Our AIS program will service all identified at-risk students (not just targeted populations). Our After School Programs will be available to all students (not just targeted populations). Additional staff will be funded, as needed, to provide programs and services to the entire student population of PS/IS 113.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

n/a

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

n/a

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;

n/a

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

n/a

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

n/a

4. Coordinate with and support the regular educational program;
n/a

5. Provide instruction by highly qualified teachers;
n/a

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

7. Provide strategies to increase parental involvement; and
n/a

8. Coordinate and integrate Federal, State and local services and programs.
n/a

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

ELA Alignment Issues:

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

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

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

-ELA Materials. In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to 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.

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

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

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

Our school has established through a review that its Balanced Literacy Curriculum is aligned with State Standards.

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

- Applicable
- Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Results from the New York City and New York State exams indicate that our students meet and exceed the standard in reading. 91% of Grade 3 students scored at Levels 3 and 4, which meets and exceeds the Standards on the ELA exam. 99% of 4th grade students scored at Levels 3 and 4, meeting and exceeding the standard on the ELA exam. 97% of 5th grade students scored at Levels 3 and 4, meeting and exceeding the on the ELA exam.

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

n/a

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.

Our school utilizes Everyday Mathematics in Kindergarten and grade 1, the Houghton Mifflin Mathematics Program which is aligned with the State Standards in grades 2-5 and the Scott Foresman Addison Wesley Math program in Grade 6.

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?

Results from the New York City and New York State exams indicate that our students meet and exceed the standard in mathematics. 100% of Grade 3 students scored at Levels 3 and 4 which meets and exceeds the standard on the Mathematics exam. 100% of our 4th grade students scored at Levels 3 and 4, meeting and exceeding the standard on the Mathematics exam. 99% of the 5th grade students scored at levels 3 and 4, meeting and exceeding the standard on the Mathematics exam.

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

n/a

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

PS/IS 113 has adopted the workshop model of instruction. Principal walkthroughs and daily observations provide evidence of our instructional methods which include cooperative group work, differentiated instruction and relevant accountable talk.

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?

The school's Professional Goals and Objectives 2009-2010 which have been distributed to the staff provide detailed guidance of the workshop model. Extensive customized professional development throughout the year reinforces our instructional programs.

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

n/a

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

PS/IS 113 adopted Everyday Mathematics (K-1) and the Houghton Mifflin Math Program (2-5) because they encourage students' understanding of concepts and problem solving strategies. Students are encouraged to work cooperatively with extensive use of manipulatives and hands-on activities. Grade 6 is utilizing Scott Foresman Addison Wesley Math Program which has technology based interactive components.

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

Applicable Not Applicable

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

The school's Professional Goals and Objectives 2009-2010 which have been distributed to the staff provide detailed guidance of the workshop model. Extensive customized professional development throughout the year reinforces our instructional programs.

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

n/a

³To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom

organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

The stability of our staff is high. We have a low turnover of teachers each year.

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

Applicable Not Applicable

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

The employment history of the staff demonstrates stability. More teachers apply for positions at PS/IS 113 than are ever available.

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

n/a

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.

Because PS/IS 113 has a small ELL population, we have no ELL classes. The ESL teacher regularly provides professional development that enables classroom teachers to meet the needs of the school's ELL students.

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

Applicable Not Applicable

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

PS/IS 113 offers professional development in ELL topics such as "Understanding the ELL Student", "The ELL Student and the Workshop Model" and "Scaffolding the Curriculum and Differentiated Instruction for the ELL Student."

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

n/a

KEY FINDING 5: DATA USE AND MONITORING - ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

A structured Data Inquiry Team reviews the progress of a targeted cohort of underperforming students, including ELLs, at weekly meetings and shares findings with classroom teachers and the ELL teacher. Our ESL teacher is a member of a mini DIT and participates in the inquiry process.

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

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The Data Inquiry Team meets weekly to share data and review ELL student's progress.

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

n/a

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.

Special education teachers, SETTS teacher and support personnel confer regularly to review data and share relevant information with other staff members.

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?

Our special education students receive all mandated services, participate in all relevant school activities and are fully integrated into our school programs.

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

n/a

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.

Our SETTS teacher, special education classroom teachers and support personnel review and update IEPs on a regular basis to ensure that the needs of these students are met.

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?

n/a

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

n/a

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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

Part A:

For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
We have NO students in temporary housing. We did not have any in 2008-2009 - the data in the profile is incorrect.
2. Please describe the services you are planning to provide to the STH population.

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).
We have no students in temporary housing.
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.