



[P.S. 117Q]

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

**SCHOOL: (28Q117)
ADDRESS: 85-15 143RD STREET
TELEPHONE: 718-526-4780
FAX: 718-296-1796**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 117 **SCHOOL NAME:** Joyce Keld Briarwood School

SCHOOL ADDRESS: 85-15 143rd Street, Briarwood, New York 11435

SCHOOL TELEPHONE: 718-526-4780 **FAX:** 718-296-1796

SCHOOL CONTACT PERSON: Paula Cunningham **EMAIL ADDRESS:** PCunningham@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Terri Elias

PRINCIPAL: Paula Cunningham

UFT CHAPTER LEADER: Ruth Bowman

PARENTS' ASSOCIATION PRESIDENT: Howard Slewett

STUDENT REPRESENTATIVE:
(Required for high schools)

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 28 **SSO NAME:** ESO – Children's First Network

SSO NETWORK LEADER: Altagracia Santana

SUPERINTENDENT: Jeanette Reed

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Paula Cunningham	*Principal	
Ruth Bowman	*UFT Chapter Chairperson	
Howard Slewett	*PA/PTA Designated Co-President	
Maya Gutierrez-Granados	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Theresa Zucks	DC 37 Representative, if applicable	
Donna Steves	Teacher	
Mary Conlon	Teacher	
Raymond Miley	Teacher	
Terri Elias	Guidance Counselor	
Jennifer Collaco	Teacher	
Lisa Asam	Parent	
Shireen Bhoopsingh	Parent	
Lisa Robinson	Parent	
Amsi Tadessi	Parent	
Madeline Paul	Parent	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

School Mission

P.S. 117 is the largest elementary school in District 28. The student population reflects the diversity of New York City. Our Mission, "Achieving Excellence Together" is the following:

Our Mission is to provide maximum educational opportunities for all children at P.S. 117. We continue to strive to improve the quality of teaching and learning while encouraging an understanding of and respect for the diversity of our school population. We are committed to enlisting the collaborative efforts of students, parents, teachers, supervisors and community members to ensure excellence in achievement and equity in outcomes for all. We envision a learning environment which nurtures children and families, maximizes opportunities for individual growth and encourages mutual involvement, responsibility and a partnership of the school, home and community.

Contextual Information about the School's Community and its Unique/Important Characteristics

The school administration and the professional staff have worked closely to achieve academic rigor and a high-level of performance for our students. Our school leadership is actively involved in planning and reviewing our school wide goals and objectives. Our parent association actively reaches out to our parents and gains their participation in events in support of our work. Our rich cultural diversity is incorporated into our curriculum through reading and writing assignments and special social studies and arts projects. Through this interdisciplinary approach, we celebrate our diversity.

Our school's continued progress is based on a literacy and math curriculum that recognizes and targets the needs of all learners. This school year, is the first year in which all classroom teachers will be completely immersed in and following an instructional program which is geared towards a balanced literacy approach. All members of the instructional staff will actively participate in a school-wide professional development plan in order to support the instructional initiative of becoming a Teachers College Reading and Writing Project school. Our school strongly believes in differentiated instruction and meeting the individual learning needs of all students. It is to this extent all teachers will learn best practices in scaffolding and spiraling instruction to provide students with a maximum educational experience. By implementing the Reading/Writing Workshop Model, educators will be assisting struggling learners, gifted and talented students, English Language Learners, and our entire general education population. Instructional support services will be provided as a push-in model for grades one to six. Our school wide science program is an investigation, inquiry-based instructional approach. Early

childhood students will utilize the Core-Curriculum Harcourt Science program and grades three to six implement Units of Study lessons based upon the Core-Curriculum Foss materials during their weekly instructional time. For the last two years, our school has been a member of the Gotham Fellows Project. Through this partnership with the Gotham Center of New York City, our teachers have received extensive professional development that has enriched our social studies instructional program.

Along with our commitment to academic achievement, our school has an extensive day and after school arts program. Three certified arts teachers provide a music program for all students. Our Project Arts partnership with LEAP, offers an opportunity for professional artists to work with classroom teachers and students in the arts. During the 2009-2010 school year, the Jamaica Center for the Arts & Learning will form a partnership with our P.T.A. after school program. Students attending this after school program will be able to expand their cultural awareness by participating and providing stimulating and appropriate dance, drama, and music residency experiences. This is the second year our school is the recipient of a City Lore grant. This grant will allow our upper grade classes to receive art residencies throughout the school year with a strong focus on interdisciplinary standard based lessons. Select classes will be able to integrate social studies and the arts by closely following grade level curriculums, New York State standards and the Blueprint for the Arts. This partnership will further promote understanding of the cultural diversity of our community and in the borough of Queens. Our after school theater-arts program incorporates the visual arts, drama, and music. Each year, the program culminates with a musical theater production that reveals the talents of our upper grade students. Beginning this year, selected students will receive free ballet lessons offered by the Ballet Tech organization. Auditioned students will expand their skills and talents in dance by actively participating in age appropriate lessons throughout the school year.

As a school, we have cultivated a community partnership with the Briarwood Civic Association. Together, we have developed grants for an after school photography club, a math enrichment program and an oral and visual history of the community. During the last two years, we have maintained a student-teaching program with Queens College.

Summary of School Performance Trends

Our school has an active and supportive parent-teacher association. Our PTA works closely with the administration and staff in communicating our goals and providing valuable ideas to further serve our children.

In the 2008-09 school year, we received the grade of A in our progress report. It is our goal this year to build upon our successes as we strive to cultivate a community of leadership. Our professional learning community allows us to reflect upon our past and build on our recent achievements that will prepare our children with the knowledge, skills and universal values they will need to be productive and compassionate citizens.

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 117 J. Keld / Briarwood School								
District:	28	DBN:	28Q117	School BEDS Code:	342800010117				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7	11			
	K	√	4	√	8	12			
	1	√	5	√	9	Ungraded	√		
	2	√	6	√	10				
Enrollment				Attendance - % of days students attended:					
<i>(As of October 31)</i>				<i>(As of June 30)</i>					
	2006-07	2007-08	2008-09	2006-07	2007-08*	2008-09			
Pre-K	0	27	36	94.0	93.7	TBD			
Kindergarten	143	152	173						
Grade 1	172	166	158						
Grade 2	171	156	154						
Grade 3	151	144	173						
Grade 4	160	144	173						
Grade 5	158	162	144						
Grade 6	123	142	148						
Grade 7	0	0	0						
Grade 8	0	0	0						
Grade 9	0	0	0						
Grade 10	0	0	0						
Grade 11	0	0	0						
Grade 12	0	0	0						
Ungraded	2	2	1						
Total	1080	1125	1140						
Special Education Enrollment:				Student Stability - % of Enrollment:					
<i>(As of October 31)</i>				<i>(As of June 30)</i>					
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09			
# in Self-Contained Classes	23	20	31	91.8	94.2	TBD			
# in Collaborative Team Teaching (CTT) Classes	0	0	9						
Number all others	46	45	41						
<i>These students are included in the enrollment information above.</i>				Poverty Rate - % of Enrollment:					
				<i>(As of October 31)</i>					
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09			
				71.6	71.6	71.6			
				Students in Temporary Housing - Total Number:					
				<i>(As of June 30)</i>					
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09			
	11	0	TBD						
				Recent Immigrants - Total Number:					
				<i>(As of October 31)</i>					
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09			
	18	18	22						
				Suspensions (OSYD Reporting) - Total Number:					
				<i>(As of June 30)</i>					
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09			
Principal Suspensions	16	28	TBD						
Superintendent Suspensions	0	6	TBD						
				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>					
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09			
CTE Program Participants	0	0	0						
Early College HS Program Participants	0	0	0						
				Number of Staff - Includes all full-time staff:					
				<i>(As of October 31)</i>					
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09			
# receiving ESL services only	241	189	175	Number of Teachers	62	73	75		

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	4	6	Number of Administrators and Other Professionals	6	7	10
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	1	1
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	98.7
				% more than 2 years teaching in this school	80.6	75.3	66.7
				% more than 5 years teaching anywhere	62.9	54.8	62.7
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	98.0	88.0	89.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	99.2	98.2	99.2
American Indian or Alaska Native	0.4	0.1	0.1				
Black or African American	14.8	13.9	13.0				
Hispanic or Latino	29.4	29.4	29.4				
Asian or Native Hawaiian/Other Pacific Isl.	39.6	40.0	40.5				
White	15.8	16.6	16.5				
Male	51.0	50.1	51.1				
Female	49.0	49.9	48.9				

2009-10 TITLE I STATUS

√	Title I Schoolwide Program (SWP)				
	Title I Targeted Assistance				
	Non-Title I				
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10	
	√	√	√	√	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)	If yes, area(s) of SURR identification:
√	
Overall NCLB/SED Accountability Status (2009-10) Based on 2008-09 Performance:	
√	In Good Standing (IGS)
	School in Need of Improvement (SINI) – Year 1
	School in Need of Improvement (SINI) – Year 2
	NCLB Corrective Action (CA) – Year 1
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)
	NCLB Restructuring – Year ____
	School Requiring Academic Progress (SRAP) – Year ____

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>	
ELA:	IGS	ELA:	
Math:	IGS	Math:	
Science:	IGS	Graduation Rate:	

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>		Grad Rate
	ELA	Math	Science	ELA	Math	
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	8	8	4	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	TBD	Overall Evaluation:	TBD
Overall Score:	TBD	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	TBD
School Environment:	TBD	Quality Statement 2: Plan and Set Goals	TBD
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	TBD
School Performance:	TBD	Quality Statement 4: Align Capacity Building to Goals	TBD
<i>(Comprises 25% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	TBD
Student Progress:	TBD		
<i>(Comprises 60% of the Overall Score)</i>			
Additional Credit:	TBD		

KEY: AYP STATUS

- √ = Made AYP
- √^{SH} = Made AYP Using Safe Harbor Target
- X = Did Not Make AYP
- = Insufficient Number of Students to Determine AYP Status

KEY: QUALITY REVIEW SCORE

- Δ = Underdeveloped
- ▶ = Underdeveloped with Proficient Features
- √ = Proficient
- W = Well Developed
- ◊ = Outstanding

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Comprehensive Program/Performance Trends

Over the last three years the school has made steady, incremental growth, in literacy, and mathematics. During the 2006-07 school year, we achieved an A in our progress report. The data revealed that we had made progress in literacy, mathematics and our subgroups in the lowest 1/3, achieved exemplary gains. In the Progress Report for 2007-2008, we achieved our second A for overall performance. We received an A in performance and progress and a B in the learning environment survey report. In the Progress Report for 2008-2009, we achieved our third A for overall performance. We also received an A in performance and progress and a B in the learning environment survey. In the 06-07 and 07-08 school years, the school has received an overall rating of well-developed from the Quality Review. In the 2008-2009 school year, the school was exempt from the formal Quality Review process. However, we chose to have our Empowerment Support Organization implement a Mock Quality Review. Although an overall rating was not given from the Mock Quality Review, areas of strength and weakness were offered.

One of the most significant areas of achievement has been the school leaders encouraging teachers to take part in the Inquiry Teams and other structured collaborations informed by student work and to share in the instructional leadership of the school with the goal of improved student learning. During the 2008-2009 school year, two core Inquiry Teams engaged in inquiry work and implemented instructional change strategies.

The 2009 New York State English Second Language Achievement Test (NYSESLAT) results in Listening and Speaking reveal the following grades made gains: K & 1= 4%, grades 2-4 = 3%, and grades 5-6= 6%; in Reading and Writing grades K & 1 = 2%, grades 2-4 =10%, and grades 5-6 =25%. We would like to continue making gains in all four modalities especially in reading and writing. School Wide 33.3% of our English

Language Learner students reached proficiency level and tested out of English as a Second Language.

During the 2008-2009 school year, a school-wide English Language Arts goal focused on increasing the literacy performance of English Language Learners. The percentage of Limited English Proficient students scoring 3's and 4's on the New York State English Language Arts assessment increased from 35% in 2007-2008 to 42% in 2008-2009.

A co-teaching model was implemented in our Title III after-school program and special needs students received Wilson intervention. Students also participated in extended day programs with a 5:1 ratio, thereby allowing targeted instruction. This focus on closing the achievement gap, in particular on the learning outcomes and needs of all subgroups, especially students with special needs, English Language Learners, and students living in temporary housing has resulted in 33.3% of ELL and 43.5% of Special Education students making proficiency level in English Language Arts and 23.9% of ELL and 47.8% of Special Education students making proficiency level in Mathematics.

One of the most significant areas of achievement has been in mathematics. During the last three years, over 90% of all students in grades 3 through 6 have achieved level 3 and above on the New York State Mathematics Tests. The total percentage of students who are at level 3/4 during the 2008-2009 school year is 95.3%.

In literacy, gains have been made in school wide performance from the previous year. Ethnicity and students with disabilities have also revealed increases in performance. Testing results show there have been steady increases in students' performance at level 3 with significant downward trends at level 1 and 2 performance levels. This year's English Language Arts exam showed approximately a 6% gain in the percentage of students reaching levels 3 and 4 to 84.1 %.

Through careful observation of classroom teaching and the analysis of student outcomes, school-wide professional development plans are implemented based upon the instructional needs of teachers and the differentiated instructional needs of students. Leaders are also able to meet often with staff members to regularly engage in an open exchange of information with students and families about students' learning needs outcomes, including assessment results.

Needs Assessment

Our 2008-2009 Mock Quality Review and student performance trends reveal the following areas in need of improvement:

- ☑ School leaders and faculty need to examine and monitor available data to inform differentiated instruction and to revise interim goals for student achievement in all subject areas.
- ☑ School leaders need to provide on-going support to teachers to continuously evaluate and revise classroom practice and student goals for improved student achievement.
- ☑ School leaders need to support all teachers in ensuring rigor and challenge for students, at all levels, in all subject areas, and to provide the resources to deliver rigorous instruction, specifically leveled libraries in all genres and at every level.
- ☑ Establish and maintain ongoing regular analysis of data by setting measurable, actionable, and differentiated learning goals in all core subjects for all students.

- ☑ The learning environment survey results showed that we must make greater efforts to communicate with stakeholders. When asked, “How often during this school year have you received information about what your child is studying in school?” Responses from parents included 24% stated they receive something once every few months, 8% stated once or twice this year, and 5% stated never. Parents were also asked, “How often have you received information on services for your child or for you, such as: tutoring, after school programs, or workshops you can attend to help your child?” Responses from parents included 22% stating they receive something every few months, 6% stated once or twice this year, and 7% stated never. To improve in this category, the administration has created grade level curriculum newsletters, a school-wide parent newsletter titled, *Stay Connected*, expansion of parent and family workshops, a school-website, and quarterly Assessment Pro progress reports.
- ☑ While the 2009 New York State Math results show 95.3% of students are at proficiency level (Level 3 or 4), the overall proficiency remained the same in math from 2008 to 2009, with gains in 5th and 6th grade. From 3rd grade (2008) to 4th grade (2009), our students lost ground, as did the rest of the city’s 4th graders. From 4th grade (2008) to 5th grade (2009) our students gained some ground, whereas the city’s 5th graders gained almost 6 points. Our school out performed the city’s 6th grade cohort change. And the number of level 4 students grew significantly in grade 5. To improve in this area, a core collaborative team leader will lead a team of teachers in action research as an inquiry group will look at how to help students with high 3s and 4s achieve more than a year’s progress.
- ☑ While the 2009 English Language Arts results show 84.1% of students are at proficiency level (Level 3 or 4), the overall proficiency increased, with gains in all grades except 4th grade. Although proficiency increased within all cohorts (for example from grade 3 in 2008 to grade 4 in 2009; from grade 4 in 2008 to grade 5 in 2009), the city average of cohort growth outperformed that of the school except in 6th grade. Grades 4, 5, and 6 gained level 4 students from 2008 to 2009. All cohorts (from 2008 to 2009) increased the percent of level 4 students, outperforming the city’s growth in each cohort. To further improve school wide student performance, there

will be a school-wide professional development model throughout the school focused on balanced literacy and differentiated instruction to meet the needs of all learners. All members of the professional learning community will participate in collaborative learning, on-site staff development days, Teachers College Days, and receive on going coaching from literacy coaches and administrators.

- ☑ Although 43.5% of Special Education students made proficiency level, that is they were on standard or a level 3. Maintaining a focus on this subgroup population of students will help us show we are putting forth efforts to demonstrate incremental progress towards achieving state standards. Setting a goal for a 3% increase in students scoring at Level 3 & 4 on the NYS ELA assessment means 44.8% of Special Education students would be on standard.

- ☑ Specialized professional development in interpreting and using running record assessments, Assessment Pro, spelling inventories, and analyzing formative and summative assessment data will be given throughout the year by the data specialist and data team members. Teachers will receive direction about creating data driven instruction after understanding, interpreting, analyzing and triangulating data.

- ☑ Although over 94% of our students were proficient in math last year, our average change in student proficiency for Level 3 and 4 students was (0.2). When compared to our Peer and City Horizons, our school scored 57.9% and 66.7% respectively.

SECTION V: ANNUAL SCHOOL GOALS

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

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

ANNUAL SCHOOL GOALS

- During the 2008-2009 school year, two core teams, engaged in inquiry work focusing on early childhood literacy instruction and upper grade tools and strategies for our English Language Learners. During the 2009-2010 school year, 90% of faculty members will engage in inquiry work using literacy and math as the core curriculum areas of focus. Of the eleven inquiry teams established in the school, two groups will focus on the instruction of English Language Learners. This goal will support our efforts to have increased teacher participation in inquiry work/structured professional collaboration. Through this goal we will strengthen classroom practice and raise student achievement of English language learners. Teachers will be able to set S.M.A.R.T. goals for students, monitor progress, and develop instructional change strategies that will help to remove the obstacles that prevent students from improving. **By June, 2010 there will be a 4% increase in the number of ELL students reaching proficiency on the NYSESLAT exam.**

- During the 2009-2010 school year, 85% of K-6 classroom teachers will be able to use results from running record assessments to set differentiated reading goals, prepare individual reading plans, and develop enhanced and rigorous literacy instruction that addresses the learning needs and styles of students through differentiating the curriculum content and the process of learning. This goal will support our efforts to set differentiated reading goals for students as readers and writers and communicate progress with parents. This goal will also support our efforts to provide differentiated literacy instruction for all students including our English Language Learners and Special Education. Through this goal our school will enhance its delivery of literacy instruction services, including a more effective implementation of a three-tiered intervention model involving classroom teachers, Title I reading teachers, special education and ESL staff. **By June, 2010, there will be a 3% increase in the number of Students with Disabilities on standard as measured by the New York State English Languages Arts Exam.**

- ☑ By June 2010, 85% of classroom teachers will have developed long term and short term goals for individual students; groups of students and for the whole class and communicate progress with parents. Through this goal, there will be an expansion of data analysis of formative and summative assessments that will serve as the focus for creating actionable and differentiated learning goals in all core subjects for all students. This goal will support our efforts to have ongoing analysis of data to adjust instructional practices to meet needs of high performing students in literacy and to increase the percentage of students making one year of progress. **By June, 2010, there will be a 2% increase in the number students at levels 3 and 4 on the New York State English Language Arts Exam. (84.1% will increase to 85.7%)**

- ☑ During the 2009-2010 school year, all stakeholders will receive on going communication about the state of the school learning environment. This will support our efforts to improve the quality of communication throughout the school community as evidenced by a 1.0 positive change in the calculated School Environment score on the 2009-2010 Progress Report and the Learning Environment Survey.

- ☑ **By June 2010, we will develop instructional strategies and practices to provide differentiated math instruction to meet the needs of high achieving students, resulting in 10% of students currently performing at math levels 3 and 4 making 1.2 years of progress, as measured by the 2010 New York State Math exam.** While many students have achieved performance levels 3/4 on the New York State Mathematics exam, a coordinated plan involving PCEN Math, classroom teachers and enrichment teachers is necessary to analyze formative assessments, identify trends, and develop instructional strategies and practices to provide differentiated instruction to meet the needs of high achieving students.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): English Language Learners- Collaborative Inquiry Work

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>S.M.A.R.T. Goal : By June, 2010 there will be a 4% increase in the number of ELL students reaching proficiency on the NYSESLAT exam.</p> <p>Of the eleven inquiry teams established in the school, two teams will focus on the instruction of English Language Learners.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ○ As part of monthly professional development, all staff members will meet to engage in the inquiry process at monthly Faculty Conferences. ○ Teachers will meet regularly and look at multiple forms of data to, adjust their plans for accelerating student learning (Inquiry). ○ Embedded inquiry in all school programs through groups of teachers meeting regularly in horizontal grade level teams, vertical teams and subject area teams. ○ Teachers will engage in a sustained process of investigation and action led research by administrators, coaches, a data specialist, and Inquiry Team grade leaders. ○ Weekly Inquiry Team professional development meetings will be given for all team leaders. ○ Team leaders will demonstrate the capacity to work and lead a team of colleagues. ○ Assistant Principal and Data Specialist will attend monthly CFN #11 Inquiry Meetings. ○ Instructional Cabinet will deepen and expand the Early Childhood Inquiry Team work from the 2008-2009 school year. ○ Teachers will be empowered to improve student achievement and close the achievement gap. ○ Teachers will focus on student outcomes, using a systematic, data-informed approach. ○ Teams of teachers will focus on small groups of students, paying close attention to those who are struggling while supporting the learning of all students.

	<ul style="list-style-type: none"> ○ Through the inquiry process, teachers will develop and deepen rigorous, researched-based instructional strategies and frameworks. ○ Teachers will be given time to review data: student work, teacher work and data found in ARIS. ○ Engage in goal setting with students. ○ Through implementing Teachers College Reading and Writing Workshop Model, teachers will scaffold literacy and language development and be able to set goals for students that correspond to their stages of acquisition for ELLs with Special Needs and also to their particular needs as readers and writers. ○ Teachers will decide on instructional change strategies for the regular school day and extended day instruction. ○ ESL students will participate in an ESL After-School Academy. ○ ESL and co-teachers will be able to provide support for students attending an after school program. ○ Classroom teachers, ESL staff and reading intervention teachers will be able to utilize Assessment Pro Data to generate learning goals for students in all subgroups and across all grade levels. ○ Teachers will monitor the impact of the changes on student learning in six week cycles. ○ Teachers College Running Records will be administered quarterly to monitor reading levels. ○ Language goals will be set and monitored on a quarterly basis by ESL staff. ○ Administration will revise practices and promote classroom and school change based on results. ○ The students of inquiry focus may also include the students who need additional instructional time offered through the extended day.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ○ An allocation of \$7,256 will be utilized for per session to support inquiry team work and an allocation of \$2,550 will be utilized for per session for the Data Specialist. The Data Specialist will support the collaborative work lead by Inquiry Team Leaders of all grade level teams. Team leaders will participate in bi-weekly Inquiry Team professional development sessions. ○ Professional Development provided by Network ELL Specialist at no additional cost. ○ PD school literacy specialist ○ Title III Funds will be utilized for per session to support a Professional Development Study Group for ESL staff and support teachers providing instruction to ESL students. ○ An allocation of approximately \$27,000 will be utilized for Title III ESL After-School Academy.

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ○ All educators will be able to inform school-wide practices, thus more children will be brought into the sphere of success. ○ Team leaders possessing interpersonal communication skills will meet monthly at Faculty Conferences to lead a team of colleagues. ○ All staff members will work with a target population of struggling students. ○ Collect data from existing data management systems and review student performance/achievement outcomes. ○ Analyze and compare curricular materials. ○ Analyze classroom-level student work. ○ Teachers College Running Records will be administered quarterly to monitor reading levels. ○ Language goals will be set and monitored on a quarterly basis. ○ Research and implement teaching practices for target population. ○ Adjust support systems for target population. ○ Team leaders will create a plan for communicating findings with staff, generating buy-in, and developing capacity for improved instructional practice. ○ Analysis of student data to shape instruction including running records and language goals. ○ Collaborative Inquiry Team Leaders and team members will be responsible for setting S.M.A.R.T. Goals for inquiry team students. ○ Collaborative Inquiry Team Leaders and team members will utilize the ARIS tool to document their change strategies and inquiry team progress for all subgroups including ELLs. ○ Collaborative Inquiry Team Leaders and team members will establish students learning targets. ○ The Data Specialist and Collaborative Team Leaders will monitor inquiry team students' progress on a quarterly basis. ○ ELL Inquiry Team groups will administer and analyze results from teacher made assessments and ELL Periodic Assessments. ○ Classroom teachers, ESL staff and reading intervention teachers will be able administer running records and monitor student progress in relation to September, November, March and May reading benchmarks.

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Subject/Area (where relevant): **Rigorous and Differentiated Literacy (ELA) Instruction for Students with Disabilities**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>S.M.A.R.T. Goal: By June 2010, there will be a 3% increase in the number of Students with Disabilities achieving state standard, as measured by the New York State English Language Arts Exam.</p> <p>During the 2009-2010 school year, 85% of K-6 classroom teachers will be able to use results from running record assessments to set differentiated reading goals, prepare individual reading plans, and develop enhanced and rigorous literacy instruction. This will allow teachers to plan instruction that will address learning needs and styles of students through differentiating the curriculum content and the process of learning for students with disabilities.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ○ Grades K-6 will have a lab site on each grade level which will focus on providing instruction in the Teachers College Reading/Writing Workshop Model. ○ Twenty three days of on-site professional development will be provided for K-6 classroom teachers. ○ Teachers will address the learning needs and styles of students by focusing on conferring notes and assessment data. ○ The Principal, Assistant Principals, Teachers College Staff Developers, Instructional Coaches, Data Specialist and the Testing Coordinator will facilitate meetings and all professional development sessions for the grades they directly support and supervise. ○ Progress Reports will be generated and provided for parents to have an awareness of student progress. ○ Principal, Assistant Principals, Classroom teachers, ESL staff, Title I Reading teachers, Social Studies Cluster teachers, Coaches, and the Data Specialist will attend professional development calendar days at Teachers College in order to deepen their knowledge and familiarity with the balanced literacy approach.

- Principal and the literacy coach will participate in coaching sessions to broaden our capacity to support the professional development work that will be provided on a school level.
- Instructional coaches will follow a scheduled plan which will allow them to coach and model lessons on a daily basis and to facilitate professional development sessions on a weekly basis.
- The Data Team along with the Data Specialist will meet with classroom teachers in September, November, March and May to analyze running record results and to develop strategies and techniques to meet the needs of individual and groups of students.
- Interim goals will be set for students and benchmark reading levels will be established by classroom teachers.
- Teachers will set goals in September, November, March and May indicating the percentage of students who will perform above standard level, on grade level standard, approaching grade level standard and far below grade level.
- The Data Specialist will design and exhibit class performance charts throughout the school year, thereby assisting teachers in understanding and analyzing running record assessment results.
- Teachers College Assessment Pro will be a tool utilized to help drive instruction for all subgroups and to foster the development of targeted learning goals for all students.
- Teachers will meet during weekly articulation common planning periods to plan reading plans for all students.
- Push-in ESL and Title I reading services will be implemented, thus allowing English language development and content area instruction through the use of ESL methodologies to occur for ELLs and Students with Disabilities.
- Teachers will meet weekly to develop monthly calendars of literacy teaching points to address the various learning styles and needs of all subgroups.
- Classroom teachers and all push-in reading intervention teachers will have knowledge of students IEP goals, and instructional curriculum goals. Student action plans will be developed to help achieve learning goals.
- Classroom teachers and Special Education staff will be able administer running records and monitor student progress in relation to September, November, March and May reading benchmarks.
- Administration will select three assessment windows (December, February, and April). Classroom teachers will administer MOCK New York State English Language Arts exams during the testing rounds.
- Administration, data specialist, literacy coaches and classroom teachers will analyze results and identify trends across grade levels and for each class. Goals and a plan of action will be developed to address challenges and areas of concern.

	<ul style="list-style-type: none"> ○ Through implementing Teachers College Reading and Writing Workshop Model, teachers will scaffold literacy and language development and be able to set goals for students that correspond to their stages of acquisition for ELLs with Special Needs and also to their particular needs as readers and writers. ○ A 90 minute literacy block, 5 days a week with differentiated instruction will be implemented. ○ Push-in ESL and Title I reading services will be implemented, thus allowing English language development and content area instruction through the use of ESL methodologies to occur. ○ Professional Development on how to conference appropriately with students so that students can formulate and understand their own goals will be provided. ○ Classroom teachers will be given leveled libraries including high interest materials, various genres, big books and read alouds to support differentiated lessons, guided reading, shared reading, independent reading, partnership reading and small group work. ○ Staff members will participate in Inter-School Visitations to deepen their understanding of best practices as it relates to Teachers College Reading and Writing Workshop Model.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ○ Principal, 2 Assistant Principals, 2 Literacy Coaches, 3 Title I specialists, 4 ESL teachers, Classroom Teachers, Teachers College Calendar Days, Teachers College Staff Developers – On-Site Visits, Principal’s/Coach coaching group and Teachers College Reading and Writing Project School, and per diem. FUNDING SOURCES: Tax Levy, Title I SWP, Per Diem, and Contract for Excellence \$450,000. ○ Professional Development provided by Network ELL Specialist at no additional cost. ○ PD school literacy specialist ○ Funding will be used to purchase individual student licenses for identified at risk students and targeted special education inquiry team students who will utilize the computer based program, Headsprout.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ○ Each classroom will have a Leveled Library with a variety of texts and genres that students will use to read books on their assessed Independent Reading Level as indicated by their Running Record Assessments. ○ Classroom teachers will periodically review students’ independent reading levels while conferring with students each month. ○ Formal running record assessments will be administered on an interim basis (September, November, March, and May). ○ Classroom teachers will communicate progress with parents through progress reports three times a year.

- Assessment Pro Data will be analyzed by administration, data specialist and classroom teachers after the formative assessment is administered in September, November, March, and May.
- After analyzing running record data, grade level teams will identify trends and patterns in running record assessment data and develop a plan of action to foster student achievement.
- Instructional lessons will be based upon a balanced literacy approach.
- Running Record Assessments will be given quarterly and will be charted to determine student progress. These results will be submitted to the Principal.
- Teachers will attend staff development sessions on-site and off site to deepen instructional best practices.
- Teachers will meet weekly to plan reading plans based upon units of study and to target small group work.
- Scheduled Walk-Throughs by the Principal and Assistant Principals to assess instructional practices.
- Administration will select three assessment windows (December, February, and April). Classroom teachers will administer MOCK New York State English Language Arts exams during the testing rounds.
- Administration, data specialist, literacy coaches and classroom teachers will analyze results and identify trends from the MOCK NYS ELA testing rounds, across grade levels and for each class. Goals and a plan of action will be developed to address challenges and areas of concern.
- Teachers will adjust instructional needs to meet the needs of individual students.
- Teachers will maintain Assessment Binders with all pertinent information on each student along with his/her goals and progress in Literacy.
- One inquiry group will focus on developing an instructional change strategy for students with special needs. Inquiry Team Leader and team members will monitor targeted students progress three times a week, by tracking their comprehension strengths and weakness through the Headsprout's reporting system.
- Collaborative Inquiry Team Leader and team members will record and monitor progress through the utilization of the ARIS tool.
- Inquiry Team Leader will meet bi-monthly to assess and track students' progress with identified instructional change strategies.
- Data specialist and literacy coach will help special needs teachers and general education teachers interpret data during all assessment windows (September, November, March, and May) as it relates to student performance.
- Students will maintain Data Folders/Notebooks with student goals and action plans.
- Student progress will be communicated with parents by sending home quarterly progress reports and student data notebooks.

Subject/Area (where relevant): Data and Goal Setting for High Performing Students in Literacy

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>S.M.A.R.T. Goal: By June, 2010, there will be a 2% increase in the number students at levels 3 and 4 on the New York State English Language Arts Exam.</p> <p>By June 2010, 85% of K-6 classroom teachers will have developed long term and short term goals for individual students, groups of students and for the whole class and communicate progress with parents. The above goal will support our efforts to have ongoing analysis of data to adjust instructional practices to meet needs of high performing students in literacy and to increase the percentage of students making a year of progress.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ○ In the beginning of October, the Principal will communicate school wide goals based upon current data to the entire school community. ○ Principal, Assistant Principals, Instructional Coaches, and the Data Specialist will facilitate and monitor meetings under their supervision to develop long term and short term classroom and individual learning goals. ○ Professional Development in creating S.M.A.R.T. Goals will be given to all staff members. ○ The Data Specialist will provide professional development which will foster an understanding between data inputs in DOE source systems (e.g. ATS) and data outputs in ARIS, Progress Reports and nySTART. ○ Data Team members will meet regularly with each grade to instruct teachers on the interpretation and analysis of teacher made assessments, conferring notes, periodic assessments and , New York State exam results. ○ Professional development will be provided to guide staff members in the importance of triangulating the data as they set goals for the class and individual students. ○ Each grade will regularly develop and submit grade level goals, instructional class goals based upon current Units of Study, and individual student goals. ○ Teachers will meet during common planning periods to develop grade level goals and instructional class goals. ○ Teachers will receive professional development on conferring with students to create learning goals with students. ○ Teachers will display instructional goals in the classroom and will monitor student

	<p>progress through multiple forms of assessment.</p> <ul style="list-style-type: none"> ○ Teachers will submit current Units of Study to supervisors on the onset of a new study. ○ Data Specialist will design and exhibit class performance charts and Excel Spreadsheets based upon formative and summative assessments. ○ Teachers will create data driven lessons based upon the needs of students and the goals established for the class.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ○ An allocation of \$2,550 will be utilized for per session for the Data Specialist. The Data Specialist will support the work the Data Team and classroom teachers will engage in as it relates to goal setting. Per session funding will be utilized to have teacher leaders meet to develop grade level goals for current Units of Study. Data Specialist will train team members. ○ An allocation for a per session enrichment program for students in
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ○ Supervisors will conduct formal and informal observations to observe teachers implementing lessons based upon instructional goals set for core subjects. ○ Pre-Observation and Post Observation Conferences will be conducted whereby teachers will be required to share lesson development based upon instructional goals. ○ Grade leaders will submit grade level and instructional class goals to supervisors. ○ Supervisors and classroom teachers will monitor action plans and student data notebooks/folders. ○ Student work products will be created to support student goals.

Subject/Area (where relevant): Learning Environment
(Subcategory of Communication)

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>S.M.A.R.T. Goal: By June 2010, there will be a 1% increase in our Communication score on the New York City Learning Environment Survey.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> ○ Create a brochure promoting the school, stating school offerings, and advertising what makes the school special. ○ Create and send home parent information folders including: welcoming letter, a calendar of yearly events, names of all teachers, grade leaders, PTA executive board members, PTA president letter, arrival/dismissal procedures. ○ Prepare a parent handbook (in various languages) outlining school’s mission, rules and regulations, curriculum, homework policy, discipline code, bus schedules, and contact list of numbers to assist with problems. ○ Snapshot progress report with a prepared glossary of educational language to help parents understand terms like balanced literacy, accountable talk, and guided reading. ○ A committee of teachers and parents will develop answers to frequently asked questions (FAQs). ○ A state-of –the school address will be given in the beginning of the school year outlining a clear vision, school goals, new curriculum initiatives, current school data, and success of previous school year. ○ A state-of-the school address will be given in June to summarize how the year went. ○ Curriculum Open House at the end of September to share specific grade-level goals, grade level curriculum, standards students must meet and homework and discipline policy. ○ Parent Coordinator will send home surveys. Issues that have surfaced as a result will be addressed at parent meetings. ○ Mid-year, parents will attend a meeting to focus on curriculum initiatives and to see a video recording of a demonstrated typical lesson. ○ At the end of the school year , parents will attend a meeting focused on next year’s curriculum so parents will be able to support children in the summer. ○ Parent workshops will be provided throughout the school year to promote parent involvement and to offer valuable strategies and practices parents can use with children at home. ○ School news will be communicated in parent newsletters. ○ A school leadership team will meet regularly to develop a comprehensive plan of action.

	<ul style="list-style-type: none"> ○ Staff newsletter and a calendar of events will be shared monthly. ○ All members of the staff will utilize DOE-email accounts to receive memorandums and current correspondence. ○ Staff members will meet regularly with administrators during grade conferences and via an open door policy to voice concerns. ○ Committees and teams will be formed to engage members of the community and to cultivate leadership. ○ A thank-you assembly to honor and recognize people who contribute to the success of the school.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ○ An allocation will be utilized for translation services, Parent Involvement and Title 1 funds will be used for parent workshops.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ○ The school will communicate expectations for student’s learning to parents. ○ The school will keep parents informed about their child’s academic progress. ○ The school will contact parents about students’ achievement and successes. ○ The school will receive information about what students are learning all curriculum areas. ○ Parents will receive information on services for children and workshops parents can attend to help children. ○ Students will feel that the school provides information about the school’s educational goals and offer appropriate feedback on each student’s learning outcomes. ○ Teachers will feel the school provides them with information about the school’s vision. ○ Administrators will encourage open communication on important school issues. ○ Parents will receive a Parent Survey prepared by our Parent Coordinator. ○ Their will be an increase in the number of parent workshops offered to parents this school year. ○ Parents will receive a Parent Handbook. ○ Parents will receive a monthly newsletter titled, Stay Connected. ○ Staff members will receive monthly communication through a staff newsletter titled, At a Glance. ○ Staff members will meet monthly for grade conferences for grade level supervisors. ○ Daily communication will occur with the staff via the Daily Bulletin. ○ Throughout the school year staff members will receive correspondences, memorandums, and e-mails from administration.

Subject/Area (where relevant): Increase Mathematics Progress for High Achieving Students

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>S.M.A.R.T. Goal: By June 2010, we will develop instructional strategies and practices to provide differentiated math instruction to meet the needs of high achieving students, resulting in 10% of students currently performing at math levels 3 and 4 achieving 1.2 years of progress as measured by the 2010 New York State Math exam.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ○ In September Principal, Assistant principals, classroom teachers, math coach conduct analysis of 2009 NYS Mathematics results. ○ Use of differentiated instruction based ongoing math assessments including math predictive and math performance series. ○ Professional development specialized strategies to differentiate instruction for higher performing students. ○ Teacher leaders will be cultivated in order that they may share best teaching practices with colleagues. ○ Implement 60 minute Mathematics Block, 5 times a week include 15 minute Math problem of the day, problem of the week and month ○ Use of a newly revised mathematical pacing calendar to ensure parallel grade instruction. ○ Classroom teachers use common planning periods and grade conferences for collaborative planning on targeted needs of students that meet and exceed the State standards. ○ In October Extended day math enrichment program 3 times a week, 50 minute sessions ○ A Title I push-in math teacher will push-in enrichment and provide small group instruction. ○ An enrichment program will be provided after school for Level 3 and 4 students' not making one year's progress. ○ To improve in this area, a core collaborative team leader will lead a team of teachers in action research as an inquiry group will look at how to help students with high 3s and 4s achieve more than a year's

	<p>progress.</p> <ul style="list-style-type: none"> ○ Begin Family Math Nights to explain math program and offer hands on experiences for parents and students.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Principal, Assistant Principals, Math coach, classroom teachers, Title I math teacher, per session, professional development, per diem coverage, materials. Funding sources Tax Levy, Title I SWP, Costs: \$250,000.00</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ○ Interim goals will be set to measure progress through out the year. ○ Use of school based pre and post assessments with each math unit of study. ○ Student Growth Portfolios including student work products assessed with analytical and holistic problems solving rubrics. Periodically collected and reviewed by supervisors ○ Use of Math Predictive and performance series throughout the school year. Comparative analysis of class and student growth by administrators and teachers on each grade after each periodic formative assessment. ○ Evidence of data driven instruction from focused administrative walkthroughs, informal and formal observations from September through June. Administration will select three assessment windows (December, February, and April). Classroom teachers will administer MOCK New York State Mathematics exams during the testing rounds. ○ Administration, data specialist, literacy coaches and classroom teachers will analyze results and identify trends from the MOCK NYS Math testing rounds, across grade levels and for each class. Goals and a plan of action will be developed to address challenges and areas of concern. ○ By end of June 2010, level 3 and 4 students show increase in average change in proficiency based upon results of NYS Math Assessment and DOE Progress Report.

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A	3	1	3	0
1	39	39	N/A	N/A	3	2	2	0
2	43	43	N/A	N/A	5	1	2	0
3	61	61	N/A	N/A	5	1	3	0
4	66	66	32	33	8	1	2	2
5	84	84	16	30	7	1	3	0
6	42	42	12	30	7	1	2	0
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>3 AIS teachers, 2 SETSS teachers. During the Literacy Block, students will receive differentiated instruction. A push-in model will be used during the school day and after school. The following programs will be used with students who are in need of intervention: Wilson, Fountas & Pinnell Leveled Literacy Intervention, Kaplan Advantage & Kaplan Essential Skills Foundations, Open Court Intervention and SRA Phonics Intervention. At-Risk students will also receive intervention in our extended day program and in an after school program where each small group of children receive services from two teachers during extended time three days per week. Differentiated instruction will be given to meet the needs of the students who are at Level I, Level II and those who are low Level III.</p> <p>English as a Second Language: A Title III ESL Program- three 70 minute sessions per week. Each class of students will receive instruction from a Tier I Intervention teacher and a certified ESL teacher as they team teaches lessons and techniques. Our push-in model for ELL will be strengthened by having the ELL teachers works collaboratively with classroom teachers.</p>
Mathematics:	<p>1 PCEN Math teacher and 2 SETTS teachers will provide small group instruction. Pull-out and push-in model during school hours and after school. Teacher created materials and the Math Expressions Program will be used along with manipulatives. Students will address content and procedural skills. Differentiated instruction will be provided to meet the needs of individual students. Students will utilize a concrete approach in order to address and develop problem-solving techniques.</p>
Science:	<p>Classroom teachers provide State mandated periods of science instruction. In addition, 2 science cluster teachers will provide instruction in class as well as pull-out students needing service in a minimum of 45 minute per week for all classes. Foss Kits, Harcourt Brace text, Interactive SmartBoard Science Lessons, non-fiction science literature, and Science materials are utilized. Students will participate in an after school small group science tutorial program. Differentiated instruction will be provided in order to meet the individual needs of students.</p>

Social Studies:	Classroom teachers provide mandated periods of social studies instruction. In addition, 2 social studies teacher will provide instruction for student on a minimum of 45 minutes per week for most classes. Use of trade books, non-fiction literature studies, Interactive SmartBoard Technology, and document based instruction will be used to meet the learning needs of students. Teachers will follow themes and differentiate instruction for individual students.
At-risk Services Provided by the Guidance Counselor:	Small group instruction, and one-to-one sessions using peer mediation strategies are implemented to increase assistance for designated students. Parental outreach will be provided on an on-going basis. Two Guidance Counselors and our Pre-Kindergarten Social Worker will provide parent classes for parents who need additional parenting skills and support. Guidance Counselors and Pre-K Social Worker will also push-in to some classes to provide first hand assistance and to help at-risk students. Students are assisted in learning how to deal with various personal issues including school, friends, family, and current events. The Parent Coordinator will assist in planning workshops for families on requested topics.
At-risk Services Provided by the School Psychologist:	Small group instruction, and one-to-one sessions using peer mediation are provided to increase support of the students in need of service. Parent outreach is conducted on a regular basis to strengthen parent involvement. The school psychologist will offer clinical services, agency referrals, and educational, social and personal services during the school day on an as needed basis to at risk students.
At-risk Services Provided by the Social Worker:	Small group instruction, plus one-to-one sessions using peer mediation strategies are used to increase student support. Conduct parent outreach regularly. The social worker assists students in learning how to deal with various personal and family issues that are adversely affecting student progress. Social Worker is available to assist with crisis management.
At-risk Health-related Services:	School Nurse and the Guidance Counselor identify at-risk students with health issues. They will provide referrals and parental outreach regularly. In addition, students are assisted in learning how to cope with health related issues such as obesity, diabetes, asthma, etc. The nutrition committee will support in awareness of Healthy eating habits. The PPT team will coordinate meetings with administrative staff members to review specific cases.

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.

LAP 2009-2010

District 28 / P.S. 117 / CFN A. Santanta # 11 ESO

VII. Program Model Descriptions

Based on your school analysis:

- i. describe each program model (TBE,DL,ESL) and**
- ii. for each program model, articulate the LAP.**

The Language Allocation Policy team of P.S. 117 comprises the following personnel:

Principal:	Paula Cunningham
Asst. Principal:	Jane Indelicato
Asst. Principal:	Denise Banas
Coach:	Carla Webb
Coach:	Judi Kugel
Coach:	Ruth Bowman
ESL Teacher:	Eileen Aaron
ESL Teacher:	Lyudmila Erenburg
ESL Teacher:	Wendy Hsieh
ESL Teacher:	Erica Ramsingh
Guidance Counselor:	S. Campbell
Guidance Counselor:	T. Elias
Parent Coordinator:	Jennifer Andres
Parent:	Maya Gutteriez-Grandos

ELL Identification Process

Public School 117 is located in Briarwood, Queens with a population of approximately 1,180, of which 13% or 157 students have been identified as English Language Learners. Many of our children are either new immigrants or first generation Americans. The school serves an ethnically diverse community, representing approximately 37 languages. The predominant languages spoken by the students are Spanish, Arabic, Bengali, and Russian. During the registration process, office personnel contact the ESL teachers who use the HLIS (Home Language Identification Survey) and informal interviews with parents/guardian to identify potential English Language Learners. Within 10 days of registration, potential ELLs are administered the LAB-R exam to determine whether or not they are entitled to receive ESL services, based on the state designated level of proficiency on the LAB-R.

When entitlement is verified, parents/guardians of newly enrolled ELLs are invited and encouraged to participate in an orientation through letters sent home in English as well as the home language. Copies of letters and attachments are filed in binders. The ESL teachers also make courtesy calls to the home to remind and encourage the parents/guardians to attend the orientation. At the orientation, information is given on the programs available (TBE, Dual Language and Freestanding ESL), assessments and expectations for their children, as well as “The Guide for Parents” – an informational brochure in the home language. Our Parent Coordinator and other staff members, who are bilingual or multilingual, are also available to assist during the orientation. Parents/guardians select the program that will best meet their children’s needs and, subsequently, the children are placed in the program of choice. This process is ongoing throughout the year whenever new students are admitted to the school.

A review of the Parent Survey and Program selection forms for the past three years indicates that parents have overwhelmingly selected the ESL program. P.S. 117 offers a Freestanding ESL program.

ELL Demographics

The ESL program is configured as follows: Kindergarten – 21 students (9 Beginners, 0 Intermediate, 10 Advanced), Grade 1 – 37 students (21 Beginners, 13 Intermediate, 3 Advanced), Grade 2 – 18 students (4 Beginners, 4 Intermediate, 10 Advanced), Grade 3 – 19 students (6 Beginners, 9 Intermediate, 4 Advanced), Grade 4 – 27 students (8 Beginners, 5 Intermediate, 14 Advanced), Grade 5 – 27 students (6 Beginners, 7 Intermediate, 14 Advanced), Grade 6 – 8 students (4 Beginners, 1 Intermediate, 3 Advanced). The ESL instruction in these grades is aligned with instruction delivered by the classroom teachers. There are 157 English Language Learners in our school. Of this number, 28 have been in the program for 4 to 6 years, nine are in Special Education, and three out of 125 newcomers are SIFE students.

Our SIFE students are receiving the mandated hours of service plus an additional 180 minutes of intense pull out instruction in reading,

writing, listening, and speaking for English language acquisition.

Within our multi-lingual student population, the home language breakdown is as follows:

Spanish – 51 students
Chinese – 3
Russian – 22
Bengali – 24
Urdu – 8
Arabic – 25
French – 1
Punjabi – 8
Other - 15

Programming and Scheduling Information

P.S. 117 provides English as a Second Language services to mandated English Language Learners through the Freestanding ESL Push-in (co-teaching) model in Grades 1 through 6, and the Pull-out model in the Kindergarten grade. For the Advanced/Transitional ELLS there will be 45 minutes per day, four times per week of instruction. For the Beginning and Intermediate ELL students there will be 90 minutes per day, four times per week for a total of 360 minutes of instruction. These instructional periods are based on the proficiency levels of the students and the NYS unit formula. Instruction is delivered by four state certified ESL teachers and is aligned in all content areas with instruction delivered by the classroom teachers. Additionally, in grade 4, fifteen Beginner and Intermediate students receive services in a general education classroom by a dually certified General Education/ESL teacher. Our Social Studies cluster teacher is also dually certified in ESL and General Education. Both dually certified teachers use ESL strategies to differentiate instruction for their students.

Our Beginner ELL students in grades kindergarten through 2 are involved in activities that support English Language Development such as: beginning Language Acquisition, Open Court phonics program, and Teachers' College reading and writing workshops which promote cooperative learning activities. These activities clarify and amplify vocabulary development, key ideas as well as expand peer communication. For the newly arrived students, small group instruction will focus on their immediate needs to facilitate a smooth transition. The newly proficient ELLs will continue to receive support from our four ESL teachers and three certified Title I Reading teachers. In addition, classroom teachers will provide support to the newcomers by placing them in groups with native English language speakers as well as students who share the same first language as the newcomers. Students' seating arrangements will enable them to clearly see and hear the teacher during instruction. Our Push-in and Pull-out models will focus on differentiating instruction according to each individual student's strengths and needs. Our Beginner and Intermediate students in grades Kindergarten through 6 will receive an additional 60 minutes of ESL services per week, while the Advanced students in grades 1 through 6 will receive an additional 75 minutes of

service. All ELLs and newly proficient ELL students have been given the opportunity to attend our 50 minute Extended Day Program, three days a week. All instruction is aligned to the TESOL Standards.

Additional instructional ESL periods will be provided to students in grades K, 1 & 2 (90 minutes of instruction for Beginner and Intermediate students, and 180 minutes for Advanced students) in order to gain early initial academic success. We will service our 75 early childhood students in a combination Push-in/ Pull-out program according to their proficiency levels (Beginning, Intermediate, and Advanced). Teachers will differentiate their instruction according to individual student's strengths and weaknesses in early language acquisition, providing students with the confidence and the self-esteem needed for success in the upper grades. Title 1 reading specialists and a math specialist will push-into classrooms and work one on one or in small group settings using a hands-on approach to enable them to become proficient in reading and math skills.

Additional instructional ESL periods will be provided to students in beginning and intermediate proficiency (for our 4-6 year students, long term ELL students and special education ELL students) by 90 minutes per week for grades 3 through 6. Students will achieve academic success in literacy in preparation for taking the NYS ELA. In grade 3 we will provide an additional 180 minutes of ESL instruction for our Advanced ELL students in reading, writing, listening, and speaking. Our 61 students will be serviced according to their proficiency levels (Beginning, Intermediate, and Advanced). Teachers will differentiate their instruction according to individual student's strengths and needs in literacy. Title 1 certified teachers will support ELL students who are in need of additional assistance. ELL students are included in the 50 minute Extended Day Tutoring Program, three days a week for additional support in literacy and mathematics. In addition, our Title 111 After School Program for grades 3 through 5 will provide additional language acquisition support to our ELL students by two certified ESL teachers and two Reading Specialists. All instruction will be aligned with the TESOL Standards.

Since the community that services P.S. 117 is so diverse, and many of our students are presently English language learners or were previously English language learners, the school policy has always been to provide equity in all activities for all students. All academic and social activities are aligned.

Assessment Analysis

Our newcomer students in grade 3 (6 students), grade 4 (8 students), grade 5 (3 students), and grade 6 (3 students) are performing below grade level. Assessments indicate students are scoring at performance levels 1 and low-level 2 performance levels in literacy and mathematics. Professional Development will be provided in hands on mathematics strategies, balanced literacy strategies in Reading and Writing Workshop strategies provided by Columbia TC staff developer, literacy coaches, and mathematics coaches and to the ELL Teachers. In addition, the newcomer students will receive an additional 180 minutes of intense small group pull-out ESL instruction in reading, writing, listening, and speaking language acquisition.

ELL Intermediate Students in grade 3 (7 students), grade 4 (5 students), grade 5 (5 students), and grade 6 (1 student) are performing closer to grade level in literacy. Assessments indicate students are scoring at performance level 2 in literacy. In mathematics, student assessments indicate students are scoring at performance level 3 on grade level. Professional Development will be provided in hands on mathematics strategies, hands on discovery science strategies; balanced literacy strategies in Reading and Writing Workshop strategies provided by Columbia TC staff developer, literacy coaches, mathematics coach, and science specialty teachers, to the five state certified ESL Teachers.

ELL Advanced Students in grade 3 (5 students), grade 4 (14 students), grade 5 (17 students), and grade 6 (3 students) are performing on or close to grade level. Assessments indicate students are scoring at performance level high 2 and low-level 3 in Literacy. The mathematics assessments indicate students are scoring at level 3 and 4 performance levels. Professional Development will be provided in hands on mathematics strategies, hands on discovery science strategies; balanced literacy strategies, and Reading and Writing Workshop strategies provided by Columbia TC staff developer and literacy coaches, and mathematics coaches, science specialty teachers, to the five state certified ESL Teachers.

Since last school year, Success Maker Computer ESL Program has been added in grades 3, 4, and 5 for our ELLs and former ELL students. This program provides additional support in their general education classrooms during literacy, mathematics, and science instruction. The program is aligned to the TESOL Standards. It tracks the students' progress through the year, giving classroom teachers reliable data to target areas of need.

Our ESL Program is monitored for effectiveness through formal and informal observations, review of student products, review of teacher made assessments, review of interim assessments, and formal assessments (NYS ELA, Mathematics, NYSESLAT, LAB-R, ACUITY, Scantron, and TCWRP Assessments) administrators and literacy coaches. Staff development will be provided during the instructional day, and during Title 111 staff development monthly. Our five state certified ESL teachers receive intensive professional development in all components of Balanced Literacy and use of best practices in ESL and ELA Methodologies, Math Problem Solving Strategies, Hands-on Discovery Science Strategies, Document Based Inquiry Social Studies Strategies, and cooperative learning strategies. Additionally, the five state-certified ESL teachers will also provide workshops for the general education teachers and special education teachers in TESOL strategies to enable them to meet the needs of the ELL students. All teachers receive professional development in learning strategies that develop critical thinking, problem-solving, and communication skills aligned with the TESOL standards.

Our ESL Program utilizes teacher-made assessments, ACUITY predictive assessments in ELA and Mathematics, ELL Interim Assessments, standardized test scores on the NYS ELA and Mathematics Tests, Scantron Computer Reading Assessment, TCRWP Assessment, and ongoing LAB-R for new admits to ESL program. NYSESLAT results are also assessed to determine strengths and needs of individual students to continually regroup for instruction.

All five state certified ESL teachers receive and will continue to receive comparable instructional materials aligned with Teachers' College

Reading and Writing Workshop, Balanced literacy and TESOL standards. Classrooms will include Rigby, fiction leveled libraries, leveled non-fiction social studies libraries, leveled non-fiction science libraries, trade books, and ESL instructional materials for all grades serviced. Additionally, we continue to order books in all the major languages for student use.

Our ELL students in grades kindergarten through six are having greater success in listening and speaking than in reading and writing. Therefore, a greater emphasis will be made in delivering reading and writing instruction. Students will have additional opportunities to read at their independent levels, and to respond to Literature through writing, as well as writing independently with the support of our ESL teachers.

Professional Development

Professional Development that is aligned with the early childhood curriculum and TESOL state standards will be provided for our ESL teachers. Additionally professional development will be provided in hands-on mathematics strategies, hands-on discovery science strategies, and balanced literacy strategies for grade 2. Teachers' College staff developers, literacy coaches and science cluster teachers will provide reading and writing strategies to four state-certified ESL Teachers.

Our ESL teachers are included in Teachers' College Reading and Writing Workshop professional development provided by an on-site TC Staff Developer. ESL teachers will attend Teachers' College calendar day professional development, which is ongoing, throughout the year. In addition, ESL teachers will attend professional development offered by the Department of Education's Office of English Language Learners.

Parental Involvement

The parents and families of our ELL students attend all school functions including, but not limited to, Parent-Teacher Association meetings, parent workshops in literacy, mathematics, social studies, science, Parent-Teacher conferences, after-school ESL classes for parents and/or family caregivers, and Holiday Event evenings. Translators are provided when necessary for parents by staff members who speak: Spanish, Russian, Chinese, Korean, Vietnamese, Greek, Italian, and parent volunteer translators in Urdu, Arabic and many other languages. We send home communications in their home language whenever possible including calendars, newsletters, report cards, and notices. Our Parent Teacher Association utilizes part of the Title 1 funds by offering the parents ESL classes to assist parents in learning English

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

Form TIII – A (1)(a)

Grade Level(s) 3, 4, & 5 **Number of Students to be Served:** 55-65 **LEP STUDENTS**

Number of Teachers 4 ESL State Certified Teacher **Other Staff (Specify)** 3 State Certified Reading Teacher/ Wilson Trained Teachers

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.

Public School 117 is located in Briarwood, Queens with a population of approximately 1,180, of which 13% or 152 students have been identified as English Language Learners. Many of our children are either new immigrants or first generation Americans. The school serves an ethnically diverse community, representing approximately 37 languages. The highest concentrations of children speak Spanish, Arabic, Bengali, and Russian. There are currently 152 ELL students in attendance.

P.S. 117 is a high performing school with 89% of non-ELL students scoring levels 3 and 4 in reading and 96.75 % in mathematics, compared to 41.2% of ELLs scoring at levels 3 and 4 in Reading and 83.2% scoring at levels 3 and 4 in Mathematics

Early explicit instruction in phonemic awareness and decoding is the key to reading success. It is important that our grade 3, 4 and 5 students learn English as quickly as possible in order to gain academic success. The Title III program will help our students to gain confidence and build self-esteem. Our goal is for 20% of the Beginning Level ESL students to move to the Intermediate Level and 40% of the

Intermediate Level ESL students to move to the Advanced level on the NYSESLAT. Our ELL Learners require a challenging, rigorous literacy program that will increase beginning English Language acquisition.

The Grade 3, 4, & 5 After School Program will serve to supplement the core curriculum literacy program in the following areas: English Language Arts aligned with the TESOL Standards; and Mathematics problem solving strategies. The English Language Arts supplement will focus on fluency and reading comprehension skills as these are areas where ELLs have the most difficulty.

The Reader's Theatre Program by Benchmark Education. Reader's Theatre is a scientifically researched based curriculum that is used to enhance a student's reading fluency and, subsequently, comprehension. Dr. Timothy Rasinski, in his research study published in *The Reading Teacher**, documented that when Reader's Theater, which promotes timed oral reading passages, and oral partner reading was added to a core reading program over the course of a year, 93% of the identified at-risk students exited reading either at or above grade level. In comparison, only 22% of the at-risk students who were taught using only a traditional reading program exited reading at or above grade level.

In addition, we will utilize Words Their Way (WTW) for English Language Learners which is an approach to spelling and word knowledge that is based on extensive research literature. WTW includes stages of development and instructional levels that are critical to the way students learn to read. It compliments the use of phonics, spelling, and vocabulary instruction that are often used in schools. Included in the WTW approach are three inventories for student assessment - the Primary Spelling Inventory, the Elementary Spelling Inventory and the Upper Level Spelling Inventory. As with all educational instruments, it is essential to evaluate the reliability and validity of the instruments to ensure that educators and policymakers base their instructional and policy decisions on instruments that measure what they purport to measure. Additionally, if the instruments are to be used to gauge changes in student knowledge, then it is critical that the instrument be reliable. With reliable instruments, educators can be sure that changes in test scores reflect changes in student knowledge rather than any instability in the instrument itself. For these reasons, the Center for Research in Educational Policy (CREP) at The University of Memphis was asked to conduct a reliability and validity study of all three inventories, using data from students in a variety of grades and backgrounds. Words Their Way for ELLs will enrich the Rigby ELL program utilized during the instructional school day.

Other activities will involve read alouds, retelling stories, role-playing, and writing activities connected to the TESOL Standards.

Children will also have opportunities to work in cooperative activities that will clarify and amplify vocabulary development, key ideas as well as expand peer communication. Students will be assessed by teacher made tests, NYS ELA & Mathematics Scores, NYC Acuity Predictive Assessments in Reading & Mathematics, TCRWP Assessments, NYSESLAT Scores, and portfolios to measure their achievement.

Grade 3: The program will service one class of 18-20 ELL students. These will be ELL students who scored at the Beginning, Intermediate, and Advanced levels on NYSESLAT, or new ELL admits who scored at the beginning level on the Lab-R. The After School Program will be provided in English. We will include a Reading Certified/Wilson trained teacher to push in and team teach with the ESL teachers in teaching students who have made minimal progress in reading according to the Scantron, Acuity Assessments, and Fontas

Pinnell reading assessment. The Wilson Reading System is a research-based reading and writing program for teaching decoding and encoding (spelling) beginning with phoneme segmentation. The additional staff will reduce the teacher to student ratio.

Grade 4: The program will service two classes of 18-24 ELL students who scored at the Beginning, Intermediate, and Advanced Levels on the NYSESLAT, or new students who scored at the beginning level on the Lab-R. The After School Program will be provided in English by state-certified ESL teachers. In addition, a Wilson Trained teacher will team teach with the ESL teachers in teaching students who have made minimal progress in reading according to the Scantron and Acuity Assessments. The Wilson Reading System is a research-based reading and writing program for teaching decoding and encoding (spelling) beginning with phoneme segmentation. The additional staff will reduce the teacher to student ratio.

Grade 5: The program will service one class of 15-18 ELL students who scored at the Beginning, Intermediate, and Advanced Levels on the NYSESLAT or new students who scored at the beginning level on the Lab-R. The After School Program will be provided in English. . We will include a Reading Certified/Wilson trained teacher to push in and team teach with the ESL teachers in teaching students who have made minimal progress in reading according to the Scantron, Acuity Assessments, and Fontas Pinnell reading assessment. The Wilson Reading System is a research-based reading and writing program for teaching decoding and encoding (spelling) beginning with phoneme segmentation. The additional staff will reduce the teacher to student ratio.

The program will commence from mid-November 2009 and will end at the end of May 2010. It will take place two days a week on Tuesdays and Thursdays. Each session will last one hour and ten minutes, from 3:20 p.m.-4:30 p.m. for the 55-65 ELL students.

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.

Four certified ESL teachers will be provided with 10 hours of ongoing professional development by literacy, writing, and math staff developers. All staff development will be aligned with the TESOL standards.

One Certified ESL teacher along with Literacy & Mathematics Coaches will provide ongoing ELL Parent Workshops in reading and mathematics strategies to assist their children. The workshops will be combined with PTA workshops for ELL parents. The workshops will take place in the mornings and evenings to accommodate parents' schedules. Teachers will use chart paper, overhead projectors and other teacher made material to promote comprehension in literacy and mathematics according to TESOL standards.

An adult ESL parent/guardian class will also be offered, at no cost to the program.

Form TIII – A (1)(b)

School: PS 117Q **BEDS Code:** 342800010117

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

Allocation: Title 111 LEP		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	<u>Teacher Per-session</u> Direct Instruction: 420 hrs @\$49.89 Total = \$20,954	Cost of 4 ESL Teachers @ \$49.89 (including fringe) Cost of 3 teachers (Wilson trained) @ 49.89 Including fringe
Purchased services such as curriculum and staff development contracts	<u>Professional Development:</u> 50 hrs @ \$49.89 Total = \$2, 495	Cost of 4 ESL Teachers @ \$49.89 (including fringe) – per session Cost of 1 Teacher for PD @ \$49.89 (including fringe)-per session
Supervisor from Middle of March to Middle of June	<u>Administrator Per-session</u> 75 hours @ \$52.21 Total=\$3,916	Cost of 1 supervisor @52.21 including fringe
Supplies and materials	<u>Instructional Materials</u> To support the instructional program from	Words Their Way with English Learners: Word Study for Spelling, Phonics, and Vocabulary Instruction by Pearson Education

	Pearson Education @ a cost of \$1,356	
Travel		
Other	Supplies Basic supplies @ no cost to Title III	See below
TOTAL	\$28,721.00	

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

Other Budget Category		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	No cost to program	One staff developer and one ESL Teacher will provide ongoing parent workshops throughout the school year.
Purchased services such as curriculum and staff development contracts		
Supplies and materials	No cost to program	Chart Paper, paper, refreshments.
Travel		
Other		
TOTAL	No cost	

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.

The primary data source used to identify interpretation needs was the RPOB report from the ATS. This report captures home language information from the HLIS form that is filled out by parents/guardians for each child upon initial registration. A compilation of data from informal interviews with parents/guardians during student registration, parent orientation, parent teacher conferences and parent association meetings also provided key information for use in our assessment. Our Spanish bilingual parent coordinator and other multilingual staff assisted during the interviews.

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.

Our analysis of written and oral interpretation needs indicates that many parents who are relatively new immigrants require interpretation assistance. The findings were shared with the school community via faculty conferences, calendars and school notices, School Leadership Team and Parent Association Executive meetings.

Part B: Strategies and Activities

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

The school will provide written translation for critical documents in Spanish, Arabic, Bengali, and Russian, which are the predominant languages. Depending on availability, translated documents will be downloaded from the Department of Education's website. Parents will be informed, and can then become active participants in our school community. The Parent Coordinator and other qualified staff will receive copies of critical documents so that they will have ample time for

translation and subsequent distribution of correspondence to parents/guardians. We will utilize approved NYCDOE vendors for written translations and interpretation services as needed.

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.

Through our Parent Coordinator, parent volunteers and other multilingual staff we will provide oral translation services for those parents identified in Part A. Services will be provided during Parent Teacher Conferences, Parent Association meetings and at workshops.

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>.

A sign in each of the covered languages will be posted in three prominent locations throughout the school building. For languages where more than 10% of the students speak neither a primary language that is neither English nor a covered language, translation services will be obtained from the Translation and Interpretation Unit and those signs will also be prominently displayed throughout the school building.

Parents will also receive information in each of the covered languages regarding the rights of parents to translation and interpretation services, and how to access such services.

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:	\$660,385	\$49,304	\$709,689
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$6604		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$493	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$33,020		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$2465	
6. Enter the anticipated 10% set-aside for Professional Development:	\$66,039		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$4930	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 99.2%
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.

The teacher took the college course that allowed her to be fully certified. As a result, we have 100% high quality teachers for the 2009-2010 school year.

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

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

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

School-Parent Involvement Policy 2009-2010

I. School 117Q in compliance with the Title 1/PCEN mandates, has implemented a parent involvement policy strengthening the partnership between the school and the community. Our school’s policy is designed to keep families informed and actively involved in planning and in decision making processes. Our goal is to develop a parent involvement program that builds a strong home-school partnership and will enable our professional staff and parents to work together to increase student achievement.

II. This policy involves all parents including parents of English Language Learners and special needs students.

III. Our policy was developed upon a review of parents need survey and the evaluation of effectiveness of the Title 1/PCEN Parent Involvement Program.

Our Parent Involvement Policy was developed with input from parent members of our SLT and members of our PTA association.

P.S. 117 incorporates an active School Leadership Team that will meet at least once a month to discuss and review curriculum and instruction, school policies, funded school programs. This Leadership Team has sub-committees that discuss specific school programs. A Title I representative and parent members will offer plans for the SLT for ongoing parental involvement programs.

The School Leadership Team will review State and Regional assessments to determine school trends and needs. The Parent Teacher Association will provide the school with communication to address areas of school-wide concern.

P.S. 117 participates in a Quality Review and Learning Environment Survey annually. As part of this Quality Review, the effectiveness of parental involvement is evaluated. In addition, feedback obtained from the survey provides valuable information about parental understanding regarding school goals and objectives. The school's ability to communicate and engage parents as partners to promote student learning is held in high standard. Newsletters, informal principal meetings with parents and Administrative outreach are examples of making home link connections. With this information, an improvement plan is initiated for the following school year that lays out ways to increase parent participation in all areas of the school community. We are an extremely culturally diverse community and all evaluations and surveys are targeted to all parents. Based on further findings, workshops and meetings are designed to meet the specific needs that result from the Quality Review and survey. We will continue to provide written translations for school informational meetings.

Our parent coordinator will provide parent workshops; some of these workshops will be the following:

- State and Content Standards
 - Explaining City and State Assessments
 - Requirements of Title I, Part A
 - All academic subject areas (Reading, Writing, Math, Science, Social Studies, Technology, etc.)
 - How to help your child with homework
 - New York State ELA Test
 - New York State Social Studies Examination
 - Understanding Your Child's Report Card
 - Understanding Periodic Assessments
 - Understanding Workshop Model Teaching through the use of Manipulatives
 - New York State Science Examination
- We will also provide an ESL After-School Program for parents to learn English so they can better assist their children.

We encourage more school level parent involvement by:

- Hosting annual Parent Curriculum Conferences in September
- Encouraging parents to become trained volunteers through Learning Leaders.

P.S. 117 in collaboration with the PTA will also organize the following:

- Special holiday occasion get together evenings
- Pre-kindergarten and kindergarten breakfast sessions with the school Administration
- Family multicultural evenings

All parents will receive ongoing progress reports that will keep them informed of their child's academic growth.

P.S. 117 will provide ongoing communication of school and DOE policies through the following ways:

- Informational flyers (curriculum updates, website resources, health resources and parenting skill referrals of services)
- Principal's Newsletter
- Parent Coordinator Newsletter
- PS 117 Website
- Summer Reading Guides
- Dial-A-Teacher (Help your child with homework information)
- PTA meetings

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

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

The Title I School-Parent Compact is in effect during school year 2009-2010

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

The School Agrees:

- To convene an annual meeting for the Title I Parents to inform them of the Title I program and their right to be involved.
 - To offer flexible meetings at various times and when funds are available to provide for child care or home visits for parents who cannot attend regular school meetings.
 - Keep families informed of all programs in a timely manner.
 - Involve parents in planning, reviewing, and improving the Title I programs and parent involvement policy.
 - To provide all individual students formative and summative assessment results.
-
- To provide high quality curriculum and instruction in the following ways:

Highly qualified classroom teachers will be placed in every classroom. In addition, students will be provided with support services in their specific areas of need, such as ESL instruction, Academic Intervention Services, SETSS, Individualized Education Plans, tutoring, small group instruction, plus strong emphasis on push-in services.

The school has incorporated the arts, music and technology that support an interdisciplinary standard-based curriculum in grades kindergarten through six. Using this content-based thematic approach, students at all grade levels and abilities will sharpen their creative thinking and problem solving skills. P.S. 117 maintains an extended day program to support the Magnet theme of *Theater Arts and Music Through Technology*. The curriculum for these activities will be an extension of the curriculum developed for use during the regular school day, to ensure continuity. The Project Arts program provides music specialists to work with our students in grades K-6, along with classroom teachers. Several certified arts teachers work in partnership with art organizations to integrate arts across the curriculum emphasizing Social Studies.

P.S. 117 will use a Balanced Literacy approach using trade books, novels and classroom libraries in Grades 1-6. Grades K, 1 and 2 use the Open Court Phonics program. Grades K, 1 and 2 also make extensive use of trade publications, classroom libraries and grade appropriate leveled literature to enhance our educational program. We will use instructional strategies and a Balanced Literacy approach that contributes to improved student achievement. Our literacy program will consist of the implementation of a 90-minute literacy block and daily writing activities that follow the Columbia Writing Initiative in Grades K-6. We provide intensive Academic Intervention Services to all students who are not meeting State Standards. Our Extended Day program is

followed by an after school AIS program. Teachers in grades 1-6 will obtain further support by attending TC Calendar days and by utilizing specific classrooms as lab sites for TC instruction.

As part of our move toward implementing the City and State Mathematics Standards, all kindergarten, grade 1 and grade 2 classes will use the Trailblazers Program. Grades 3-6 will continue to use the Harcourt Math series. We are stressing the use of problem solving and inquiry, the use of math manipulatives and cooperative learning strategies in all grades.

We use a math workshop approach and each classroom will be supplied with mathematical manipulatives. The Math specialist will provide professional development in the frameworks of mathematics, math skills and all components of math. These math facets include mathematical reasoning number and numeration, operations, modeling/multiple representations, measurement, data interpretation, and patterns/functions.

Our school's Literacy Staff Developer and Coaches provide workshops and in-class training to all classrooms and out of classroom teachers in our Columbia based writing program. The program provides our students with the ability to use writing to enhance written communication across the curriculum. This will also enable our students to meet the English Language Arts Standards.

Our Science Program will provide for a hands-on inquiry approach. We will have two Science Specialists who provide hands-on instruction. In addition, we participate in the NYC Science Core Curriculum using *Harcourt Brace* instructional materials in grades K-2 and the *Foss Science System Kits* in grades 3-6. Classroom will teachers also provide three to four additional science periods per week. We use content reading in science through science texts, trade books and non-fiction science related articles.

The Social Studies program at P.S. 117 uses the Harcourt Brace series which focuses on Document Based Questions, primary sources and analysis of social and political events. Our Social Studies curriculum uses instructional strategies in the use of DBQ (Document Based Questions) and the use of the NYS Social Studies Core Curriculum as a basis of classroom instruction. Social Studies is further developed with our Social Studies teachers who work specifically with designated classes.

Our Title I Reading program will provide push-in services to children in the first and second quartiles and provide professional development to enable staff to align the reading curriculum with the City and State English Language Arts Standards. There will be articulation between the funded teachers, classroom teachers or subject teachers in order to coordinate the educational plan for Title I students. Our Title I Math program will provide push-in/pull-out services to children in the first and second quartiles and provides professional development to align math curriculum with the City and State Performance Standards. There will be articulation between the funded teachers, classroom teachers and subject teachers in order to coordinate the educational plan for Title I students.

Many of our children entering our school are non-English speaking. They require a strong literacy program with extensive early childhood intervention strategies. In order to meet this need, we will stress the implementation of the English Language Standards to focus on the development of language competency in our children. Open Court program targeting grades K and 1 helps ELL children to build a strong foundation for English. The ESL population is served in grades K-6 implementing a push-in model.

The ESL program will provide service to English Language Learners in a setting within the classroom to increase their English language acquisition through listening, speaking, reading, writing and viewing activities. As part of the Language Allocation Policy (LAP), we will continue to implement the congruence between ELL instructional practices with those used by the classroom teachers. We will continue to align content based instruction to NYS learning standards in ESL and ELA.

At P.S. 117 we will provide a challenging curriculum enabling all students to access general education within the Least Restrictive Environment. Support services are provided to foster success in general education in order to meet the needs of a diverse population. Our LRE initiatives will be formulated to provide both direct and indirect services to students, general education teachers, special education teachers and related service personnel, allows for sharing knowledge and expertise.

The school will provide for ongoing communication with parents in the following ways:

- Parent-Teacher Conferences will be held twice a year, once in November and once in March. Teachers will schedule conferences with all parents who are unable to attend the regular conferences. We also hold a curriculum Open House at the end of September to make parents aware of these compact and other curriculum requirements. Annual parent meetings, which delineate the school's participation in Title I Programs, will take place during the school day as well as evening. Open school week in November provides an opportunity for parents to see their children learning in the classroom. Focus will be on Balanced Literacy.
- Teachers' preparation periods schedules are sent home to parents so that parents can meet with teachers by appointment. Teachers are also available to meet with parents before and after school. All teachers schedule appointments to meet with parents before academic intervention services are provided. All parents of students with IEP's conference with the classroom teacher as well as their specific service providers twice a year, (September through October, April through June).
- All parents of ELL students view an ELL video at the time of registration and discuss contents with our ESL teachers. ESL teachers schedule individual conferences with parents throughout the year. The Parent Coordinator is available on a daily basis to discuss any issues parents may have regarding particular services.

- The Principal and Assistant Principals schedule and meet with parents on a continuous basis.
- Parents will be invited to participate in our writing celebrations, assembly programs and Magnet grant productions. Parents also have the opportunity to observe classroom activities during Open School Week, during Curriculum Open House and on an individual basis by scheduling appointments with the teacher or administration.

The Parent/Guardian Agrees:

- To become involved in developing, implementing, evaluating and revising the school parent involvement policy.
 - To participate in or request assistance in child rearing practices and teaching and learning strategies.
 - To send the child to school ready to learn.
 - To ensure that the child attends school regularly and on time.
 - To be aware of the child's work, progress and problems by talking to the child about school, by looking at the child's work and progress reports and by attending school functions.
 - To work with and review homework with his/her child.
 - To maintain continuing contact with the child's teacher and administration about the progress of the child's education.
 - To take part in school programs and activities.
 - To respond to communication from the child's school.
 - To hold their child responsible for school work, attendance and behavior.
 - To provide their child with a place, time and appropriate materials for homework and study.
 - To read with the child on a daily basis for a minimum of 15 to 30 minutes daily.
 - To monitor the child's reading log.
 - To provide the child with a library card and make regular visits to the local library.
- As parents to provide information to the school on the type of training and assistance they would like and/ or need to help them be more effective in assisting their children in the educational process.

Student Agrees:

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

- Attend school daily
- Come to school prepared to learn
- Complete all homework assignments

- Read at least 30-minutes daily and maintain a reading log
- Follow the Discipline Code
- Respect the rights of professional staff and peers
- Respect the diversity of cultures within the school
- Take home and share all notices with family
- Visit the public library
- Study for tests and assignments
- Ask questions of my teachers
- Participate in class activities and discussions
- Come to school on time with necessary required materials

School PS 117Q

Paula Cunningham, Principal

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.

Administration, cabinet members, and the data specialist will review student performance on all NYS ELA and Mathematics exams. An analysis of the assessments will enable us to determine the common trends and mistakes students have made on these assessments. This information will be used to drive instruction. Teachers will receive on-going staff development that will help them to interpret and analyze the data. Assessment-Pro will be implemented so teachers can enter and analyze data of their students. Based on data results, inquiry teams will be established to enhance student performance.

Predetermined dates will be set by administration to administer school practice testing rounds of previous state exams, EdPerformance Series, and Predictive Assessments. By administering practice NYS Exams from the 2008 and 2009 school year in a six week cycle format, we will be able to determine students' strengths and weaknesses based on the results obtained from the exams. As a result, students will be grouped for instruction based upon their specific learning needs. After administering and analyzing Running Records, Predictive Assessments, and EdPerformance Series, teachers will be able to develop and create class goals and individual learning goals for students. Students will be taught strategies and techniques to help them respond to and understand questions. Students will receive instruction that will help them build stamina and to become proficient and advanced readers. Given that these assessments will be given in cycles in accordance with the Department of Education's Testing Calendar, interim goals will be created, modified and adjusted as students' develop mastery in content subject areas. SMART Goals are created by all staff members to strengthen mastery for further student achievement.

All classroom teachers will be required to maintain an assessment binder for students in their class. Conferencing notes, a sample of student work, learning goals, and all information pertaining to individual students' performance will be maintained in the binder. By maintaining this data, teachers will be able to determine if students are successfully meeting all benchmark standards and performance indicators for their grade. In cases where students need additional support, SMART Goals will be implemented.

All staff members will be aware of the school goals that have been established for the school year. Teachers will meet during grade conferences and common planning time to receive support in meeting the needs of all learners and creating and fulfilling the school, class, grade and individual student goals.

During monthly faculty conferences, the entire staff will meet in inquiry teams to plan and implement inquiry work on each grade level. One Inquiry Team Leader will be designated to turn key critical information to their specific team members.

2. Schoolwide reform strategies that:

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

All children will be given the opportunity to meet the State's proficient and advanced levels of student academic achievement. We hope to have students will be able to participate in before-and-after school academic intervention programs, extended day, enrichment clubs, and an extended day programs to support the Magnet theme of *Theater Arts and Music Through Technology*.

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

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

- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the School-wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any

The following methods and instructional strategies will be used to provide school wide reform:

- a. Extended Day – three 50 minute sessions per week. Students receive academic support in small group instructional format.
- b. After-School AIS Program – we are planning to continue two 70 minute sessions per week. A Tier I Intervention teacher who can provide opportunities for students to learn utilizing a *Rally* piloted program and *Kaplan Advantage & Essential Skills* program.
- c. Enrichment Extended Day- three 50 minute sessions per week. Identified students receive strategies and techniques that help them to build and increase academic rigor.
- d. Title III ESL Program- three 70 minute sessions per week. Each class of students will receive instruction from a Tier I Intervention teacher and a certified ESL teacher as they team teaches lessons and techniques.
- e. Inquiry Teams – By taking steps to ensure our school becomes literate in data and assessment, through training provided by members who have professional development related to inquiry work, we will enable 100% of the school teaching population to ultimately engage in some type of inquiry work. After analyzing and interpreting data from various sources, teachers will be able to implement new strategies, techniques and programs with their students based on what they learn from the data. Thereby, the focus will be on the educational needs of English Language Learners, Special Education, Black/Hispanic and Title I eligible populations plus many other sub groups will be created.
- f. Title 1 Reading Programs, PCEN Math Programs, At-Risk Guidance Counseling, and SBST Services will be provided to address the needs of all children in the school. In particular, the needs of low academic achieving students who are at risk of not meeting the State content standards will be serviced.

3. Instruction by highly qualified staff.

All staff members are highly qualified. Students receive instruction from staff members who are licensed to teach in their certified area.

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.

Teachers receive high-quality and on-going professional development throughout the school year. During grade conferences, established Chancellors' Professional Development Days, and inter/intra – school visitations, and TC calendar days staff members engage in professional development opportunities. Throughout the school year, professional development will also be provided in Technology by JDL, differentiated instruction by following TC calendar days and having a Balanced Literacy approach, analyzing and interpreting data by JDL, and implementing The Writer's Workshop Model by two Literacy Coaches.

P.S. 117 support a partnership within the school, families and community to meet student academic achievement and success by involving parents in the following activities and workshops:

- Understanding the New York State ELA Exam
- Understanding the New York State Math Exam
- New York State Social Studies Exam
- Understanding the Writer's Workshop Model
- Understanding Fountas & Pinnell Running Records
- Hands on Science Activities
- Interactive Smart Board & Technology in the Classroom
- Tech Savvy Parents – Using Technology at Home
- Helping Your Child Select Just Right Books
- Helping Your Parents Understand Today's Mathematics
- New York State Science Exam
- Hands on Math Activities

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

In order to attract high-quality highly qualified teachers to our school, we have formed a partnership with Queens College. Student teachers will be able to complete their student teaching experience at P.S. 117. Highly qualified staff members will teach the student teachers best practices, model lessons and provide opportunities for them to plan and provide instruction. Once the

student teachers have received their certification, we will be able to select and hire newly certified teachers and/or substitute teachers if we have teacher vacancies.

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

Our Parent Coordinator will provide workshops for parents. A trained ESL teacher will teach newly arrived immigrants how to speak English. We hope to offer differentiated computer classes and job seeking tips. Parents will be able to participate in beginner, intermediate and advanced computer classes. Computer time will be available to those who need job hunting resources-for example: Assistance with resume writing. The school guidance counselor will also provide parent workshops

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.

A family worker and a designated pre kindergarten social worker will work closely with the teacher, paraprofessional, students and parents. Parent workshops will be provided. The pre kindergarten teacher will also participate in established professional development opportunities. This year all children in the pre kindergarten program will be screened using ESI-R.

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

Teachers will be given the opportunity to be an active member of the Leadership Team. These monthly meetings allow for parents, teachers, and administration to discuss and review curriculum and instruction. In addition, the School Leadership Team reviews State and Regional assessments to determine trends and needs. Teachers are also given the opportunity to participate in grade level meetings. Administration allows all staff members to contribute their ideas and suggestions. Decisions regarding the use of academic assessments are made once all contributing parties have been given the opportunity to share their thoughts, ideas, and expertise. Teachers are given opportunities to engage in decisions about the achievement of individual students and the overall instructional program.

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.

By identifying students through ARIS, we are able to determine students who are having difficulty mastering proficient or advanced levels of the academic achievement standards. When this information is obtained decisions are made about Tier I and

Tier II Intervention services the child will receive. Information is gathered for students in June at the close of the school year. In September, the information is updated due to changes that may have occurred, such as students' promotional summer school status or new admits eligibility.

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.

All Federal, State, and local services and programs such as nutrition programs, housing programs, and Pre Kindergarten programs are coordinated under the direction of administration and support staff such as the school guidance counselors and social workers.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

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

Part A: For All Schools Identified for Improvement

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

Part B: For Title I Schools Identified for Improvement

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

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

Due to these findings a change has occurred in the English Language Arts curriculum. During the 2008-2009 school year 100% of teachers in grades K-3 implemented a writing workshop based on the philosophy of the Reading and Writing Project, Teachers College Reading and Writing Project. Students write every day during the writing workshop; generating ideas, choosing a seed idea, nurturing the seed idea, drafting, revising, editing, publishing and reading their pieces in a writing celebration. There was a great deal of emphasis on speaking and listening during the writing workshop. Students had writing partners and they worked with their writing partners during all phases of the writing process.

100% of teachers in grades 2 and 3 implemented a reading workshop. Children read independently for at least 30 minutes every day. Teachers conducted conferences with individual students during reading workshop to differentiate instruction.

Our students continue to work with reading partners and book clubs to promote comprehension and they had conversations about books. Interactive read aloud was also conducted throughout the week to promote listening and speaking. The interactive read aloud focused on literal, inferential, and critical thinking reading skills.

A curriculum was designed to teach different units of study in reading and writing that lasted four to six weeks. The classrooms were supplied with appropriate materials based on the units of study. We also tested our students to determine their reading levels. Classroom libraries were ordered based on the units of study and reading levels of all our students, including ESL and struggling readers.

The reading and writing workshop address all components of the New York State Standards.

We anticipated implementing this philosophy of teaching reading and writing workshop for our entire school during 2009-2010. Therefore, personnel from our school attended reading and writing summer institutes at Teachers College; including the Principal, literacy coaches and kindergarten through sixth grade classroom teachers.

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?

Curriculum Maps: While Curriculum Mapping for ELA exists in our school, the main focus was on content for the 2008-2009 school year. There was some evidence that skills and concepts were mastered and documented, but the key essential questions and strategies implemented for student outcomes were addressed superficially.

During the 2009-2010 school year, revised Curriculum Mapping for ELA exists in our school, the main focus is on reading and writing strategies and skills. Teachers meet with students individually during conferences to assess the reading skills students are proficient in and assessing what they need to be taught. Teachers meet with students in small groups to teach students based on formative assessment. Teachers record strategies students are learning during individual conferences and strategy groups. They also record what the next steps will be for future lessons.

Teachers College Reading and Writing Project developed a writing continuum to assess qualities of writing. Students write on demand writing pieces and teachers assess their writing by using the writing continuum. Teachers then plan what they will teach students based on this information. They will plan mini lessons, conferences and small group strategy group on focus, structure, elaboration, voice and grammar based on the results of assessing student writing.

Curriculum in ELA Especially for ELLs': Through observation and lesson plan review during the 2008-2009 school year, it was determined that some of the NYS standards were being addressed. However, they were not being addressed consistently in all classes and with the depth needed to be taught. There was substantial evidence where a significant number of student written work was meeting the standards. ESL Classroom bulletin boards revealed appropriate ELA standards aligned with clearly stated tasks and rubrics. There was also evidence of New York State Learning Standards aligned with instruction provided by the ESL staff. Upper grade classes utilizing project-based learning and classes in all grades using

cooperative learning and more frequent use of accountable talk offered more opportunities for enhancing speaking and listening skills.

During the 2009-2010 school year, ESL Push-in services (1-6) and Pull-out services (K) will be implemented as a new curriculum initiative. Beginning and intermediate ELL students will receive minimally 360 minutes of ESL instruction weekly. The advanced level ELL students will receive minimally 180 minutes of ESL instruction weekly. Both programs will implement English language development and content area instruction through the use of ESL methodologies to ensure that ELL students meet the standards and pass the required State assessments, LAB-R and or/NYSESLAT. It is our plan to have the ESL staff and general education teachers who service ELL students participate in the Teachers College Reading and Writing Project offerings of one-day conferences known as "Calendar Days." The calendar offers beginning and advanced days in primary reading, upper grade reading, primary writing, and upper grade writing workshops. Teachers will be able to focus on a particular topic and grade level. Teachers will be able to expand their knowledge as it relates to developing strategies for all components of balanced literacy. This will include guided reading, shared reading, independent reading, and reading aloud. Through implementing Teachers College Reading & Writing Workshop model, teachers will scaffold literacy and language development simultaneously. They will be able to set goals for students that correspond to their stages of acquisition and also to their particular needs as readers and writers. Teachers who provide instruction to English Language Learners in the upper grades will receive guidance in addressing students' needs with regard to vocabulary development, English language functions, and building academic knowledge. Through these efforts, we will ensure that teachers will implement an educational school program that is in alignment with the New York State Standards.

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.

Our Network Leader and Support specialist for ELA and ELLs will assist us in working with classroom teachers, literacy coaches, and ELL staff in redesigning school's curriculum more closely to state standards Our curriculum maps will address Content, Essential questions skills, concepts, strategies employed and major assessments

Our goal will be to make our school's curriculum more closely aligned to the state learning standards. In redesigning our curriculum maps the will be more emphasis on lesson planning that the addresses NYS learning standards More time will be allocated for increased collaboration and articulation between classroom teachers and ESL staff in order to improve curriculum for ELL's. A push in model will further strengthen support needed in the classroom for particular students.

1B. Mathematics

Background

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

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

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

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

P.S. 117 uses *Trailblazers* in grades K – 2 for math instruction, and *the Harcourt Brace 2002 Math Series* in grades 3 – 6. Our school has done well on standardized math tests, with 94.6% performing on levels 3 or 4 last year. Our progress in math was excellent in our lowest 1/3 student population, with 73.0% of our level 1 and level 2 students making at least one year's progress, with an

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average change in proficiency of 0.54. However, we need to look more closely at our level 3 and 4 students who as a group had an average change in proficiency of 0.01.

In order to assess whether our school's curriculum is aligned to the NYS process strands, and has the depth required by the state's standards, we will form an inquiry group comprised of administrators, math coaches, and specialty math teachers and classroom teachers. The inquiry group will conduct informal observations of classroom teachers during math instruction. During these observations, we will look for evidence that children are engaged in:

- Problem Solving
- Reasoning
- Communication of Ideas
- Making Connections Between Mathematical Ideas and Application to Real-Life
- Representation of Concepts to Organize, Record and Communicate

The testing grades inquiry group will also analyze our math pacing calendar (revised in 2005) to determine whether our curriculum is aligned with the 2009 revised New York State Math Curriculum. Our primary grades inquiry group will study the *Trailblazers* program to determine whether it is aligned to New York State Standards and prepares our students with the depth of understanding needed to master skills and concepts in grades three and beyond.

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

X Applicable Not Applicable

We have just begun our inquiry study on our mathematics instruction, but our initial belief is that although our math instruction is strong in content, we can improve our curriculum with regard to the teaching of the process skills. From the observations of our administrators, this finding is **APPLICABLE** to our school.

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?

An informal observation(s) of classroom math instruction by administration has shown that students have difficulty retaining mathematical knowledge of the year's curriculum without re-teaching concepts and skills at interim periods. Analysis of the Item Analysis of the New York State Math Assessments identified patterns across the testing grades regarding process skills that have not been mastered. Many children struggle with problem solving, especially using various types of reasoning to come to an appropriate solution. We must encourage our students to make and investigate their own mathematical conjectures in our classroom activities, and come to their own conclusions about mathematical properties and laws. Despite the emphasis on mathematical investigations

in our curriculum, many of our teachers spend too much time on direct instruction. Although all our classrooms are equipped with manipulatives, they are not used enough by our teachers and students.

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.

We are addressing this finding by creating horizontal and vertical inquiry groups, who will study our pacing calendar, its implementation in our classrooms, and our curriculum's alignment to the 2009 New York State Math Standards. The inquiry groups will work with their targeted students using a change strategy to better teach the process strands. If the change strategy is successful, measured by formal and informal assessments, administration can apply it for a system-wide change. We will also target our students who did not make a year's progress on last year's standardized tests by providing enrichment through an after school math club. Process skills, especially problem solving will be emphasized during this time. PS 117 will use our Children's First Network's (Empowerment Support Organization) resources for additional support, and will not require assistance from Central at this time.

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

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

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

The Principal and Assistant Principals have conducted formal and informal observations. Both literacy and math coaches together with administration have carried out walkthroughs to determine if finding is relevant to our school.

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

X 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?

Classroom visitations reveal that direct instruction was the main strategy used during ELA instruction in grades fourth through sixth. The format mostly used under direct instruction was typically question-type. There is evidence in grades 4-6 of using accountable talk, flexible grouping, conferencing and project based learning. The use of differentiated instruction and the integration of technology are present in some classes but not consistent throughout the grades.

Classroom visitations for grades Kindergarten through third reveal that teachers were implementing a writer's workshop that promotes independence, individual conferences and flexible small group work. There is a mini lesson at the beginning of writing workshop where the teachers demonstrates a strategy. Then children work independently as the teacher works with students individually and small group.

Classroom visitations for grades second and third reveal implemented a reading workshop during 2008-2009. The teacher does teach a whole group during a mini lesson to demonstrate a strategy. Then the children are reading independently in books that are on the level. Teachers differentiate instruction and work with student on one to one conferences and small group strategy lessons.

Interactive read aloud highlights whole class conversations and show children how to talk back to texts. As the books are read aloud teachers highlight reading skills like inferring, envisioning, acting like the character and putting together the story. Teachers are modeling the thinking that students will be doing independently during reading workshop.

During the 2009-2010 school years we are implementing Teachers College Reading and Writing Workshop School wide. We have two staff developers from Teachers College who are working closely with grades K-6 to model demonstration lesson for all components of a balanced literacy program. The Teachers College staff developers conduct study groups to provide professional development for reading and writing workshop.

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.

A school wide plan is being implemented with ongoing professional development in differentiated instruction and the use of technology during balanced literacy instruction for the 2009-2010 school year. Teachers will make interclass and inter school visitations to observe the effective use of differentiate teaching during reading and writing workshop. The literacy coaches will work with all teachers to implement all components of reading and writing workshop. The literacy coaches will receive ongoing professional development to improve formative assessment when they are conferring with students. They will also work with teachers to further their knowledge when they are teaching mini lessons, assessing student conversations during accountable talk to improve questioning techniques during accountable talk.

We will also analyze the results of Fountas and Pinell reading records to determine the text difficulties. We will then conduct guided reading lessons in order for struggling students to become proficient readers.

Teachers and students will use technology to enhance and enrich lessons mini lessons. They will also utilize technology for shared reading, interactive writing and instruction during word work.

Teachers are attending Teachers College Calendar days. There are over 50 workshops offered at Teachers College for every aspect of the Balanced Literacy Program. There are specific professional development for English Language Learners, Special Education students, struggling readers and proficient readers. There are also calendar days that support all components of the balanced literacy program. Professional development is provided by Lucy Calkins and her staff at the reading and writing project as well as educational leaders in the field of education. All teachers who attend the professional development at Teachers College will turnkey the information to the other teachers at PS 117.

School administration will make use of DOE workshops and will work directly with Network leaders and specialists in enhancing ELA instruction. The early childhood and upper grade literacy coaches will work with new and experienced teachers in the effective use of instructional strategies that expand student participation and engagement in the learning process. Teachers are receiving ongoing training in analyzing ELA formative assessments and in planning. Instructional goals are targeted for the needs of all learners. The use of teacher and student technology is implemented to enhance and enrich lessons and support individualized and small group instruction.

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.

Through observations and focused walkthroughs we have determined that this finding is not relevant to our school. Within our school early childhood grades K-3 use an interdisciplinary investigation of mathematics using the Math Trailblazers' Program. The prescribed lessons are student centered on math exploration and math literacy. Teachers in grades 3 -through 6 utilize the Harcourt Brace Math Series as the primary instructional text. While direct teaching is consistently used in our classrooms math investigations and cooperative learning is evident the planning and implementation of lessons evident throughout the upper grades our math programs are aligned with the New York state content and process strands. In 2009-2010 we are in the process of rewriting our pacing calendars according to the NYS standards.

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

2B.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?

Results of the NYS Mathematics Test reveal the following: Our level 3 and 4 students have made the following increases: 2006 we achieved 86.5%. In 2007 we achieved 92.7% in 2008 we achieved 94.7%. In 2009 we achieved 94.7%. Our school has made an increase of 8.2% % since 2006. Our alignment of the pacing calendar in 2005 accompanied by increasing instructional practices moving from direct teaching to student centered, cooperative learning. Student investigations have also enabled our school to reach this high level of achievement. In addition, math skills, knowledge and concepts are pursued by our students and in our science and social studies project based learning we continue to build our success and offer a math enrichment programs for our high achieving math students that are aligned with content and process strands of the NYS math standards.

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.

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.

Currently, there are 75 teaching positions at the school. The school administration reviewed teacher data including number of new teachers appointed to the school from September 2003 to September 2009. Teacher data revealed that 13 new teachers have become part of the professional staff during the last four years. At the outset of 2008 school year, 3 experienced teachers were selected under the DOE Teacher Recruitment Program.

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 increase of new teachers to the school is due to ongoing teacher retirement, more classes, including special education classes, increasing in the ESL staff and the addition of three certified arts teachers. In addition, several teachers relocated to another state for personal reasons. Only 1 new probationary teacher left the school voluntarily during the last 5 years. Teachers with 5 or less years of teaching have received ongoing professional development. From 2005 to June of 2009 new teachers received assistance through the city wide mentoring program. Since 2007 first year teachers have received support through our school based mentoring program. All probationary teachers continue to receive supervisory assistance and professional development upon completion of the mentoring program Overall, new and experienced teacher retention associated with school climate and working conditions remains high.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

Professional development is being provided for our ELL teachers. They are participating in staff development provided by Teachers College, Reading and Writing Project, Columbia University. ELL teachers will attend lab sites throughout the year, where they will participate in demonstration lessons for reading and writing workshop. ELL teachers are also being trained to implement all components of a balanced literacy program including: shared reading, interactive writing and interactive read aloud. ELL teachers are attending staff development at Teachers College designed specifically for ELL teachers to implement reading and writing workshops for their students. ELL students participated in inter school visitation to observe models for classroom and ELL teachers to work cooperatively to provide effective teaching for our English Language Learners.

All ESL teachers receive professional development in technology. Professional Development is provided for our ESL teachers aligned with the early childhood phonics curriculum. Accountable Talk, critical thinking strategies, effective questioning, hands on math investigations, hands on discovery science strategies and balanced literacy strategies for grade K through 6 are all implemented. ESL along with classroom teachers are able to access and retrieve data from NYC Acuity & Scantron Assessments. Additionally, the five ELL teachers will also provide workshops for the general education teachers in aligning the TESOL State Standards with all curriculum areas in the general education classrooms to meet the needs of the 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?

All of our ESL teachers receive the same professional development as the general education classroom teachers. ESL teacher is monitored by the administration in the form of ongoing informal and formal observations. In addition, all ESL teachers receive ongoing professional development in literacy, writing, science, and mathematics instruction through our Title III funding. Professional staff developers from OELL provide training both on site and off site.

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

ESL teachers are provided with the NYSESLAT scores, ELL interim assessments, NYC Acuity & Scantron assessments. In addition, all ESL teachers are provided with professional development on interpreting the data for differentiating of instruction.

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 2009 New York State English Second Language Achievement Test (NYSESLAT) Results Listening and Speaking grades made the following gains: K & 1= 3%, grades 2-4 =3%, and grades 5-6=6; and Reading and Writing grades K & 1 = 2%, grades 2-4 = 10%, and grades 5-6 = 25%. We would like to continue making gains in all four modalities especially in reading and writing. School Wide in 2009, 33.5% of our ELL students reached proficiency level and tested out of ESL. This is an increase of 5.6% from the previous year.

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

Throughout the school year on-going professional development is provided for general education teachers and special education teachers. All staff members will engage in weekly articulation sessions with the special education liaison. The special education liaison will assist teachers in understanding and developing goals for students with disabilities. General education teachers will be given a copy of student's IEPs. General education teachers and all support staff will be completely familiarized with the students' accommodations and modifications. Special education teachers will receive professional development in writing IEPs by participating in training sessions offered by Protraxx, SBST members and given by our Special Education Support Leader. All staff members engage in professional development workshops provided by SDE that focus on differentiated instruction. All teachers learn how to create lessons that address the learning needs of all students. Teachers consider students learning profiles, and differentiate lessons based upon content, process and product. After professional development workshops, staff members will be given teacher surveys. The feedback we receive from the teacher surveys will help to inform future professional development opportunities and substantiate that teachers are receiving the training they need to help improve student performance. Members of the cabinet will meet formally to discuss and assess whether Finding 6 is relevant to our school's educational program after all the above mentioned professional activities and procedures are carried out. The results of this assessment process will be shared with the staff at a faculty conference and with our Network Special Education Support person. Teachers will be expected to turnkey information to staff members from workshops to strengthen continuity for all teachers.

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?

The evidence that dispels the relevance of this finding to our school's educational program is the direct feedback we receive from teachers on the articulation form, teacher surveys, and minutes from our cabinet meetings.

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

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

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

Please respond to the following questions for Key Finding 7:

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

IEPs are written by the IEP teacher and special education teachers. All IEPs are submitted to the special education liaison for final review. It is the liaison's responsibility to verify that the students' IEPs specify accommodations and/or modifications for the classroom environment (including instruction). The special education liaison ensures that there is an alignment between goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed. The special education liaison refers to the Performance Indicators that have been established for each grade level and curriculum area to ensure that there is alignment. Our school psychologist ensures that IEPs include behavioral plans for students with documented behavioral issues and concerns. This describes the process the school engages in to assess whether Key Finding 7 is relevant to our school's educational program.

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

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The evidence that dispels the relevance of this finding to our school's educational program are students' actual written IEPs and the fact that special education students are making exemplary proficiency gains on New York State ELA and Math exams.

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

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

Our school currently has **fourteen** Students in Temporary Housing attending our school. At this time, the current STH population is officially the same as reported in DOE systems for the 2009-2010 school year.

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

During the 2009-2010 school year, our school will provide the following support services for our STH population:

- Upon entering our school, Mrs. Link, School Secretary, gives the family a school calendar and information packet.
- The school guidance counselors go into the classrooms and introduce themselves and ascertain what supplies they have and some information about their last school.
- The Education Liaison at the various centers is contacted. The guidance counselor confirms they have their supplies, strongly suggest they take the school bus (where available) and ask for any other information to help the child in school.
- The guidance counselors provide lunch groups to increase their transition and help build friendships.
- As needed, the counselors visit the classroom and meet with the teachers to check on progress and needs.
- As a need arises (health, social, academic or otherwise), a school guidance counselor remains in close contact with the families through the Educational Liaison at the temporary housing centers.

- Their teachers monitor attendance, academic progress and contact other staff/families, as needed.
- If a need arises for school supplies and trip monies not affordable, the principal, Mrs. Cunningham is contacted.
- When there are parent workshops and Parent Teacher Conference dates are held, a fax is sent to their residences through the Educational Liaison, to distribute.
- At Briarwood Residence, a coordinated effort to ensure the children are put on the morning bus is maintained by the Educational Liaison. (i.e. Ms. Ramos changed her work hours to be available in the morning to parents and children, ensuring they get to school each day.)
- If there were a case of needing to reach a parent and the school did not receive a call back, a call is placed tot heir residence. A representative will put the message under the families' door in their unit.
- As needed, students receive academic intervention services by participating in our Extended Day program. In addition, students receive push-in support services from Title I reading teachers and from a PCEN Math teacher.

Part B: FOR NON-TITLE I SCHOOLS

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