



**P.S. 121 QUEENS**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: P.S. 121 QUEENS**  
**ADDRESS: 126-10 109 AVENUE, QUEENS, NY, 11420**  
**TELEPHONE: 718-738-5126**  
**FAX: 718-843-5584**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 28Q121      **SCHOOL NAME:** P.S. 121 Queens

**SCHOOL ADDRESS:** 126-10 109 AVENUE, QUEENS, NY, 11420

**SCHOOL TELEPHONE:** 718-738-5126      **FAX:** 718-843-5584

**SCHOOL CONTACT PERSON:** Henry Somers      **EMAIL ADDRESS** hsomers@schools.nyc.gov

**POSITION / TITLE**      **PRINT/TYPE NAME**  
**SCHOOL LEADERSHIP TEAM CHAIRPERSON:**      Karen Katz

**PRINCIPAL:**      Henry Somers

**UFT CHAPTER LEADER:**      Frank Soriente

**PARENTS' ASSOCIATION PRESIDENT:**      Kris Suratt

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)*      \_\_\_\_\_

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

**DISTRICT:** 28      **SSO NAME:** Integrated Curriculum and Instruction Learning Support Organization

**SSO NETWORK LEADER:**      Wilks, Marlene

**SUPERINTENDENT:**      Jeannette Reed Jeannette Reed

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

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

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
Henry Somers	Principal	Electronic Signature Approved.
Courtney Merriman	UFT Member	Electronic Signature Approved. Comments: yes draft
Frank Soriente	UFT Chapter Leader	Electronic Signature Approved. Comments: yes draft
Kirsa Ying	UFT Member	Electronic Signature Approved. Comments: yes draft
Cathy Corrao	UFT Member	Electronic Signature Approved. Comments: yes draft
Kris Suratt	PA/PTA President or Designated Co-President	Electronic Signature Approved. Comments: yes draft
Cecil Lambe	Parent	Electronic Signature Approved. Comments: yes draft
Danielle Hawkins	Parent	Electronic Signature Approved. Comments: approve draft
Nalini Jaikaron	Parent	Electronic Signature Approved. Comments: yes draft
anginie Ramtahal	Parent	Electronic Signature Approved. Comments: yes draft

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

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

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

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

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As the school year commences, we not only wish to reflect on process but also ensure that we are creating a community of confident learners. We want our confident students to be able to articulate their own goals, have good decision making skills, as well as take responsibility for their own learning and choices. They must envision themselves as accountable for their academic choices and invested in the school community. In creating this community of confident learners an appreciation for the ideas of others and the desire to see and think from many different perspectives is essential. Embracing diversity and demonstrating compassion, curiosity and creativity are just a few of the other ingredients of our vision of confident learners.

Our accomplished teachers draw on their knowledge of subject matter and curriculum to make sound decisions about what is important for students to learn within and across the curriculum. Of course this is done in collaboration with a particular grade as well as staff developers, literacy specialists and administration. Our staff creates, assesses, selects and adopts a rich and varied collection of materials to support student learning. In addition, the teacher engages in learning within and across the disciplines and helps them understand how the subjects they study can be used to explore important issues in their lives and the world.

Through collaborative discussion it is our contention that we will be tweaking some of our practices and expanding them upon others. We have concluded that when program stakeholders are involved more actively in all aspects of evaluation numerous advantages are gained. For example, there is more opportunity to understand how programs work, greater ability to avert problems before they occur, being proactive, possibly using practical and reasonable solutions to problems that do occur, more information to improve the program on an ongoing basis, and finally increased advocacy for the program and its successes. In other words, we will continue weekly grade meetings with our Assistant Principals, teacher center staff and staff developers. The teacher center is again the hub of ideas and materials. Evaluation focuses on building the capacity of participants. Our lunch and learns will commence immediately in September allowing cross graded discussion which is so essential to the students' ultimate success. It is our contention that our actions align with our theories resulting in high quality staff development capable of impacting student achievement. One of our "goals" is to provide professional development opportunities focused on instructional best practices, classroom atmosphere, management, and information on curriculum to new teachers as well as those with more experience. This is why we must have funds for our "F" status staff developer. Our other goal is to ensure the staff are engaged learners and continually deepen their knowledge and skills. Our main objectives are to enhance teacher knowledge base and skills for developing effective instruction and provide appropriately aligned assessments to students and ultimately to improve student achievement. Our other objective is to provide teachers with tools and strategies to effectively self-evaluate for personal and professional goal-setting. We are aiming to ensure that our staff development is never isolated or just a series of events, instead it is a comprehensive scope of experiences and support necessary to enhance and/or change practices and positively impact student achievement. We must continue to be evaluators of our work. We must continue to ask ourselves

questions to elicit data in order to make collaborative decisions about what is and is not resulting in the impact we hope to produce. We must assess what we are learning, believing, valuing, and reaching for. Finally, we must be ruthless in requiring evidence and scrutinize our own practices to be on a continuous path of amelioration. We inevitably must be comfortable with the idea of routinely and critically evaluating our data to know if our work is producing the results we deserve.

**SECTION III - Cont'd**

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	P.S. 121 Queens				
<b>District:</b>	28	<b>DBN #:</b>	28Q121	<b>School BEDS Code #:</b>	28Q121

DEMOGRAPHICS									
Grades Served in 2008-09:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			

<b>Enrollment:</b>				<b>Attendance: - % of days students attended</b>			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
Pre-K	0	35	34		93.8	94.3	94.1
Kindergarten	122	101	131				
Grade 1	146	140	117	<b>Student Stability: - % of Enrollment</b>			
Grade 2	145	127	156	(As of June 30)	2006-07	2007-08	2008-09
Grade 3	149	145	134		96.3	91.1	94.48
Grade 4	132	132	141				
Grade 5	150	126	126	<b>Poverty Rate: - % of Enrollment:</b>			
Grade 6	161	130	123	(As of October 31)	2006-07	2007-08	2008-09
Grade 7	0	0	0			96.3	91.1
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 11	0	0	0		3	4	7
Grade 12	0	0	0				
Ungraded	0	6	0	<b>Recent Immigrants: - Total Number</b>			
Total	1005	942	962	(As of October 31)	2006-07	2007-08	2008-09
					2.0	2.0	7

<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number</b>			
(As October 31)	2006-07	2007-08	2008	(As of June 30)	2006-	2007-	2008-

					07	08	09
# in Self-Contained Classes	6	6	10				
# in Collaborative Team Teaching (CTT) Classes	21	31	50	Principal Suspensions	0	0	TBD
Number all others	53	46	32	Superintendent Suspensions	0	0	TBD
<i>These students are included in the enrollment information above.</i>							
				<b>Special High School Programs: - Total Number:</b>			
<b>English Language Learners (ELL) Enrollment (BESIS Survey)</b>				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	36	30	29	<b>Number of Staff: - Includes all full-time staff:</b>			
# ELLs with IEPs	2	0	2	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	63	71	71
				Number of Administrators and Other Professionals	7	10	10
<b>Overage Students: # entering students overage for grade</b>							
(As of October 31)	2006-07	2007-08	2008	Number of Educational Paraprofessionals	N/A	0	1
	0	1	0				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008	% fully licensed & permanently assigned to this school	95.2	94.4	91.5
American Indian or Alaska Native	1.7	1.5	1.1	Percent more than two years teaching in this school	69.8	77.5	74.6
Black or African American	27.5	24.5	24.5	Percent more than five years teaching anywhere	36.5	39.4	39.4
Hispanic or Latino	15.3	14.2	12.5				
Asian or Native Hawaiian/Other Pacific Isl.	53.5	56.3	58.1	Percent Masters Degree or higher	87.0	79.0	79.0
White	2.0	3.5	3.7	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	96.3	94.4
Multi-racial							
<b>Male</b>	50.6	51.1	52.1				
<b>Female</b>	49.4	48.9	47.9				

**2009-10 TITLE I STATUS**

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

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

**SURR School:** Yes  No  If yes, area(s) of SURR identification: \_\_\_\_\_

**Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):**

<input checked="" type="checkbox"/>	In Good Standing (IGS)
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 1
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 2
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 1
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 2/Planning for Restructuring (PFR)
<input type="checkbox"/>	NCLB Restructuring - Year ____
<input type="checkbox"/>	School Requiring Academic Progress (SRAP) - Year ____

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

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

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
<b>All Students</b>	√	√	√			
<b>Ethnicity</b>						
American Indian or Alaska Native	-	-	-			
Black or African American	√	√	√			
Hispanic or Latino	√	√	-			
Asian or Native Hawaiian/Other Pacific Islander	√	√	√			
White	-	-	-			
<b>Other Groups</b>						
Students with Disabilities	√	√	-			
Limited English Proficient	-	-	-			
Economically Disadvantaged	√	√	√			
<b>Student groups making AYP in each subject</b>	6	6	4	0	0	0

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	85.7	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10.5	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)	20.4	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)	49.5	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	5.3	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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

## **SECTION IV: NEEDS ASSESSMENT**

**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?

As we examine our data related to our ELA performance, there are several trends that become apparent. In our third grade in 2007, we noticed that 7.7% females and 11.5% males scored level I. The performance of our third grade the following year improved dramatically. As we reflected, the following became obvious. During the second half of the 2007-2008 school year, we implemented leveling in the second grade using "F" status reading teachers to ensure smaller groups. If this was not enough of a boost to the scores, we then began our first in-house Summer Enrichment Program for grades 2 to 6. We absolutely reaped the rewards from aligning the funds to the needs. As a result, our level I population dropped dramatically in grades 3 and 4. This improvement continued until budget cuts prevented us from having our own Summer School Enrichment Program and the elimination of most of our "F" status reading teachers. Although we still level in the second grade, we have seen an increase in our level ones again. We are reflecting on different strategies for intervention. This is when our Teacher Center and "F" status Staff Developers' roles are crucial to improving performance trends. During our cabinet meetings, we have revised and modified our implementation of test preparation materials, as well as, evaluation of our assessments.

As we continue to collaborate on the data, we also notice that most students who are new to our school (country, city, borough, etc.) are deficient in many areas. This is especially true of the population of children who come from the country side of Guyana. Last year, 10 children in grades K-6 came into school from that area, and although they spoke English, none could read. Unfortunately, they are not entitled to ELL services. Again, if financial constraints were not an issue, they would be receiving extra services from the "F" status teachers. Our cabinet is very involved with their needs. We are developing strategies, etc., to ameliorate their deficiencies.

Through ongoing staff development we are training teachers to be more cognizant of when students are ready to learn a specific skill. For example, when teachers conference with a student (which of course is an excellent way to assess), they determine through higher level questions what skill the student is "on the verge" of learning. The assessments reveal the students ability to apply knowledge, which, of course, is one of the keys to success. We must teach each student within his or her "zone of proximal development." Through staff development by our teacher center specialist and "F" status staff developer, our Inquiry Team can now observe and discuss performance trends.

## SECTION V: ANNUAL SCHOOL GOALS

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

Annual Goal	Short Description
<b>Annual Goal #1</b> To empower our 2nd grade students to grow into lifelong independent proficient readers (with strong application and synthesizing skills).	The students will show progress in their individual reading level as measured by Fountas and Pinnell.
<b>Annual Goal #2</b> To identify children who are new to the country, system, district, school and assess their needs.	Provide strategies and interventions which will scaffold their knowledge in appropriate performance increments as measured by Fountas and Pinnell, ECLAS, Acuity, LAB, scores, etc., appropriate creative teacher tools.
<b>Annual Goal #3</b> To increase number of students at performance levels 3 and 4 by 2 to 5%.	There will be growth at performance levels 3 and 4 as measured by ELA in grades 3 to 6.



## 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) :** \_\_\_\_\_

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Annual Goal #1 To empower our 2nd grade students to grow into lifelong independent proficient readers (with strong application and synthesizing skills).</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Our second graders will be empowered to grow into lifelong proficient readers. This will be accomplished through the following ways: scaffolding of skills and strategies, differentiated instruction, and children actively involved in discussions facilitated by our well-trained teachers with the funds necessary to see the plan to fruition. We are in the process of implementing our second grade leveling program earlier than in the past. However, due to financial constraints (again), we are unable to reduce the size of our groups. This has a direct impact on the student's learning especially our targeted children. Our administrators, Teacher Center, and Staff Developer conduct weekly meetings, lunch and learns, model lessons, etc. These meetings allow for a collaborative, congenial atmosphere resulting in highly qualified teachers having appropriate tools, which leads to successful student outcomes. It is critical to give young children as many experiences and support as possible so they build as many brain connections as possible. We know that the connections formed during Early Childhood will have life long effects. Oral language is a major focus for instruction in Early Childhood contexts, as well as, the vehicle through which comprehension, vocabulary and fluency for reading are developed. We encourage talk and socialization interactions especially in our primary students because they learn the critical skills of literacy. Helping students to become active, strategic readers is a challenging process, but to be successful, one aspect is clear: We need to teach comprehension skills and strategies right from the start. Our staff development by our Teacher Center and "F" status staff developer is presented as a powerful tool for teaching and a vehicle for learning. Exposure to and conversations about books, as well as,</p>

	explicit teaching are hallmarks of quality teaching in the early years.
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	We will have ongoing staff development, provided by our "F" status staff developer and Teacher Center specialist, for all teachers during the school year, and if monies become available during the summer. This will allow us to continue professional dialogue which is essential to the understanding and the implementation of data driven instruction. Also, implementing our own summer school enrichment grades 2-6 program similar to the program in 2007.
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	There are a myriad of ways we can observe the evidence. They are examination of student work, modification of leveled groups, conference notes, Fountas and Pinnell assessments, longitudinal studies, informal and formal observations by administration, technological support such as ARIS, collecting student work to create a binder of anchored papers of exemplary work to be shared across the grades and mentoring meetings. We will also use cabinet, grade and data meetings to ask about the progress of specific children, help problem solve ways to increase the power of intervention when students aren't making adequate progress, resolve scheduling issues as they arise and identify new needs as they emerge.

**Subject Area**  
(where relevant) :

\_\_\_\_\_

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	Annual Goal #2 To identify children who are new to the country, system, district, school and assess their needs.
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	Our reading specialists and our staff development team are responsible for assessing the levels and needs of all incoming students. Following the procedure, the information is given to the appropriate administrator who in turn places the child in an appropriate setting. In addition, but more importantly, in our new program, a teacher is assigned to each "new comer" to insure his or her successful adjustment to the new environment both socially and academically. We believe this process will be highly beneficial to the children. Our Parent Coordinator is a crucial part of the team. She actively seeks out parent involvement to complete the "academic circle" for success. It is our contention that being proactive will heighten our students'

	achievement. Ongoing record keeping, assessments, and dialogue between all members of the "academic circle" will be the key ingredients in this process.
<b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	Ongoing staff development will be provided by our "F" status staff developer,F status reading and math teachers for small group instruction .Reduce class size.
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	The following are a glimpse into the evidence: Mentoring meetings, Inquiry Team meetings, observations both formal and informal, weekly grade conferences, cabinet meetings, curriculum maps, PPT meetings, and safety meetings.

**Subject Area**  
**(where relevant) :** \_\_\_\_\_

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	Annual Goal #3To increase number of students at performance levels 3 and 4 by 2 to 5%.
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	It is our goal to increase the number of 3's and 4's in our school. Students who are currently at this level are proficient in acquiring information and skills and often have an extensive knowledge base that allows them to make meaningful connections to new learning quickly. They are then ready to move on to other challenges. How children process new information presented in the classroom has a great impact on the quality of what is learned and is a major factor in determining whether and how it will be retained. Teachers with a greater understanding of the types of memory and how they form can select strategies that are more likely to improve the retention and retrieval of learning. Therefore, we will be having lunch and learns, administrative meetings to discuss these ideas. We do not want students to hold onto battles in history just long enough to take a test and after which the knowledge readily decays and is lost. Retention requires our teachers to provide our students with strategies to build

	<p>conceptual frameworks that have sense and meaning for eventual consolidation into long term storage networks. We will be planning teacher book clubs with such books as Differentiated Instruction by Judith Dodge, etc. We must challenge our students and assure that only the best read alouds are used in the classroom. Interactive discussions are key to stimulating interest on the part of our students. And finally having high expectations is paramount to ensure our students highest academic achievement.</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Classroom teachers will receive professional development from our "F" status staff developer and Teacher Center specialist.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Progress will be measured through formal and informal observations, teacher created assessments, kidwatching, projects, and results of the 5th Grade Social Studies Tests.</p>

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

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

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

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

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

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

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A	5			11
1	39		N/A	N/A	11		3	17
2	26	14	N/A	N/A	5		1	17
3	52	52	N/A	N/A	7		6	21
4	32	42	25	2	7		3	10
5	21	42		11	5		10	11
6	38	48			12		6	6
7								
8								
9								
10								
11								
12								

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

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.

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

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

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p>Small group instruction is provided throughout the day for grades 1-6. Students in grades 1-3 who need basic phonics and language development are currently using the Foundation and/or Wilson Language Basics with our IRT teacher. Additional services are provided by our reading specialists before, during, after school, and during our Saturday program. Instruction is provided in either small group or whole class instruction. Small group instruction is provided through reading comprehension strategy lessons, guided reading lessons utilizing Teachers College Reading and Writing and lessons to build grammar skills.</p>
<p><b>Mathematics:</b></p>	<p>Small group instruction is provided for grades 1-6 before, during, after school, and on Saturdays using manipulatives for hands-on instruction. Additional services are provided by our Math PCEN teachers before, during, after school, and during our Saturday program. Games are used to reinforce skills and support retention. Dialogue is used to communicate mathematical methods, purpose, and reasoning. Visual aids are incorporated throughout instruction.</p>
<p><b>Science:</b></p>	<p>Small group instruction will be provided for students in grades 3-5 during our after school program that will include lessons on the strands of Physical Setting and the Living Environment through inquiry based investigations. Problem-solving skills, developing positive science attitudes, learning new science content and increasing scientific literacy will be key areas of concentration. There will opportunities for hands-on experience with scientific tools while honing questioning and observation skills.</p>
<p><b>Social Studies:</b></p>	<p>Small group instruction is provided for grades 3-5 during our after school program using DBQ short answers in which documents will be analyzed. Think aloud strategies will be modeled in relation to DBQ's. Test taking preparation will be incorporated into services such as multiple choice strategies. Lessons will include essay writing techniques that will include but are not limited to how to create an essay using documents citing, creating essay outlines that have an introduction, body and conclusion.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>Services are provided mostly on a one-to-one basis, yet at times, services are also provided in small groups. Counseling is based on cognitive/behavioral therapy. Students in grades kindergarten through grade two receive instruction through art and biblio-therapy, a method which utilizes related text material. Students in grades 3 through 6 are taught strategies for test taking, study skills, and social skills, such as peer pressure, bullying, friendship and overall communication skills.</p>

<b>At-risk Services Provided by the School Psychologist:</b>	N/A
<b>At-risk Services Provided by the Social Worker:</b>	School Counseling includes, but not limited to the following skills for: increasing attention, managing peer pressure, preventing bullying, managing self-esteem, managing uncomfortable feelings, and skills to increase readiness. Due to budgetary constraints we are unable to provide after school services, at this time, which does without a doubt impact student's ability to cope with everyday stresses that can interfere with their academic progress.
<b>At-risk Health-related Services:</b>	<p>Our nurse provides workshops for Asthma Awareness to inform students of the signs and symptoms of asthma. They learn the triggers and how to prevent attacks. They are also made aware of how to utilize inhalers properly and to know when the attack has escalated to an emergency level.</p> <p>Our occupational therapist services students on a one-to-one basis to build fine motor skills using bead stringing, buttoning activities and placing pegs in holes. Gross motor skills are built through body movement and ball catching. Graphomotor skills include pen holding, writing, learning spacing and sizing.</p> <p>Our physical therapist focuses on gross motor functioning, postural control, sitting, standing, and walking. He helps the children navigate their environment safely. He helps determine the equipment necessary to perform these skills. He is a part of a multi-interdisciplinary team and works with teachers, social workers, occupational therapist, and parents.</p>

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

*NCLB/SED requirement for all schools*

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

### **P.S. 121 Q**

126-10 109<sup>th</sup> Avenue  
South Ozone Park, NY 11420

Mr. Henry R. Somers, Principal  
Mrs. Evelyn Vadi, Assistant Principal  
Mrs. Christina Zovich, Assistant Principal  
Mr. Jermaine Green, Assistant Principal

### **Language Allocation Policy 2009 – 2010**

P.S. 121 is a Magnet School for the Performing Arts, which is located in Region 3, Queens. P.S. 121 has a total population of 1008 students. Our demographics consist of 24.5% African-American, 12.5% Hispanic, 3.7% White, and 58.1% Asian – from Guyana, Trinidad and Jamaica. The main languages spoken by the ESL students are Spanish and Punjabi. We have a free-standing ESL program. The ESL program provides instruction only in English to English Language Learners (ELLs). One aspect of the ESL program is Language Arts instruction. This includes ESL instruction to develop listening, speaking, reading and writing skills, as well as English Language Arts (ELA). Another aspect of the ESL program is language development through content areas, such as Social Studies and Science. With the help of our content area specialists, the ESL program will continue to be a cross-curricular connection, which promotes an understanding and appreciation of diversity.

At P.S. 121Q, the ESL program is an out-of-class, pull-out program. Currently, after reviewing Parent Survey and Parent Selection forms, where 95% of parents chose a freestanding ESL program, and in conjunction with numbers of ELL students who speak various languages, a bilingual program is not being offered at P.S. 121. We service grades K-6 ELL students. There are 37 ELL students this current year, ranging from beginner to intermediate. There are 16 beginner ESL students, 13 intermediate and 8 advanced ESL students. Beginner and intermediate ESL students require two periods of ESL instruction daily. The advanced ELL students are serviced for one period each day. Students are grouped heterogeneously for targeted areas of literacy instruction, according to their LAB-R and NYSESLAT scores. There is one certified ESL teacher at P.S.121Q. Instructional and reading materials for the ELL program are ordered through a committee based on the needs of the ELL population. The ESL teacher is an integral member of the committee. Her input is utilized for incorporating the selection of materials for the Columbia Teachers College Reading and Writing Model.

At P.S. 121Q, we implement various instructional strategies, activities, and programs to ensure that ELL students meet the standards. Language functions, structure, and vocabulary lessons are planned as part of daily instruction. We always work in congruence with the classroom teacher, and instruction is designed to facilitate the learning of various proficiency levels. We use Columbia's Teacher's College Reading and Writing Program for the acquisition of English language skills in ELLs. Our ESL program is student-centered and instruction is based on the students' needs and interests. There are standards based materials that are accessible to students, and students are immersed

and surrounded in a print-rich environment. Teachers model the use of language in ways in which students are expected to participate. Cooperative Learning is implemented in many ESL activities.

Classroom teachers facilitate the language acquisition process of ELLs by using a combination of language and literature-rich activities, with explicit teaching of skills needed to decode words, and comprehend their meanings. ESL instructional strategies are based on the New York State ESL Learning Standards. Literacy instruction is consistent with the instruction goals and objections of the Columbia Teachers College Reading and Writing Model. The ESL teacher is currently formulating a comprehensive ESL curriculum, with the assistance of our Teacher Center specialist and “F” status staff developer. In addition to our regular daily ESL pull-out program, we strive to increase the attendance of all ELLs in after-school and Saturday programs with the general education population.

The Columbia Teacher’s College Reading and Writing Workshop Model is a proven method of teaching English language skills to ELLs. The components of this approach are: Read Aloud, Interactive Read Aloud, Shared Reading and Writing, Guided Reading and Writing, and Independent Reading and Writing. Word Work is used to develop vocabulary and comprehension skills. Accountable talk is emphasized as well. ELLs benefit by being paired with a partner. The ESL teacher also confers with the ELL student to learn the strengths and weaknesses of that student, thereby enabling them to facilitate instruction. Currently, we have not identified any SIFE students, but there is an ongoing review of Parent Survey and Parent Selection forms and conduction of student interviews to assess the needs of ESL students.

Each year, P.S. 121Q has ongoing Parent Orientation sessions for the newly enrolled ELLs. The sessions are presented by the ESL teacher at the beginning of the year. This meeting provides parents with the information to make informed decisions as to their child’s placement in an ELL program. Videos and hand-outs are available in various languages. Also, at these meetings we encourage parents/guardians of ELLs to participate in school leadership teams, school activities, join the PTA, serve as learning leaders in the school and attend parent/teacher conferences. The Parent Coordinator and ESL teacher are involved with the parents of ELLs by providing them with workshops, with the assistance of volunteer translators. In addition, the Parent Coordinator is readily available to meet with parents on a personal basis. Parent involvement and input is an integral facet of maintaining a positive home-school relationship. Parent choices are reviewed on a periodic, ongoing basis, in order to provide them with options regarding their children’s’ education, whereas their choices will be respected.

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

### **Form TIII - A (1)(a)**

#### **Grade Level(s)**

**K-6**

#### **Number of Students to be Served:**

**LEP 10**

**Non-LEP 0**

#### **Number of Teachers 1**

**Other Staff (Specify) 0**

## **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.

ESL small group instruction is provided throughout the day for grades 1-6. Students in grades -3 who need basic phonics and language development are aided by strategies from the Foundations and/or Wilson Language Basics. Additional services are provided by the ESL teacher before, during, after school, and during our Saturday programs. Small group math instruction is provided for ESL students in grades 1-6 before, during, after school, and on Saturdays using manipulatives, and are taught according to their learning styles. Additional academic materials are provided to teachers of ELLS who have reached NYSESLAT proficiency. These materials provide scaffolding aids for students according to the listed topics on academic calendars. For those ELL students who have graduated to Junior High Schools, a parent meeting will be held to inform parents that communication will be maintained between the elementary school ESL coordinator and Junior High School ESL coordinator. Special reading materials will be ordered for those ELL students who will be moving on to Junior High School, in order to support and scaffold the academic needs of these students. Several academic materials have been made available to ELLS such as Empire State preparation books for the NYSESLAT, Reading Connection books, Keep on Reading comprehension books and Journey Into Reading books. A computer lab is available for all students, and calculators are used for educational aids.

#### **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.

P.S.121 is organized with common preparation and administrative periods, and this enables the ESL teacher to promote professional dialogue which allows the opportunities for teachers to share and refine the strategies they use to meet the needs of the students through differentiated instruction. The ESL teacher will be provided the opportunity to attend district, regional and citywide workshops and seminars to keep abreast of current trends in education. The ESL teacher will turnkey the insights and information they gained with their colleagues.

**Form TIII – A (1)(b)**

-

**School: PS121**

**BEDS Code: 34-28-00-01-0121**

**Title III LEP Program**

**School Building Budget Summary**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$11,736.00	Professional Salaries  \$11,736.00- Extended Day Program After-School  One ESL teacher will be paid per session rate for 120 sessions(2hrs each).  1 teacher x \$49.73x 100 sessions x 2hrs=\$9946.00  Saturday Program- 1 teacher x \$49.73x 9 sessions x 4 hours= \$1790.00
<b>Purchased services</b> - High quality staff and curriculum development contracts	\$1459.00	\$1000.00- Parent Workshops- Evening ongoing parent workshops designed to inform parents of programs and instructional initiative and provide suggestions and activities for parents to support students at home. The ESL teacher will work in conjunction with the Parent Coordinator to conduct these workshops.

		Workshops will be 20 hours at \$49.73 per hour.  \$459.00- A member of a school-based team will translate copies of school documents.
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$1875.00	\$ 500.00- Purchase of sight word readers and reading comprehension learning packets.  \$605.00- Purchase of language learning packs in Spanish and Punjabi.  \$700.00- Purchase of English Language Learning Packs- Purchase of Empire State Nyseslat ESL/ELL books and Empire State English Language Arts Books.
<b>Educational Software (Object Code 199)</b>	\$	N/A
<b>Travel</b>	0	N/A
<b>Other</b>	0	N/A
<b>TOTAL</b>	<b>\$15,170.00</b>	

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

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

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

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

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.

Upon verbal input from classroom teachers, parent coordinator and administrators, it was evident that school letters concerning after school programs, promotion in doubt, class placement, student progress, special education and the school programs were often not acknowledged, returned or signed by parents of ELL learners, and by parents of non-ELL learners who speak languages other than English. This lack of acknowledgement is due to these letters not being written in the native language, therefore leading to miscommunication between school and parent.

P.S. 121 plans to provide ELL students with translated versions of the above named school letters and they will also be provided with translated versions of discipline guidebooks, report cards and student agenda handbooks.

P. S. 121 conducted an assessment of oral translation needs after conducting meetings with parent coordinators, classroom teachers, the school based support team and administrators. It was evident that there was a need for translators for various parent meetings.

Translators will provide communication services for parents of ELL students and mainstream students. There is a need for translators at parent orientation meetings, Parent Association meetings and parent teacher conferences. There will also be translators for ongoing school and /or Project Arts parent workshops. In addition, there needs to be a translator for telephone translations in emergency situations.

A teacher will translate school documents, concerning after school, promotion in doubt, class placement, school progress, special education and other programs. A1 translation will provide a translator for 20 hours to translate certain written documents and provide oral translation for parent meetings.

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.

Parental notification of translation and interpretation services will be achieved by sending home letters informing parents about translation services that are available at P.S. 121. All home correspondences will be translated to native languages if the need arises.

## **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.

P.S. 121 plans to provide ELL students with translated versions of the above named school letters and they will also be provided with translated versions of discipline guidebooks, report cards and student agenda handbooks.

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.

P. S. 121 conducted an assessment of oral translation needs after conducting meetings with parent coordinators, classroom teachers, the school based support team and administrators. It was evident that there was a need for translators for various parent meetings. Translators will provide communication services for parents of ELL students and mainstream students. There is a need for translators at parent orientation meetings, Parent Association meetings and parent teacher conferences. There will also be translators for ongoing school and /or Project Arts parent workshops. In addition, there needs to be a translator for telephone translations in emergency situations. The translator for Spanish will be a member of our staff and for other languages, an outside contractor will be contacted.

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 teacher will translate school documents, concerning after school, promotion in doubt, class placement, school progress, special education and other programs. A1 translation will provide a translator for 20 hours to translate certain written documents and provide oral translation for parent meetings. Parental notification of translation and interpretation services will be achieved by sending home letters informing parents about translation services that are available at P.S. 121.

**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:	\$593,134	\$28,238	\$621,372
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,930		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$287	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$29,656		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$1,412	
6. Enter the anticipated 10% set-aside for Professional Development:	\$0		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$2,824	

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

9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.  
Not applicable

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

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

During our meeting on November 18, 2009, parents received a copy of the Parent Involvement Policy. At P.S. 121, we pride ourselves in providing a nurturing positive environment for the education of our students. Our students strive to meet the requirements of rigorous curriculum. We inspire them to pursue excellence and rise to academic, social and creative challenges. We envision our students soaring to success through a collaborative effort by the P.S. 121 community. Under the supervision of our Parent Coordinator and "F" status staff developer, a myriad of workshops are planned collaboratively with the school's leadership team and "F" status staff developer.

- More parent workshops based on survey to parents
- Kindergarten orientation – Kindergarten Handbook
- Curriculum Night
- Weekly academic information session on new curriculum
- Open access parent room
- Information booklet
- Weekly newsletters are generated from the parents, as well as, administration
- Every family receives a school agenda and an annual calendar.
- PTA meetings
- Family Math Night
- Family Movie Night
- Family Fun Night (games)
- School Leadership Team Meetings

- Meetings of Learning Leaders
- Technological tutorial
- Literacy Evening

Our current academia inspiration is a mobile library for parents of Kindergarten students. We currently have 7 Kindergarten classes. As research informs us primary children need to be read to at home so that the love of reading is continually reinforced. To assist in this endeavor we are preparing a mobile library for pre-Kindergarten and Kindergarten parents. This service will enable these parents to borrow books to read to their children. Hopefully, there will be several possible outcomes: positive attitude towards school, growing love of reading, strengthen parent-school connection and time allocation to dialogue between parents and students about the books they are reading--this may well be the earliest form of a "book club" Our parent coordinator, librarian, and "F" status staff developer are coordinating this project.

This school year 2009-2010, we will initiate a new series of parent workshops. To date we have conducted a Reading and Social Studies workshop. This was facilitated by our "F" status staff developer. As a result of these initial workshops it is quite apparent that parents are extremely interested in attending future sessions. There has been excellent feedback about how professional and worthwhile these workshops are.

P.S. 121 provides an enhanced curriculum in a supportive and conducive learning environment thereby encouraging the students to meet the NYS standards in the following manner:

- High quality staff development by well-trained members of the school's core team
- Dissemination of information and materials to teachers via bi-monthly staff development
- Grade conferences
- Teacher Center after-school study group
- in-class demonstration lessons
- Lab sites with demo lessons
- Coaching in class support
- Planning sessions during common preps
- Parent Teacher Conferences twice a year as set by the Chancellor

Parents are informed of their children's progress via a variety of methods:

- Parent Coordinator
- School Based Support Team
- Classroom Teacher
- Teacher Conferences in the Fall and Spring, as well as, informal conferences school as well as during prep periods.

The staff is available to meet with parents before and after school, as well as, during prep periods. Parents may visit and observe their children during open school week as set forth by the Chancellor. Other arrangements are made with the teachers and administrators.

Parent Responsibilities: Parents support our children's academic success in the following ways:

- Education is a priority in our home
- Homework is completed and signed
- Discussions will take place in which the days events, assignments, upcoming due dates, etc. are spoken about
- Attendance is monitored
- Conducive study environment
- Monitoring and encouraging extra curricular activities
- Respecting cultural differences
- Being mindful of school regulations
- Supporting the school's discipline policy of high expectations

***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.

P.S. 121 provides an enhanced curriculum in a supportive and conducive learning environment thereby encouraging the students to meet the NYS standards in the following manner:

- High quality staff development by well-trained members of the school's core team
- Dissemination of information and materials to teachers via bi-monthly staff development
- Grade conferences
- Teacher Center after-school study group
- In-class demonstration lessons
- Lab sites with demo lessons
- Coaching in class support
- Planning sessions during common preps
- Parent Teacher Conferences twice a year as set by the Chancellor

Parents are informed of their children's progress via a variety of methods:

- Parent Coordinator
- School Based Support Team
- Classroom Teacher

- Teacher Conferences in the Fall and Spring, as well as, informal conferences before/after school as well as during prep periods. The staff is available to meet with parents before and after school, as well as, during prep periods.

Parents may visit and observe their children during open school week as set forth by the Chancellor. Other arrangements are made with the teacher and administrator.

#### Parent Responsibilities:

We, as parents, support our children's academic success in the following ways:

- Education is a priority in our home
- Homework is completed and signed
- Discussions will take place in which the days events, assignments, upcoming due dates, etc. are spoken about
- Attendance is monitored
- Conducive study environment
- Monitoring and encouraging extra curricular activities
- Respecting cultural differences
- Being mindful of school regulations
- Supporting the school's discipline policy of high expectations

### **PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

**Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

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

See section IV

2. Schoolwide reform strategies that:

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

See Sections IV, V, VI

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

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

We have a zero period, four days per week, with a teacher to student ration of 1:10. During this 37 1/2 minute block students receive individualized instruction in areas where it has been determined that additional instruction is warranted. We also have an after-school program which operates three days per week. Here students in grades 2-6 receive individual instruction in Reading, Writing, Mathematics, Science and Social Studies. Instruction is provided by highly qualified teachers under the supervision of our administration. If funds become available we will implement a Saturday program with a focus on best practices on test taking.

- o Help provide an enriched and accelerated curriculum.

See Section IV, V, VI

- o Meet the educational needs of historically underserved populations.

See Sections IV, V, VI

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

See Sections IV, V, VI

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

See Sections IV, V, VI

### 3. Instruction by highly qualified staff.

PS121 has a highly qualified staff. 100% of all staff members are licensed in their area of work.

### 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

A plan of continued staff development has been implemented to provide staff with all of the latest technology and methods that are available.

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

Due to the high scores and continued success, we will not have any difficulty attracting highly qualified teachers. We have an abundant amount of resumes that we can choose from if a position should arise.

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

Parent involvement has been a long term focus in our overall school plan. We have increased parent participation ten-fold by utilizing workshops and assembly programs where children receive awards or are involved in a performance. We are now utilizing the latest workshops and assembly programs where children receive awards or are involved in a performance. We are utilizing the latest technology with computerized phones and dial-up machines to call homes and let parents know when PTA meetings are held.

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.

We are in the third year of our early childhood program. Due to the fact that our Assistant Principal is an Early Childhood Specialist, we are capable of in-house workshops. Transition from preschool begins in May with a buddy program. Older students have an opportunity to come into Pre-K to work with children so they, the Pre-K students can become more comfortable with interacting with older students. Our second part of the program takes place in June where Pre-K walk through the building and are given the opportunity to see our building operation.

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.

Assistant Principals conduct weekly grade meetings where the success of various assessments are discussed, Inquiry Team shares best practices on a regular basis. Our Data Specialist facilitates workshops where teachers receive ongoing training on the use of ACUITY and its applications for our students. Our Teacher Center Specialist turnkeys information that is disseminated at region, bureau, and city-wide meetings. In addition, our Teacher Center Specialist shares knowledge gained at a myriad of conferences at local and regional workshops attended, including IRA National Reading Conferences, QUEST Education Issues Conference, etc.

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.

When budgeting we include a gifted program for our most advanced achievers. Students who have difficulty mastering proficiency levels will be serviced by F-Status, Reading and Math teachers.

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.

Violence Prevention Program

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

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

<sup>2</sup>To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the Surveys of Enacted Curriculum (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards

(intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

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

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

At P.S. 121 we realize that meeting the academic needs of our diverse populations requires us to ensure that all students have access to appropriate differentiated opportunities to learn. This calls for our academic cabinet to guarantee the commitment of, and ensure, collaboration among all those responsible for providing learning opportunities. Our team creates and supports measures that build capacity for shared leadership by ensuring that opportunities are provided for collaborative learning and ongoing conversations among members of the school community.

Our administrative cabinet created a schedule that permits teachers at each grade level to have daily common preparation. This type of dialogue takes place in the hub of the school (teacher center), where they can discuss and reflect on teaching and learning issues. With the support of the Teacher Center Specialist and F-Status Staff Developer and Mentor, teachers are apprised of the latest resources which can facilitate greater understanding of state standards and how to align it with the curriculum at hand.

Research tells us that children should be inventors of their own theories, critics of other people's ideas, analyzers of evidence, and makers of their own personal mark on this world. In other words, when we have a unit on social issues, and/or short-shared texts, the aforementioned activities can animate students' interest in ideas and people they encounter in texts. Each day our students are reading texts critically, weighing evidence for and against people, ideas, and policies informing opinions. Students should be able to critically examine evidence in a text, see the world from multiple points of view, make connections, and detect trends among ideas (literary essays) and imaginative alternatives (Bloom's Taxonomy). For example, in a unit on Biographies, students will be required not to simply collect facts, but they must critically examine a person's relevance in that time period and how that person impacted trends of that time based on that time period of their lives. Good talk-about books and subjects stimulates the intellect and is the enemy of boredom. It nourishes our critical capacity as it gives kids a chance to try on and test their ideas and view points. That is why our unit on short shared text and social issues is so essential. In classrooms we want to challenge students in a practical, analytical, and creative way. If we think of Gardener's multiple intelligences, we use the cognitive processes to create questions, problems, and projects that validate new learning. This often involves challenging our assumptions and removing road blocks in our journey for new ways to do things. In reality, it is like thinking outside the box. Analytic intelligence is used to analyze new learning, use it to solve problems, make choices, and judge critically. It includes the ability to identify a problem, create strategies, offer solutions, find resources, monitor application, and evaluate results. Our testing, i.e. ELA test, often focuses on this type of intelligence. Practical intelligence is pragmatic. It jumps into action with new information to use in a practical way. Ongoing rigorous dialogue between constituents of the PS 121 community is one of the keys to success. It has been determined that we need to employ diverse strategies to prompt prior knowledge therefore allowing for scaffolding the learning resulting in greater understanding and enjoyment of text. During in-depth discussion with the cabinet, grade meetings, etc., we target many literacy strategies to scaffold the student's learning. For example, we use A) semantic feature analysis. This strategy assists students to draw on their prior knowledge to compare and contrast words with a category on the matrix. We do not stop at this point. Children are then encouraged to write about their findings in the matrix. Of course, this is first modeled by the teacher during a mini-lesson. B) Carousel, brainstorm, is a strategy in which several pieces of chart paper are placed around the room. The teacher copies a word, a prompt, a poem, etc., on each sheet. Groups of students move from sheet to sheet discussing the

piece and ideas about the respective selection. This activity helps students activate their prior knowledge. It also helps the teacher by revealing the misconceptions students may have. Anticipation Guide is a strategy we plan to demonstrate this year in all grades. It is used to activate students' thoughts and opinions regarding a story or a scaffold prior to reading. This process accesses students' interest, sets purpose for reading, encourages higher-level thinking -- all important aspects of pre-reading motivation. Anticipation reading guides can be used in any combination and any grade level. Last year teachers expressed a need for more peer reading strategies to scaffold. As a result, during the upcoming months our "F" status staff developer and Teacher Center Specialist will begin to model strategies in various classrooms. We will continue to ask for feedback to determine how we can best assess all students at P.S. 121.

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

- Applicable
- Not Applicable

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

Our school applies specific elements that are aimed at improving literacy achievement. For example, direct, explicit comprehension instruction, which is instruction in the strategies and processes that proficient readers use to understand what they read, including summarizing, keeping track of one's own understanding, and a host of other practices. Effective instructional principles embedded in content, including language arts teachers using content-area teachers providing instruction and practice in reading and writing specific to their subject area. Motivation and self-directed learning, which includes building motivation to read and learn and providing students with the instruction and supports needed for independent learning tasks they will face after graduation. Also, text based collaborative learning, which involves students interacting with one another around a variety of texts and strategic tutoring, which provides students with intense individualized reading, writing, and content instruction as needed.

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

## **1B. Mathematics**

### **Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as process strands and content strands. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see

mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

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

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

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

At P.S. 121, there is ongoing assessment, review, and adjustments to our educational program. We place a high emphasis on focusing our time on academics as discussed in weekly grade meetings with administrators, model lessons and workshops with our Teacher Center staff, F-status mentor and Data Specialist. Each teacher is in possession of a monthly curriculum map which details the lessons to be taught and a suggested list of materials to be used according to student ability. Our teachers plan together and create lesson plans that are fresh and unique to the students that are currently in their classroom. All of our highly qualified teachers are engaged in academically focused teaching in their classrooms, as evidenced through observations, both formal and informal, by our administrative staff as well as by visiting administrators. Tenured teachers are observed a minimum of two times per year and teachers without tenure are observed a minimum of three times. Staff and students alike look forward to daily classroom visits by our administrators.

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

- Applicable  Not Applicable

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

Evidence of effective use of data will be seen through formal and informal observations, classroom visitation, and examination of student work, such as, "a problem of the week," and examination of math journals. Weekly grade meetings are held to discuss and reinforce our instructional plan. The continuous use of technology by staff members is monitored.

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

## **KEY FINDING 2: INSTRUCTION**

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

### ***2A – ELA Instruction***

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

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

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

Through the combined effort of classroom and reading specialists, we look through a lens to measure students' growth using running records, individual conferences, acuity data, to continually level students appropriately through the years resulting in optimal instruction. Small group instruction is a pivotal part of ameliorating student deficiencies. These groups are flexible based on student needs in different areas. In addition, there is evidence of text based collaborative learning, which involves students interacting with one another around a variety of texts.

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

- Applicable  Not Applicable

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

Through a cyclical compilation of data, we revisit the various strands with relation to student growth. Also, this information is used to implement small group instruction for differentiated instruction. Teachers are evaluating their growth each month and noticing how students are moving.

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

## **2B – Mathematics Instruction**

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

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

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

At P.S. 121, there is ongoing assessment, review, and adjustments to our educational program. We place a high emphasis on focusing our time on academics as discussed in weekly grade meetings with administrators, model lessons and workshops with our Teacher Center staff, F-status mentor and Data Specialist. Each teacher is in possession of a monthly curriculum map which details the lessons to be taught and a suggested list of materials to be used according to student ability. Our teachers plan together and create lesson plans that are fresh and unique to the students that are currently in their classroom. All of our highly qualified teachers are engaged in academically focused teaching in their classrooms, as evidenced through observations, both formal and informal, by our administrative staff as well as by visiting administrators.

Tenured teachers are observed a minimum of two times per year and teachers without tenure are observed a minimum of three times. Staff and students alike look forward to daily classroom visits by our administrators.

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?

Student engagement is integral to the learning process and as such we differentiate instruction to meet the needs of our diverse student population. Students receive direct instruction in small groups when it is determined by the classroom teacher, PCEN math teachers, and/or administrators that it is warranted by evaluation of the student's homework, classroom participation, formal and informal assessments and teacher observations.

Our students are engaged in group activities during math lessons as part of the Everyday Math Program. Throughout each lesson students will work in pairs or groups of three to four to solve problems, review material previously taught, play math games, and/or to work on projects related to the mathematics being taught. The use of technology in our math program has been increased over the past school year. Students in Kindergarten through fifth grade visit the Computer Laboratory at least once a week. While there students use such computer programs as Math Missions for grades K-2, Math Mysteries—Advanced Whole Numbers, Tessellation Exploration, etc. Students also visit a variety of websites for further practice in mathematics operations, solving word problems, and using higher level thinking skills. Students in grades four to six also have laptop carts in their classrooms where students visit authorized websites to play math games and/or work on math projects either independently or in groups.

Our students have access to calculators starting in Kindergarten as part of the Everyday Math Program. The National Council of Teachers of Mathematics recommends the integration of calculators into mathematics programs for all grade levels as research has shown that the use of calculators can enhance cognitive gains in the area of number sense, conceptual development and visualization. In the Everyday Mathematics program, emphasis is placed on using the calculator as a tool for learning mathematics. The program also includes a number of calculator games that are designed to provide practice with place value and problem-solving skills.

Teachers also integrate technology into our classrooms with the use of overhead projectors to model their thinking for students and to demonstrate an algorithm to the class.

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.

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

### **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.

Refer to Section III: School Profile

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?

We create a nurturing, knowledgeable, congenial, creative atmosphere where staff members can collaborate about their instructional plans including short term and long term goals and any concerns that may develop.

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.

Staff members will be trained in use of assessment tools such as Acuity and will be able to access current information at any time to gauge the academic progress of ELL students. Professional development will be provided for the staff in differentiated instructional strategies to use. Teachers will use their informal assessments in conjunction with standardized data to measure progress. There will be ongoing weekly meetings with the ESL teacher and classroom teachers to ensure curriculum alignment.

The ESL teacher also attends monthly workshops hosted by Mr. Pierre Galvez that teaches different ways and methods to teach language and teaching strategies that will enhance the learning of ELL students. These sessions are ongoing and provide invaluable insight into the different teaching techniques that can enhance English Language learning.

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?

Continuous collaboration between the ESL teacher and classroom teachers to ensure curriculum alignment and academic progress of ELL students continues to be an ongoing priority to achieve this goal and objective. The evidence that P.S. 121 is on track with this goal and objective is the academic progress of ELL students as is evident in ELA scores, interim assessments, classroom progress indicators and NYSESLAT scores.

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

#### **KEY FINDING 5: DATA USE AND MONITORING - ELL INSTRUCTION**

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

Please respond to the following questions for Key Finding 5:

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

P.S. 121 Q is on track for meeting this goal of ELL students increasing their reading levels by 3-5%. ELL interim assessments have been reviewed, and based on these reviews, the ESL teacher meets with classroom teachers on a monthly basis, to address the academic needs of specific ELL students. Analysis of literacy assessments showed that 10% of ELLs scored below the grade level performance, 35% of ELLs scored approaching grade level performance, and 55% scored at grade level standard. There continues to be professional development sessions that focus on extending scaffolding strategies in Literacy. The ESL teacher meets with the literacy coach, in order to discuss and review instructional literacy tools to provide differentiated literacy instruction for ELL students. Analysis of science assessments showed that 10% scored below grade level performance, 40% scored approaching grade level performance, and 50% scored at grade level standards. The ESL teacher and the science teacher are working on ongoing assessment and teaching strategies that are used to determine movement towards science standards.

Analysis of NYSESLAT scores showed that fifty percent of beginner students showed improvement in speaking and listening, and showed considerable improvement in reading and writing. Forty percent of intermediate students also showed improvement in speaking and reading, and showed some improvement in writing. Advanced students showed an overall improvement in speaking, listening, reading and writing. To address the needs of ELL students in the areas of reading and writing, the ESL teacher has set up small task-oriented groups, in which students have purpose and direction for comprehensive reading assessments and confidence in their writing approach. The ESL teacher provides students who are less proficient in language the necessary time to interact with those who are more proficient.

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?

This finding is not applicable to our school, as testing data from all assessments are evaluated and academic instruction is tailored to meet the needs of the ELL students. The ESL teacher is trained to use a variety of assessment tools. Currently we are using Acuity, E-Class, ELA Scores, Interim Assessment, Fountas and Pinnell Running Records, and of course, Kid Watching to assess the early literacy skills of ELL students. The ESL teacher will combine students' informal assessments with standardized data to measure individual progress and help drive instruction.

An analysis of LAB-R scores for the current year, 40% of ELL students are on the beginner level, 30% are on the intermediate level and 30% are on the advanced level. An analysis of NYSESLAT scores showed that 14% of students are on the beginner level, 50% are on the intermediate level and 36% are on the advanced level. As stated above there are multiple data tools we utilize that drive our instruction. This is evident through our ongoing assessments and our differentiated instructional methods that are integrated throughout the program.

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.

Aware of the problem that teachers lack exposure to IEPs, the IEP teacher is responsible for discussing the content of the student's IEP with the service providers and classroom teachers. The IEP teacher is also responsible for ensuring that their academic rigor includes instructional strategies that are geared to enhance student learning and meet the goals of the IEP.

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 IEP teacher continually provides hands-on staff development, lunch and learns, and modeling of differentiated instructional strategies to ensure that all teachers understand the urgency to meet the needs of all students, including those with disabilities.

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.

Not applicable.

## **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.

Accommodations and modifications for the classroom environment are specified on the IEP. When writing the IEP, teachers include academic management needs such as small group instruction, partner work, seat location, and use of manipulatives and graphic organizers. Student goals and modified promotion criteria are based on grade level content. They are based on the individual needs of each student. Goals include remedial content and grade level content. Students with severe documented behavioral issues have behavior intervention plans included in their IEPs. In addition, students are mainstreamed and grouped with the general education population through leveling for ELA and math. Students with IEPs are also offered after school programs with a setting appropriate for their educational needs.

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?

Teachers have access to student IEPs prior to receiving the students. They receive ongoing training from the IEP teacher on how to write IEPs. Teachers are encouraged to identify additional needs not mentioned in the IEP and to modify those IEPs to meet the current needs of the student. They also modify parts of the IEP that do not apply to the current needs of the student.

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.

Not applicable.

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

*This appendix will not be required for 2009-10.*

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

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

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

### **Part A:**

#### **For Title I Schools**

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

**0**

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

**n/a**

### **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.