



PS 122 MAMIE FAY

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 30/Q/122

ADDRESS: 21-21 DITMARS BLVD. ASTORIA, NY 11105

TELEPHONE: 718-721-6410

FAX: 718-726-0016

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS 122 SCHOOL NAME: Mamie Fay

SCHOOL ADDRESS: 21-21 Ditmars Blvd., Astoria, NY 11105

SCHOOL TELEPHONE: 718-721-6410 FAX: 718-726-0016

SCHOOL CONTACT PERSON: Pamela Sabel EMAIL ADDRESS: psabel@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Alba Carlucci

PRINCIPAL: Pamela Sabel

UFT CHAPTER LEADER: Kathleen Weinman

PARENTS' ASSOCIATION PRESIDENT: Claudia Lieto-McKenna (Co-President)
Evie Hantzopoulos (Co-President)

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 30 SSO NAME: CFN 11

SSO NETWORK LEADER: Altagracia Santana

SUPERINTENDENT: Philip Composto

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Pamela Sabel	*Principal or Designee	
Kathleen Weinman	*UFT Chapter Chairperson or Designee/ Teacher of Grade 2 General Education	
Claudia Lieto-McKenna	*PA/PTA President or Designated Co-President/Parent of Kindergarten and Grade 5 General Education Student	
James Hartofilis	Member/Teacher Grade 3 General Education	
Helen Roditis	Member/Teacher/ Grades K-5 Special Education Support	
Jaimie Victorio	Member/Teacher/ Kindergarten Special Education	
Alba Carlucci	SLT Chair/Assistant Principal	
Anna Aprea	Member/Assistant Principal	
Pranav Mehta	Member/Parent of Grade 1 Gifted Student	
Erik Baker	Member/Parent of Grade 3 General Education Student	
Julie Dattwyler	Member/Parent of Kindergarten and Grade 1 General Education Students	
Maria Pavlopoulos	Member/Parent of Grade 4 General Education Student	
Benjamin Malave	Member/Parent of PreK Student	
Jeffrey Groner	Member/Parent of Grade 1 Gifted Student	

* Core (mandatory) SLT members.

Signatures of the member 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.

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.

Narrative Profile

PS 122 Mamie Fay is a Core Knowledge Magnet school located in a culturally diverse residential section of Astoria, Queens. We are a community school serving the needs of general education and gifted students, English language learners, and students with special needs in grades Pre-K–5. PS 122's Academy for Intellectually Gifted and Talented students in grades K-8 features a rigorous and enriched curriculum with accelerated academic courses of study in Integrated Algebra, Earth Science Regents, and Foreign Language (Spanish). Our program of core curricular subjects establishes a strong foundation of knowledge through challenging and stimulating activities to enhance student engagement and learning. Our standards-based science program is designed to use inquiry and discovery in an interdisciplinary curriculum. Technology is used throughout as a tool for building and analyzing a deep content base, and applying it in innovative ways. Recognizing the arts as an integral component in student achievement, our arts programs include vocal and instrumental music, visual arts, and dance courses. We are dedicated to providing high-quality, standards-based learning experiences in a supportive and nurturing environment to prepare all students for success in a changing world and help them set goals to maximize their potential. PS 122 has been nationally recognized as a Blue Ribbon School for high student achievement and many of our students have received high honors through their creative and academic endeavors in various areas, such as original writings and project oriented competitions. As a collaborative school community we value our partnerships with supportive organizations, such as Teachers College, American Ballroom Theater, South St. Seaport, Lincoln Center, Queens Symphony Orchestra, Theater for New Audiences, and Sports & Arts in Schools Foundation. With a talented, dedicated staff and hard-working, involved parents, we have created a safe learning environment with the highest academic standards.

Vision

We see our school as a learning community where students, staff, and parents support each other to meet the unique needs and high expectations of all individuals, and create an atmosphere of creativity and participation. The members will have long term goals, high self-esteem, respect for themselves and all others. They will develop decision-making skills, critical thinking skills, and the ability to communicate effectively. Ideally, the members of our community will be life-long learners, flexible, and adaptable to change, responsible and accountable, and will become active and productive members in our school and society.

Mission

Our diverse collaborative school community is dedicated to achieving high levels of academic excellence for all. We will achieve this through a high quality, standards driven core knowledge curriculum and the development of civic, social, and technological skills in a nurturing environment. All students will strive to reach their full potential and become life-long learners, and involved, productive citizens.

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.

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		P.S. 122 Mamie Fay							
District:		30	DBN:	30Q122	School BEDS Code:		343000010122		
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7	√	11		
	K	√	4	√	8	√	12		
	1	√	5	√	9		Ungraded		
	2	√	6	√	10				
Enrollment				Attendance - % of days students attended:					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	36	36	35		95.1	95.4	95.7		
Kindergarten	142	155	162						
Grade 1	170	152	174	Student Stability - % of Enrollment:					
Grade 2	189	198	176	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	194	200	195		97.0	96.8	96.0		
Grade 4	203	200	195	Poverty Rate - % of Enrollment:					
Grade 5	192	202	193	(As of October 31)	2006-07	2007-08	2008-09		
Grade 6	83	105	105		54.6	52.7	51.6		
Grade 7	66	62	80	Students in Temporary Housing - Total Number:					
Grade 8	85	66	60	(As of June 30)	2006-07	2007-08	2008-09		
Grade 9	0	0	0		3	3	18		
Grade 10	0	0	0	Recent Immigrants - Total Number:					
Grade 11	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 12	0	0	0		9	4	14		
Ungraded	0	0	0	Special Education Enrollment:					
Total	1360	1364	1381	(As of October 31)	2006-07	2007-08	2008-09		
					9	4	14		
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
# in Self-Contained Classes	19	18	19	Principal Suspensions	1	16	18		
# in Collaborative Team Teaching (CTT) Classes	49	47	58	Superintendent Suspensions	5	4	4		
Number all others	45	53	50						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				(As of October 31)	2006-07	2007-08	2008-09		
				CTE Program Participants	0	0	0		
				Early College HS Program Participants	0	0	0		
English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:					
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09		
# in Transitional Bilingual Classes	0	0	0						
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	90	84	86	Number of Teachers	77	85	87		

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	4	6	7	Number of Administrators and Other Professionals	9	15	15
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	4	4
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	97.4	100.0	100.0
				% more than 2 years teaching in this school	70.1	74.1	77.0
				% more than 5 years teaching anywhere	42.9	41.2	55.2
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	94.0	91.0	91.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	94.2	99.4	100.0
American Indian or Alaska Native	0.3	0.3	0.3				
Black or African American	7.0	6.7	6.4				
Hispanic or Latino	28.1	25.9	25.3				
Asian or Native Hawaiian/Other Pacific Isl.	30.1	32.0	30.3				
White	34.6	35.0	37.0				
Male	52.1	50.0	50.5				
Female	47.9	50.0	49.5				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√			√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

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

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

Student Groups	Elementary/Middle Level			Secondary Level		Grad Rate
	ELA	Math	Science	ELA	Math	
All Students	√	√	√			
Ethnicity						
American Indian or Alaska Native	-	-				
Black or African American	√	√	-			
Hispanic or Latino	√	√	√			
Asian or Native Hawaiian/Other Pacific Islander	√	√	√			
White	√	√	√			
Other Groups						
Students with Disabilities	X	√	-			
Limited English Proficient	X	√	-			
Economically Disadvantaged	√	√	√			
Student groups making AYP in each subject	6	8	5	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	A	Overall Evaluation:	√
Overall Score:	87.7	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment:	11.4	Quality Statement 2: Plan and Set Goals	√
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	√
School Performance:	23.9	Quality Statement 4: Align Capacity Building to Goals	√
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	√
Student Progress:	45.6		
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:	6.8		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◇ = Outstanding
	NR = No Review Required

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Needs Assessments Strengths

Our school has very high expectations for the performance of all students, and almost all achieve high levels with 87.1% of students performing at Proficiency Levels 3 or 4 on NY State ELA assessments and 93.1% of students performing at Proficiency Levels 3 or 4 on NY State Math assessments. Our school was recognized for exemplary proficiency gains in closing the achievement gap for all five student groups (English Language Learners, Special Education Students, Hispanic students in the Lowest Third Citywide, Black Students in the Lowest Third Citywide, and Other Students in the Lowest Third Citywide) making requisite progress in ELA. In the Progress Report for 2008-2009, we achieved an "A" overall with "A" in all measured areas (School Environment, Student Performance, and Student Progress).

In the 2008-2009 Quality Review, our school received an overall evaluation of proficient with a proficient rating in all five Quality Statements. We provide a broad and engaging curriculum, including the arts, to enhance learning both within and outside the school day. We create effective partnerships with outside entities that support the academic and personal growth of all students through residencies, grants, and affiliations with corporate and community organizations and universities. We value the support of our PTA and the parent body that support our school goals for all children.

As a learning community, we provide frequent opportunities for teachers to participate in professional development activities to understand data to plan differentiated instruction, observe each other's classroom instruction to improve quality of instruction, and deepen content knowledge to improve student learning. We differentiate our professional development within the building and at other locations to support new teachers, teachers of English Language Learners and students with an IEP, gifted students, and veteran teachers in their efforts for continuous growth through intensive mentoring by administrators, Children First Network (CFN) Support staff, coaches, lead teachers by grade and content specialty, and targeted workshops.

Collaborative planning periods on every grade and within every content specialty have enabled us to assess curriculum and monitor student progress. We have created a Grade/Department Liaison Team which meets at least twice a month to collaborate, analyze data, and plan for expanding inquiry school-wide. The Team members facilitate the collaborative planning periods to align curriculum and

share strategies. We have begun to create rubrics to set group and individual goals and to improve horizontal alignment across the grades and vertical alignment throughout the grades.

Accomplishments

PS 122 has much to celebrate. Our students not only continue to demonstrate high academic proficiency, but all our students, including general education, students with an IEP, ELLs, and gifted students, show progress in achievement. New curriculum initiatives in Social Studies and Science have improved student learning through hands-on activities school-wide. Over 22% of our middle school students have been admitted into the National Junior Honor Society. All our eighth grade students have taken and passed Regents exams in Algebra, Earth Science, and Spanish Proficiency exams. In 2009, over 80% of our graduates were offered a seat in specialized high schools such as Bronx Science and Stuyvesant.

We are proud of our success in bringing enrichment to all our students through courses in visual arts, vocal and instrumental music, and dance. Many of our teachers have begun to use Reader's Theater to enhance our literacy program. There are over 80 students in our chorus and over 60 students in our band. Our 5th grade ballroom dance teams have received awards at the Queens and NYC level performance competition. Our middle school club program offers students in grades 6-8 an opportunity to pursue talents and interests in diverse areas such as video-journalism and Math Olympics.

Our children demonstrate their commitment to good citizenship through efforts in environmental and community issues. Acts of kindness have become part of the culture of our building with students coordinating events such as food drives for those in need. Students in our 5th grade researched and presented compelling arguments during a hearing at NY City Hall that contributed to legislation to improve air quality in our city. In 2008, our 8th grade students were awarded national recognition for a Project Citizen display on the "Disappearance of the Bees."

We have improved our use of technology as an effective resource in gathering and organizing data to improve instruction. In the past two years we have added over 20 interactive whiteboards to increase student engagement and learning. The addition of laptop carts, digital projectors, and web-based sources has made it possible for more students to develop their skills while creating projects such as student-authored books, and posters to combat cyber-bullying.

We have been making great strides growing as a professional learning community. Each grade and department has at least one collaborative planning period every week to analyze data, identify patterns and trends, improve horizontal and vertical alignment of curriculum, and plan for high quality, differentiated instruction. Professional development designed to support teachers' individual goals also affords opportunities to build capacity within the staff in sharing best practices, facilitating workshops, leading inquiry team and study groups, and modeling/mentoring for colleagues.

We are very proud of our accomplishments in communication with our families and with community based organizations. Parent workshops planned and facilitated by our knowledgeable and enthusiastic Parent Coordinator in collaboration with content area specialists and coaches have been valuable, relevant, and well-attended. Affiliations and partnerships with organizations such as Sports and Arts in Schools Foundation, Little Orchestra Society, and Queens Council on the Arts, and PENCIL, have brought high quality events and residencies to our children to enhance all aspects of learning.

We are a learning community, grounded in respect, responsibility, and high expectations. Our mission is shared by all – students, their families, faculty and staff, and the broader community.

Needs

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

- As indicated on the Progress Report 2008-2009, although 87.1% of students performed at Levels 3 and 4 in ELA, the average change in Student Proficiency for Level 1 and Level 2 students was 0.44 and the average change in Student Proficiency for Level 3 and Level 4 was 0.09. In Mathematics, 93.1% of students performed at Level 3 and Level 4. However, the average change in Student Proficiency for Level 1 and Level 2 students was 0.26 and the average change in Student Proficiency for Level 3 and Level 4 was -0.01. To further improve school wide student progress in both ELA and Mathematics, teachers in all grades must receive ongoing professional development in using data to inform differentiated instruction, self-reflection to set professional goals for improved instruction, and implement them to achieve increased student progress for all.
- The school needs to follow through on plans to refine interim measurable targets at whole-school, grade and group levels.
- We need to increase further student responsibility for their own learning through the use of short-term targets at class and individual student level.
- We need to ensure that existing good practice in self-reflection and improved strategies for differentiated instruction aligned with goal setting becomes embedded in the practices for all staff.
- We need to increase collaboration both within our school and with similar schools in order to share best practices through inter-visitations, focused learning walks to identify areas and share strategies for improvement in areas of weakness, and the use of technology to expand learning communities.
- We need to increase the use of technology for information and application by teachers and students to expand student engagement and differentiated instruction for further improving high quality learning.
- The Learning Environment Survey (LES) indicated that we need to improve communication with parents. With only 50% of the parents responding to the survey, the school scored 8.1 in Academic Expectations and 7.9 in Safety and Respect. However, the scores for Communication were only 7.0 and for Engagement only 7.4. We need to improve opportunities for parents to communicate with and participate in school activities. Our plans include expanding parent workshops programs, encouraging teachers to promote parent communication for positive feedback and informing parents what their children are studying, enhancing the school website and e-board, utilizing the PTA newsletters, informational notices and letters from the school to parents in English and translations, and email to improve parent outreach.

Challenges

PS 122 has nearly 1400 students and we are over 110% of capacity for our facility. City and State funding was cut for the 2009-2010 school year, so our budget is carefully crafted to support our goals.

Our large school community includes 88 teachers and approximately 35 additional support personnel. Time constraints make it difficult to create opportunities for collaboration, professional development, and analysis of data to plan for improved instruction and increased student achievement.

SECTION V: ANNUAL SCHOOL GOALS

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

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

- **By June 2010, the average change in student proficiency for Levels 1 and 2 students in English Language Arts will increase by 5% on the NYS ELA assessment. After conducting our needs assessment, the SLT found students at Performance Levels 1 and 2 in ELA had not demonstrated adequate progress. As a result, we have made progress for this subgroup a priority goal for the 2009-2010 school year.**
- **By June 2010, the average change in student proficiency for Level 3 and Level 4 students in Mathematics will increase by 5% on the NYS Mathematics assessment. After conducting our needs assessment, the SLT found students at Performance Levels 3 and 4 in Mathematics had not demonstrated adequate progress toward higher proficiency levels. As a result, we have made it a priority goal for the 2009-2010 school year to promote higher proficiency levels for this subgroup.**
- **By June 2010, 90% of all staff (79 teachers in a staff of 88 teachers) will demonstrate integration of technology to teaching and learning, as evidenced by observations, Learning Walks, presentations of lessons and student works, and student projects.**
- **By June 2010, all staff will participate in a learning community to expand teaching repertoire around differentiated instruction to promote accelerated student learning, as evidenced by attendance sheets, agendas, and meeting notes for collaborative planning periods, Inquiry Team meetings, grade and departmental meetings, and study groups.**
- **By June 2010, all staff will participate in a professional learning group to improve communication among faculty, students, and families to promote accelerated student learning, as evidenced by attendance sheets, agendas, and meeting notes for collaborative planning periods, Inquiry Team meetings, grade and departmental meetings, and study groups.**

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • By June 2010, the average change in student proficiency for Levels 1 and 2 students in English Language Arts will increase by 5% on the NYS ELA assessment. After conducting our needs assessment, the SLT found students at Performance Levels 1 and 2 in ELA had not demonstrated adequate progress. As a result, we have made progress for this subgroup a priority goal for the 2009-2010 school year.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ul style="list-style-type: none"> • Provide collaborative grade level planning sessions to develop benchmark levels of proficiency, analyze data to identify student progress, patterns and trends. • Grade/Department Liaison teams will meet at least once monthly to develop a school-wide system of data gathering and analysis. The team will share their findings during weekly scheduled collaborative planning periods. • Teachers will analyze data including running records, ECLAS2, ARIS and Student Portfolios to provide targeted instruction for whole class, small groups, and individualized instruction. • Classroom teachers in consultation with Academic Intervention Team and School Based Support Team will analyze formative data including running records, ARIS, and student portfolios to identify at-risk students and recommend instructional changes or evaluation for related services. • Data Inquiry Teams will analyze formative data including running records, ARIS, and student portfolios to identify and monitor at-risk students, deficient benchmark strands, and recommend specific instructional strategies, or additional interventions around differentiated instruction. • Interschool visitations will be made to share best practices around differentiated instruction. • School Learning walks following the Learning Walk Protocol will be conducted to identify areas of need and share best practices around differentiated instruction within the school.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Tax levy, Fair Student Funding, Contracts 4 Excellence, TL ARRA funding, Title III funding will be used for staffing Literacy Coach, Literacy specialists for intervention in one-on-one tutoring and small groups, professional development. • Grants through Teachers and Writers Workshop, etc. will provide instructional support for teacher training and student participation in residencies.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ul style="list-style-type: none"> • Interim goals will be established in ELA, reading and writing. • Monitoring for reading progress will be collected quarterly to insure that students are moving at least one reading level per assessment period • Teachers will maintain running records and conference notes to assist in setting ongoing interim student goals • Data binders will be used to track progress and will include work samples, test scores, reading levels, running records, conference notes, rubrics and attendance history reports. • NYS ELA results as evidenced through ATS, ARIS, or nySTART • Analysis of student academic performance based on ARIS assessments will demonstrate progress in individual achievement in ELA. • Analysis of academic performance based on student projects and assessments in ELA will demonstrate progress toward state standards • Principal, Assistant Principals, Literacy Coaches and literacy specialists, Data Specialist, Inquiry Team, Grade/Department Liaison Teams, lead teachers, CFN Network Team, technology liaison and computer teachers. • Teachers College staff developers will provide differentiated PD to meet needs of faculty and staff. • The average change in student proficiency for Levels 1 and 2 students in English LanguageArts will increase by 5% on the NYS ELA assessment

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): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • By June 2010, the average change in student proficiency for Level 3 and Level 4 students in Mathematics will increase by 5% on the NYS Mathematics assessment. After conducting our needs assessment, the SLT found students at Performance Levels 3 and 4 in Mathematics had not demonstrated adequate progress toward higher proficiency levels. As a result, we have made it a priority goal for the 2009-2010 school year to promote higher proficiency levels for this subgroup.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Provide collaborative grade level planning sessions to plan differentiated instruction through effective modeled mathematics and targeted skill instruction for small groups and individual students. • Provide collaborative grade/department planning sessions to develop age/grade appropriate instructional goals and systems to enable students to set and monitor their own learning goals in mathematics. • Teachers will analyze data including interim assessments, unit tests, student application of mathematics concepts and skills, and teacher observations to provide targeted instruction for whole class, small groups, and individualized instruction. • Classroom teachers in consultation with Academic Intervention Team and School Based Support Team will analyze formative data including student interim assessments, unit tests, student application of mathematics concepts and skills, and teacher observations to help students set instructional goals and recommend instruction practices around differentiated instruction. • Data Inquiry Teams will analyze formative data including interim assessments, unit tests, student application of mathematics concepts and skills, and teacher observations to identify trends and provide support as teachers and students set instructional goals and recommend instruction practices around differentiated instruction. • Interschool visitations will be made to share best practices around differentiated instruction. • School Learning walks following the Learning Walk Protocol will be conducted to identify areas of need and share best practices within the school. • Principal, Assistant Principals, Math Coach, Intervention providers, Data Specialist,

	<p>Inquiry Team, Grade/Department Liaison teams, lead teachers, CFN Network Team, technology liaison and computer teachers, mentors and lead teachers will provide differentiated PD to meet needs of faculty and staff.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Tax levy, Fair Student Funding, Contracts 4 Excellence, HP Technology Grant, Title IIB grant partnering with Hunter College.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Analysis of academic performance based on student projects and assessments in ACUITY three times a year will demonstrate progress toward state standards. • The average change in student proficiency for Level 3 and Level 4 students in Mathematics will increase by 5% on the NYS Mathematics assessment.

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): Curriculum and Instruction

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 90% of all staff (79 teachers in a staff of 88 teachers) will demonstrate integration of technology to teaching and learning, as evidenced by observations, Learning Walks, presentations of lessons and student works, and student projects</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ul style="list-style-type: none"> • Installation of at least 16 additional SMARTboards into classrooms and additional laptop carts to expand student use of technology in addition to the two computer labs and three existing laptop carts. • PD in collaboration with the DOE Office of Instructional Technology and <i>Tequiptment</i> (SMARTboard vendor) on integrating SMARTboards, document cameras, Senteo response units for the delivery of instruction and hands-on student engagement • PD on accessing technology resources for planning and teaching through collaborative meetings to turnkey best practices and the use of digital media such as blogs, software, web-based sites • PD in collaboration with McGraw-Hill and Scantron on online assessments and how to customize for student needs • PD on assessment interpretation and analysis to inform differentiated instruction and promote student progress • Incorporate the use of technology into the pre-and post-observation conferencing, learning walk-throughs • Participation in PD activities through grants (i.e. Hewlett Packard) • PD through webcasts and online activities • Principal, Assistant Principals, Literacy and Math Coaches, Data Specialist, Inquiry Team, Grade/Department Liaison teams, lead teachers, CFN Network Team, technology liaison and computer teachers

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Tax levy, Fair Student Funding, Contracts 4 Excellence, HP Tech Grant.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ul style="list-style-type: none"> • Increased teacher use in technology for the delivery of instruction to extend student engagement as evidenced by classroom observations and instructional learning walks • Pre- and post-observation conferencing notes, snapshot observations • Increased student motivation, engagement, and progress as evidenced by observation, instructional learning walks, student-created projects (i.e. <i>We the People</i> digital presentations, digital journalism), Virtual Science Fair, teacher-created unit assessments, and standardized exams • Use of DOE e-mail for all staff members • Use of DOE e-mail to communicate with parents • Use of digital blogs to expand learning communities. • 90% of all staff (79 teachers in a staff of 88 teachers) will demonstrate integration of technology to teaching and learning, as evidenced by observations, Learning Walks, presentations of lessons and student works, and student projects.

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): Development of Staff

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> By June 2010, all staff will participate in a learning community to expand teaching repertoire around differentiated instruction to promote accelerated student learning, as evidenced by attendance sheets, agendas, and meeting notes for collaborative planning periods, Inquiry Team meetings, grade and departmental meetings, and study groups.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ul style="list-style-type: none"> Teachers will use rubrics based on Quality Review expectations to self-evaluate and set their own professional goals in collaboration with administration to improve instruction and customize instruction to meet individual student needs. Increase accountable talk through weekly Collaborative Planning Periods (CPP) and turn-key best practices and training initiatives Staff will set professional goals based on self-evaluation. Create teacher training demonstration sites and debriefing sessions Utilize faculty/grade conferences for communication Grade/Department Liaison Teams will meet at least once monthly and share findings with colleagues to accelerate student achievement Utilize Teachers College (TC) Calendar Days for collaborative planning
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> PD provided by Principal, Assistant Principals, Coaches, Data Specialist, CFN Network Team, PROTRAXX, ISC, Hunter College, City College, affiliations with arts partners, etc. Tax levy, Contracts 4 Excellence

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.

- **Agendas from Faculty and grade conferences**
- **Agendas and notes shared by Grade/Department Liaison Team members and teachers**
- **In-house training/workshops facilitated by administration, coaches, lead teachers**
- **Formal and informal observations**
- **Instructional learning walks and snapshot observations**
- **Binders maintained by teachers to chart professional goals and steps taken toward meeting them**
- **All staff will participate in a learning community to expand teaching repertoire around differentiated instruction to promote accelerated student learning, as evidenced by attendance sheets, agendas, and meeting notes for collaborative planning periods, Inquiry Team meetings, grade and departmental meetings, and study groups.**

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): Build Strong School Community

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> By June 2010, all staff will participate in a professional learning group to improve communication among faculty, students, and families to promote accelerated student learning, as evidenced by attendance sheets, agendas, and meeting notes for collaborative planning periods, Inquiry Team meetings, grade and departmental meetings, and study groups.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ul style="list-style-type: none"> Increase accountable talk through weekly Collaborative Planning Periods (CPP) and turn-key best practices and training initiatives Grade/Department Liaison Teams will meet at least once monthly and share findings with colleagues to accelerate student achievement Utilize faculty/grade conferences for communication Utilize Teachers College (TC) Calendar Days for collaborative planning PD provided by Principal, Assistant Principals, Coaches, Data Specialist, CFN Network Team, PROTRAXX, ISC, Hunter College, City College, affiliations with arts partners, PENCIL, etc. Provide parent workshops and school events to engage families as partners in promoting student achievement Utilize multiple venues to increase communication between the school and the home (i.e. PTA News and Views, school letters, notices, telephone calls, email)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> Tax levy, Contracts 4 Excellence, arts grants

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.

- **Agendas from Faculty and grade conferences**
- **Agendas and notes shared by Grade/Department Liaison Team members and teachers**
- **In-house training/workshops facilitated by administration, coaches, lead teachers**
- **Attendance sheets of meetings, conferences, school events**
- **Instructional learning walks and snapshot observations**
- **80% of all staff (70 out of 88) will maintain and use an Outlook email account to communication with the school community.**
- **Sign-in sheets will show an increase in participation of parents in school related activities to accelerate student achievement and improve school climate.**
- **All staff will participate in a professional learning group to improve communication among faculty, students, and families to promote accelerated student learning, as evidenced by attendance sheets, agendas, and meeting notes for collaborative planning periods, Inquiry Team meetings, grade and departmental meetings, and study groups.**

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	61	20	N/A	N/A	4	7	-	3
1	43	25	N/A	N/A	5	-	-	3
2	23	21	N/A	N/A	6	-	-	1
3	29	22	N/A	N/A	7	-	1	1
4	16	16	25	5	8	-	1	-
5	25	14	26	8	18	-	-	-
6	There are no students in this grade performing at Levels 1 or 2				2	-	-	-
7	There are no students in this grade performing at Levels 1 or 2				2	-	-	-
8	There are no students in this grade performing at Levels 1 or 2				0	-	-	-
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Literacy Specialists push-in and pull-out during the school day to work one-on-one and in small groups with students identified as at-risk in literacy. Balanced literacy program is used with differentiated instruction, guided reading groups, strategy lessons and one-on-one conferring. Great Leaps Reading program is also used with selected students for fluency. Wilson, Foundations Double Dose, Recipe for Reading, researched-based programs are phonemic awareness and decoding to promote comprehension.</p>
<p>Mathematics:</p>	<p>Math Specialists push in and pull out during the school day to work one-on-one and in small groups with students identified as at-risk in math. Everyday Math program is used with modifications as needed, along with manipulatives and hands-on approaches.</p>
<p>Science:</p>	<p>Science curriculum is differentiated to fit the needs of individual students identified as at-risk in science. One-on-one conferring and small group instruction is provided during the school day.</p>
<p>Social Studies:</p>	<p>Social studies curriculum is differentiated to fit the needs of individual students identified as at-risk in social studies. One-on-one conferring and small group instruction is provided during the school day.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>One to one and group guidance services are provided during school hours. The focus, group size, and the length of service are flexible and determined by need. Parent outreach, link between Academic Intervention Team and PPC consultation.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>School Psychologist provides parental counseling, student counseling, and teacher consultations. Coordination of PPT meetings and at-risk services in school and with outside agencies during the school day. Placement, case management, testing, observations, social updates</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>One-to-one and small group sessions during the school day for counseling, socializing activities, enhancing school performance and relationships with authority figures.</p>
<p>At-risk Health-related Services:</p>	<p>Speech and hearing screenings, sweep testing, small group instruction, and one to one, during the school day. Phonological awareness, auditory processing activities to facilitate comprehension. Articulation therapy to improve speech production of deviant speech. Receptive/Expressive language processing lessons to develop communication skills. Comprehension of incoming information in oral and written work and fluency therapy.</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 (2008-2009) LAP to this CEP.

**P.S. 122
Language Allocation Policy 2008-2009**

Principal’s Signature _____

I. Language Allocation Policy Team Composition

Region 4 - P.S. 122 Q

Principal	Pamela Sabel
Assistant Principals	Anna Aprea Alba Carlucci
Parent Coordinator	Judy Milo
Math Coach	Anne Goldstein
Literacy Coach	Tina Garanes
ESL Teacher/Coordinator	Audrey Cheng
ESL Teacher	Fani Pashalidis
Guidance Counselor	Angela Braconi
Related Service Provider	Athena Sarris
Parent	Pallavi Bhatt

II. Teacher Qualifications

Currently, P.S. 122 has eight certified English as a Second Language teachers. All of our ESL teachers are dually certified, with the exception of three, in either early childhood education for kindergarten and common branch or elementary general education for grades 1-6. Our third grade ESL teacher is working under a Transitional B Certificate and is beginning her first year in the NYC Teaching Fellows Program. Our fourth and fifth grade ESL teachers, also NYC Teaching Fellows, are ESL certified, and by the end of this academic school year will be dually certified, receiving their general elementary education (grades 1-6) certification. Teachers in the NYC Teaching Fellows program have three years to complete their certification for the position in which they are working in at their school.

need English Language testing. Within ten days of registration, the ESL Coordinator, using Department of Education guidelines, gives the Lab-R exam to evaluate the English language proficiency of the student. The student's eligibility is determined using cut scores provided by the Division of Assessment and Accountability (DAA). If the student is determined to require ESL services, he/she is placed in the appropriate classroom (ESL or a classroom where ESL push-in services are provided). The parent is notified by letter in his or her home language of the results of the LAB-R. If the student requires ESL services, the parent is asked to come to a parent orientation session. At the orientation, parents are informed of the three ELL program choices available for their child.

For Special Education and alternate placement students, the ESL Coordinator checks both the student's IEP (as soon as it is sent to the school if the child is a transfer student) and test history to determine if he/she is entitled to ESL services. ESL services are provided as per the student's IEP recommendation. An entitlement letter is then sent to the parent informing them that their child will receive ESL services

2. Parent Orientations

Parent Orientations are held at the beginning of each school year to ensure that parents understand the three programs available for their children: Transitional Bilingual, Dual Language, and ESL. Thereafter, parent orientations are held at other times during the school year as needed. At the orientation, the ESL Coordinator provides full explanation of ELL program choices. The ESL Coordinator also presents the *Orientation Video for Parents of Newly Enrolled English Language Learners* and provides a copy of the *Guide for Parents of ELLs*, an informational brochure, to parents in their home language, as well as the Parent Survey/Program Selection form to complete.

3. Trends in Parental Selections

In reviewing the completed Parent Survey and Program Selection forms, the trend for the past few years in program choice by parents has been almost exclusively the English as a Second Language Program.

2. Aligning Programs with Parental Choices

In keeping with Department of Education's policy of involving parents in the decision making process, P.S. 122Q aids any parent who chooses a bilingual program to find an appropriate classroom setting for their child within the district. Due to the small numbers in any one language group and the lack of interest or request by parents, we do not have a bilingual program. In order to provide a program with continuity and in the best interest of our ELLs, English as a Second Language with native language support is the program we offer at our school.

V. Assessment Analysis

A. Spring 2008 NYSESLAT/ Fall 2008 LAB-R Results

Grade Level	K	1st	2 nd	3rd	4th	5th	Total
Beginners	12	14	1	3	4	2	36
Intermediate	17	11	2	4	4	3	41
Advanced	0	0	1	6	8	4	19
Total	29	25	4	13	16	9	96

NYSESLAT 2008 Data Analysis Listening and Speaking

Grade	1	2	3	4	5
Beginner	0	0	0	0	0
Intermediate	10	1	2	0	2
Advanced	11	2	4	6	0
Passed	1	1	6	6	5

NYSESLAT 2008 Data Analysis Reading and Writing

Grade	1	2	3	4	5
Beginner	12	1	2	1	0
Intermediate	10	2	4	3	3
Advanced	0	1	6	7	4
Passed	0	0	0	1	0

1. After examining the results in the four tested modalities we have noted the following pattern:
 - The majority of our ELLs, primarily in the 1st, 2nd, and 3rd grade, are in the beginning and intermediate stages of language acquisition.

- Approximately 77% of our ELLs in grades 3-5 are in the intermediate and advanced stages of language acquisition and only 23% are at the beginning stage.
- In grades K-5 more students are at the intermediate and advanced levels in the listening and speaking components of the NYSESLAT.
- 66% of our ELLs fall within the beginner and intermediate level of the reading and writing component of the NYSESLAT and the remaining 33% are at the advanced stage.
- There is a need for improvement in the reading/writing components of the NYSESLAT for Kindergarten students and all students in grades 1-5 at the intermediate level.

2. The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT scores and other assessments (LAB-R, ELA exam, NYS Math exam, NYS Science Assessment, Teacher's Assessment, Running Records).

- In implementing our Balanced Literacy curriculum, our emphasis is to provide our students, ELLs in particular, with added emphasis on reading and writing skills to enable these students to make marked achievements on the ELA and/or NYSESLAT.
- We provide Academic Intervention Services (AIS) on a daily basis for those students who show a need through our data analysis. Specialty teachers push in to individual classes and work one on one or in small groups with students that need remediation.
- We provide an After School ESL Literacy Enrichment Program, a total of 18 sessions, for English Language Learners to strengthen reading and writing skills (November 2008 to January 2008). Students are taught in small group settings to enable them to become proficient in reading. Teachers create their own materials based on the skills that children need to work on. Teachers use classroom assessments, ELA scores, the Princeton Review assessment scores, and NYSESLAT scores to guide goals and objectives. Each classroom is equipped with a leveled library for students to use. In conjunction with individualized reading, teachers include lessons around shared reading and read alouds so that students gain practice of listening as well as speaking in the English language.
- The After School ESL Literacy Enrichment Program will also help prepare ELLs and former ELLs needing additional support for the upcoming ELA exam.
- Each ESL class and push-in ESL teacher has been provided with Leap Frog Learning Centers to aid newcomers and any SIFE students that enter throughout the year with phonemic awareness, vocabulary development, and literal comprehension. These centers are also valuable for use with alternate placement and special education ELLs.

B. Content Area Analysis

New York State Math (Grades 3-5)

Data analysis of New York State Mathematics exam for the 2007-2008 school year indicates that 69% of ELLs are scoring at level 3 and 4, 21% are at level 2, and 10% are at level 1.

New York State English Language Arts (Grades 3-5)

ELLs who entered New York City schools for less than one year are exempt from taking the New York State English Language Arts exam. Of those that did take the exam, and because of longevity in the ESL program, 32% scored at a level 3, 53% scored at a level 2, and 15% scored at a level 1.

VI. Planning for ELLs/Instructional Program Component for ELLs grades K-5

ESL instruction for all ELLs as required by CR Part 154:

Beginners

- 360 minutes of ESL per week through content area using ESL methodology (Balanced Literacy and or Math).

Intermediate

- 360 minutes per week for all ELLs per week through content area using ESL methodology (Balanced Literacy and or Math).

Advanced

- 180 minutes per week of ESL instruction through content area using ESL methodology (Balanced Literacy and or Math).

ESL Program

The goals of the program are as follows:

- To achieve English Language proficiency within three years through assessment driven instruction, differentiated instruction, and after school programs
- To incorporate ESL strategies and methodologies into content area subjects
- To aid more students in achieving state and city performance levels for their grades
- Improved instruction and assessment of ELLs by focusing on language objectives in congruence with content objectives
- After school programs for extra instructional time in small group settings
- Parental workshops on Core Curriculum
- Parental workshops on accessing their children's test scores
- Parental instruction in ESL and computer classes

VII. Program Description

At P.S. 122 we work diligently to make sure all our students are critical thinkers, creative problem solvers, and that they achieve their personal best through exemplar daily instruction, Academic Intervention Services (AIS), and after school instruction. Our school employs an English as a Second Language with native language support program. All ELL students, former ELL students

needing additional support, and alternate placement and Special Education students are for the most part either in a self-contained ESL class or are serviced by a push-in ESL teacher. Eight teachers are certified English as a Second Language teachers and one is working under a Transitional B Certificate. In Kindergarten through fifth grade classes, ELLs are generally placed in self-contained ESL classes, primarily composed of fifty to sixty percent ELLs and the remainder former ELLs (in grades 1-5), receiving continued support. These teachers use ESL methodology to teach their students throughout the content areas. ELLs in Special Education and CTT classes are serviced by a push-in ESL teacher. The push-in teacher works with the ELLs through the content area subjects in collaboration with the classroom teacher. Teachers meet to plan instruction and analyze student performance at weekly collaborative preparation periods. The push-in ESL teacher provides support services in vocabulary development, making lessons comprehensible, and facilitating language acquisition. The push-in model helps to decrease travel time and increase in class instructional time.

To ensure that we address all students with special needs, we employ Academic Intervention Services (AIS) for newcomers, SIFE students, and long-term ELLs. We also invite these students to attend the *After-School ESL Literacy Enrichment Program*. If the classroom teacher feels that the student needs more intense intervention, the teacher will discuss her concerns with the Instructional Support Committee. Upon their recommendations, an IEP teacher will then administer an unofficial diagnostic screening to design an instructional program to help the student. The IEP teacher will then service the student on a one to one basis according to the student's needs for up to three times per week.

For ELLs in Special Education or Collaborative Team Teaching classes, the push-in teacher analyzes their Individual Educational Plan together with their NYSESLAT scores. The ESL provider works in collaboration with the classroom teacher to differentiate instruction for the particular student to ensure the student's needs are met. Balanced literacy lessons are made comprehensible for these students to enable them to increase their reading and writing skills. Lessons are infused with vocabulary development to increase language acquisition.

As a transitional plan for former ELLs who recently passed the NYSESLAT, we will provide AIS services if needed. They are welcomed into the *After-School ESL Literacy Enrichment Program* if the parent and teacher feel they can benefit from the extra instructional time. The ESL office in our school is open to these students and they are encouraged to stop by to borrow books, receive extra help, use computers for class assignments, and discuss any needs or concerns they may have. The ESL Coordinator manages the ESL office. The responsibilities of the coordinator includes testing, student placement, parent orientation, data analysis, disseminating pertinent information to teachers, coordinating after-school programs, facilitating professional development meetings with ESL teaching staff and new teaching staff, ensuring translation and interpretation needs of parents, and all needs pertaining to our ELL population.

To ensure our success, we work in collaboration with our ESL parents. We provide them with classes to help them become English proficient. We provide parent with a Core Curriculum Orientation. We provide parents with interpretation services during Parent Teacher Conferences. We send communications in their home language whenever possible. We encourage their participation in school activities through our Parent Coordinator.

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.

Language Instruction Program

P.S. 122 Title III program provides English Language Learners with supplemental instruction during after-school hours. All students, including ELLs and students receiving Special Education and related services receive instruction based on the same curricula, Readers and Writers Workshop. During the day, the instructional programs will provide 360 minutes per week of ESL instruction for ELLs at the Beginning and Intermediate levels. ELLs at the Advanced level will receive 180 minutes per week of ESL instruction and 180 minutes per week of English language arts instruction.

The *After-school ESL Literacy Enrichment Program* will be comprised of 18 sessions, operating from November 2008 until January 2009, from 3:15 p.m. to 4:45 p.m., three days a week. Group size will be maintained at 12-15 students per teacher. There will be a total of five (4) ESL classes - one (1) 1st grade class, one (1) 2nd and 3rd grade bridge class, one (1) 4th and 5th grade bridge class, and one (1) grades 1-5 Newcomers class. Certified ESL teachers will provide supplemental instruction in alignment with the New York City and New York State content and performance standards. Instruction will focus on balanced literacy and guided reading to increase ESL students' knowledge and strategies in the area of English Language Arts. This additional support will also help students to achieve higher scores on the ELA. This school year we have a significant number of newcomers enter our school from a variety of countries. Many of these countries do not use the same sound/symbol alphabet that we use. To facilitate the learning of reading and writing, we have decided to add a newcomers class to our after-school enrichment program. The newcomers class will be comprised of students from various grades, each receiving a differentiated instruction program based on their needs. The overall focus for these students will be to learn English letters and phonemes in a stress-free environment. An administrator will be available to supervise all programming at no cost to Title III.

NYSESLAT, and city and state assessments- Supplementary materials including NYSESLAT prep booklets to enhance language acquisition will be provided to augment English language instruction. General instructional supplies such as chart paper, markers, and certificates of achievement will be purchased to support the *After-school ESL Literacy Enrichment Program*.

Professional Development Program – P.S. 122 Title III Professional Development will focus on providing new teachers with ESL training, helping to prepare former ELLs who have made the transition into a general education classroom, as well as ESL teachers who need to help ELLs meet and exceed NYC and NYS performance and learning standards. One objective in having these Professional Development sessions is to help ELLs and former ELLs achieve grade level scores on all city and state assessments. This training was started two years

ago. The goal of our school is to ensure that all general education teachers are trained in dealing with English language Learners in all phases of language acquisition. We will attempt to achieve our goal within three years. This training will be given in order to be in compliance with the State Department of Education. Teachers participating in the professional development workshops will be paid in the training rate and teacher trainers will be paid at per session rate. These professional development sessions will be facilitated by school administrators, ELL ISS, and the ESL Coordinator. Included in these Professional Development sessions is ESL training in the following areas: scaffolding content area subjects, adapting content area through the Sheltered Instructional Protocol, QTEL, and data analysis.

Parent Involvement

P.S. 122 Title III program will provide ELL parents/guardians the opportunity to attend a variety of family literacy and math workshops, so that they can better assist in the education and learning of their children at home. Two workshops, 3 -hour Saturday and weekday workshops (times to be determined) will be held for parents of ELLs in grades K-5 to provide an increased understanding of city and state assessments so they will be better able to help their children prepare for NYSESLAT and City and State assessments in English Language Arts and Math. Parent workshops will be facilitated by ESL/Bilingual Coordinator, Parent Coordinator, Math and Literacy coaches, and/or administrators. Also, parents will be offered a series of 10 adult ESL classes. In the spring of 2008, parents will be invited to attend a workshop dedicated exclusively on understanding the NYSESLAT.

The workshops will address the following:

1. Parents will be coached in how to use math strategies in problem solving.
2. Parents will become familiar with the ESL learning standards and NYSESLAT to help their children prepare for the NYSESLAT.
3. Parents will become familiar with the English Language Arts performance standards.
4. A series of ten (10) English as a Second Language classes will be offered to parents.

Part C: Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2008-2009

Form TIII – A (1)(a)

Grade Level(s) K-5 **Number of Students to be Served:** 96 **LEP** 1289 **Non-LEP**

Number of Teachers 89 **Other Staff (Specify)** 1 Principal, 2 Asst. Principals, 2 Guidance Counselors, IEP Team

School Building Instructional Program/Professional Development Overview

PS 122 Mamie Fay School is located in a largely lower middle socioeconomic area in a residential section of Astoria, Queens. Our 80-year old, five-story brick building is generally well-maintained. It is a central part of the community surrounded by parks, the Con Edison power

plant, light manufacturing, and shopping areas. Pride in the students' accomplishments is celebrated with prominently displayed student work throughout the building, in local business establishments, and cultural organizations.

According to the latest available data, this Pre-K to Grade 8 school serves a culturally diverse population of 1385 students that includes 36.82% Caucasian, 6.43% Black, 25.42% Hispanic, 30.32% Asian and others. Our student body also numbers 134 students with an Individualized Education Plan (IEP). There are 96 English Language Learners (ELLs); approximately 34% of our ELLs are recent immigrants from a wealth of nations, notably Bangladesh, Ecuador, and Egypt. 52.7% of our students are eligible to receive free lunch.

Our Core Knowledge Magnet school supports two (2) half-day Universal Pre-Kindergarten classes (for students who have turned four by December 31st), seven (7) Kindergarten classes, nine (9) Grade 1 classes, eight (8) Grade 2 classes, eight (8) Grade 3 classes, seven (7) Grade 4 classes, and seven (7) Grade 5 classes. The children are heterogeneously grouped in Grades Pre-K to 5, with one advanced class in each grade from 3rd to 5th, and with the exception of six (6) self-contained ESL classes in Grades K-5 and two (2) self-contained Special Education bridge classes (Grades 3/4 and Grades 4/5). PS 122 has an ESL with native language support program that serves both ELL status students in grades K-5 and former English Language Learners, needing additional support, in grades 1-5 in a self-contained classroom environment. In addition, P.S. 122 has an accelerated program for intellectually gifted students for grades 2-8. The elementary school includes one intellectually gifted on each grade from grades 2 to 5. The Middle School, The Academy for the Intellectually Gifted, includes four (4) grade 6 classes, three (3) grade 7 classes, and two (2) grade 8 classes. The average class size for our school is 23. As an empowerment school, appropriate procedures are followed to continue as a Schoolwide Programs school for the 2008-2009 school year.

Current strategies for implementing the New Continuum include six (6) Collaborative Team Teaching (CTT) classes, one on each grade, K – 5. The two self-contained Special Education classes are mainstreamed for lunch, physical education, assembly performances, and to the greatest degree possible in academic areas. All students with an IEP receive instructional and testing modifications, Resource Room and Related Services in compliance with mandates that provide the best opportunities for student achievement. Our program for English Language Learners (ELLs) includes one full time, ESL certified teacher who currently provides services to Special Education students in grades 2-5, using push-in/pull-out models. For Special Education and alternate placement students, the ESL Coordinator checks both the student's IEP (as soon as it is sent to the school if the child is a transfer student) and test history to determine if he/she is entitled to ESL services. ESL services are provided as per the student's IEP recommendation. An entitlement letter is then sent to the parent informing them that their child will receive ESL services.

Our school's programs are supported by a pedagogical staff of 80 teachers, two (2) Literacy Coaches, one (1) Math Coach, four (4) Literacy Specialists, one (1) Math Specialist, one (1) Library Media Specialist, one (1) Technology Specialist, two (2) instructional paraprofessionals, three (3) IEP paraprofessionals, and fifteen (15) other professionals (including administrators, guidance counselors, and members of the Individualized Education (IEP) Team and Related Service providers. Additionally, there are four (4) secretaries, one (1) school safety officer, and eleven (11) school aides. Of the 80 teachers, 100% are certified and permanently assigned to our school. 43.6% have more than five years teaching anywhere. 94% have a Masters Degree or higher. Advanced academic subjects, such as Regents Math A, Regents Earth Science, Foreign Language, and Technology are taught in our accelerated middle school program. We are indeed fortunate that the parents

of P.S. 122 are very supportive with involvement in the School Leadership Team, PTA, parent workshops, Learning Leaders, and other volunteer activities such as registration, community projects, and fundraising.

Another area we monitor closely is the progress of our Special Education population. A review of the latest available data indicates the following:

In 2007-2008, 1.5% of the school enrollment were full-time participants and 5.0% of the school enrollment were part-time participants in Special Education. The movement from full time to part time or general education and from part-time to general education was 18.8%, above the City percentage (15.4%) for similar criteria. In 2005, 27.0% of tested full-and part-time special education students scored at or above Performance Level 3 and 28.4% of tested students scored at Performance Level 1 in English Language Achievement. In 2005, 39.2% of tested full- and part-time special education students scored at or above Performance Level 3 and 26.6% of tested students scored at Performance Level 1 in Mathematics Achievement.

Many of our special education students have made great strides toward success in less restrictive environments, from 12:1:1 to 12:1 to Collaborative Team Teaching environments, from 12:1 to general education with Resource Room support. There are currently 26 students in two (2) self-contained modified instructional settings: one (1) is a monolingual 12:1:1 class for Kindergarten/Grade 1 and one (1) is a monolingual 12:1 for Grades 4/5 . There are five (5) CTT classes, one on each grade 1-5, with a total of 50 special education students. In addition, 66 students receive part-time special education and related services, such as Resource Room, Speech and Language, Hearing, occupational therapy, physical therapy, and counseling. We continue to work to implement the New Continuum to greatest possible measure in all aspects of the school program through inclusive environments in 1st- 5th grades, and mainstreaming students to the greatest possible extent in all areas.

In addition to the school's intellectually gifted program in elementary grades 2 – 5, P.S. 122 also has an Academy Middle School Program for intellectually gifted students whom are selected from all over District 30 on the basis of a rigorous academic qualification process. The Academy includes four (4) sixth grade classes, three (3) seventh grade classes, and two (2) eighth grade classes, totaling 200 students. Fifteen (15) teachers service the students in this challenging program. Eighth grade students receive instruction according to the NYS Department of Education Officially Accelerated Program in English, Math Regents, Earth Science Regents, and the Foreign Language (Spanish) Proficiency Exam. All students also receive challenging, standards-based instruction in Social Studies, Technology, Music, Art, Physical Education and Health, and additional clubs and programs (i.e. school newspaper) for enrichment.

All classes in K-5th grades are taught using a balanced literacy program, supplemented with trade books and leveled libraries, with daily writing activities. A literacy block (120 minutes in K – 3rd grade, 90 minutes in 4-5th grades) helps teachers to incorporate the Writers Workshop strategies and further develop writer's craft strategies and skills. We provide intensive training for professional development for all staff to enable all students, including ELLs, special education students, and gifted students, to continue to develop phonemic awareness, vocabulary enrichment, comprehension of narrative and non-narrative text, and fluency through the use of the Teachers College Reading Workshop model. In Kindergarten and 1st grade the language arts program is supplemented by *Open Court Phonics Program*. AIS is provided for students at risk through push-in/pull-out instruction during the day or through after school programs. Professional development

is supported by our Literacy Coach, literacy specialists, Teachers College support staff and instructional leaders, inter-visitations, and participation in local, Regional, and Citywide workshops and study groups, and collaboration in curriculum planning.

All classes in K-5th grade use the *Everyday Math* program to strengthen math concepts, skills, and problem-solving strategies. The mathematics program is supplemented by student-engaged activities, problem-solving strategies, games, extensive use of manipulative materials and opportunities to make connections and identify patterns. AIS are provided for students at risk through push-in/pull-out instruction during the day. Professional development is supported by the Math Coach, math specialists, inter-visitations, participation in local, Regional, and Citywide workshops and study groups, and collaboration in curriculum planning.

All students in grades K-5, including ELLs, Special Education students, and gifted students, receive inquiry-based, standards driven science instruction provided by three (3) science cluster teachers in collaboration with the classroom teacher. Informational texts to enhance the science curriculum will be used in conjunction with the two (2) hands-on science labs for experimentation and aligned with the literacy program facilitated by classroom teachers and cluster teachers. Students at risk will receive AIS through differentiated and small group instruction in the classroom or through interdisciplinary after school programs.

P.S. 122 has an interdisciplinary Core Knowledge curriculum with an emphasis on geography, history, and economics. District 30's *Connections* resources enable teacher to use trade books and classroom libraries to promote high standards of literacy through Social Studies themes for all students in grades K-5th, including ELLs, students receiving special education and related services, and gifted students. The P.S. 122 Curriculum Committee has begun long range planning to use *Region 4 Elementary Social Studies: Social Studies Instructional Strategies & Resources* as the framework to ensure a comprehensive and sequential instructional program in Social Studies using print, electronic, and Internet resources. A full-time Social Studies specialist will provide content instruction for elementary school and gifted middle school students. AIS will be provided for students at risk through differentiated and/or small group instruction during the day or through interdisciplinary after school programs. Professional development in Social Studies will be supported through participation in local, Regional, and Citywide workshops and study groups, and collaboration in developing unit plans.

The physical education program incorporates various skills and movement activities planned and provided by three (3) licensed physical education teachers for all students, including those children who need adaptive physical education, in our two (2) gyms and in the expansive outdoor playground, as well as in other areas of the building as needed. Opportunities for encouraging physical health, including the HIV-AIDS curriculum, and participation are varied, purposeful, and rewarding for the students, culminating in our annual schoolwide Dance Festival.

We are beginning our fifth year as a Teachers College project school and provide professional development in reading and writing through Teachers College staff developers, Literacy Coaches, workshops and inter-visitations. We schedule such training to optimize job-embedded lab sites in our building for modeling instruction, guided practice for teachers, and collaboration/debriefing sessions. P.S. 122 also has a vocal and instrumental music program that is standards based and enriching. Instruction is provided by three (3) full-time music teachers and one (1) part-time dance teacher, one (1) full-time art teacher, who collaborate with the classroom teachers. P.S. 122 is so proud of our

school band and chorus for students in grades K-8, including ELLs, special education, and gifted students, which perform several times during the year during scheduled winter and spring concerts, and at assemblies and special programs. Affiliations with Studio in a School provide an art program that services classes and motivated students in grades K-8.

Tax Levy, Title I, PCEN, grants, and other funding sources support the instructional program and provide Academic Intervention Services (AIS) using a Schoolwide Programs design as follows:

- Two (1) Literacy Coach
- One (1) Math Coach
- Four (4) Literacy Specialists, servicing students in K-5th grades for students who do not meet, or are “at risk” of failing to meet state standards
- One (1) Math Specialist
- One (1) Technology Specialist
- One (1) certified Librarian/Library Media Specialist
- Two (2) Computer teachers
- One (1) Early Childhood/Kindergarten Reduction classroom teacher
- One (1) classroom teacher to reduce class size in 4th grade
- One (1) instructional paraprofessional servicing students in Pre-K
- Two (2) instructional paraprofessionals servicing students in Grade 1
- Two (2) IEP paraprofessionals servicing students in CTT classrooms and two (2) paraprofessionals for our 12:1:1 class
- Universal Pre-K
- Counseling
- Sports and Arts in Education (CBO – Champions Club) after school program which offers homework help/tutoring/arts and sports activities for students in Kindergarten – 8th grades
- Supplementary after school programs include:
 - Literacy instruction servicing students in 1st – 5th grades, including special education students and ELLs
 - Saturday classes servicing students in 1st – 5th grades, including ELLs, special education students and gifted students
 - Mandatory Saturday classes for 5th grade at risk students
 - Mandatory summer program for students repeating the grade in 3rd – 5th grades

Overall, our school has met Adequate Yearly Progress (AYP) and is “in good standing” based on Federal Title I and state accountability status in all tested areas and for all students and all subgroups. Targeted AIS is provided for students at risk of not meeting state standards through Title I/PCEN support with four (4) Literacy Specialists, one (1) Math Specialist and two (2) instructional paraprofessionals using push in/pull out models. Our IEP team, consisting of 1.2 School Psychologists, Social Worker, and IEP teacher, provides support through direct services to the students, and together with the Literacy and Math Coaches, provide additional resources for the professional staff in

management techniques and research-based instructional strategies for students at risk. Our AIS team, consisting of administrators, guidance counselors, literacy and math specialists, Literacy and Math Coaches, classroom teachers, Resource Room teachers and Related Service providers, meets weekly to review student achievement and plan appropriate interventions for individual students and groups of students with similar needs. These interventions have been designed to comply with the NYC AIS Implementation Rubric to include:

- Meet weekly to track and monitor at risk students
- Identify students' individual areas of need;
- Determine appropriate interventions to address those areas of need;
- Monitor student progress and the effectiveness intervention services, and making modifications to services as needed;
- Prepare a Personal Intervention Plan for 3rd grade holdovers, 4th graders who were promotion in doubt in 3rd grade, and 5th graders at risk;
- Provide students with 1 on 1 tutoring, or small group instruction using differentiated instruction in the classroom;
- Conduct 1 on 1 conferring to focus on specific reading, writing, and math skills and strategies
- Providing push-in/pull-out support during additional AIS periods during the regular school day.

P.S. 122 recognizes and values the involvement and participation with the parents and community. Our Parent Institute encourages broad participation of the families of our students through PTA meetings, parent workshops during the day, after school and in the evening on such topics as English language acquisition, nutrition, community resources, understanding and analyzing student assessments, using Princeton Review online, using computers and technology, and parent skills. A full-time Parent Coordinator serves as liaison to the community and provides outreach to engage the families as partners in the success of their children. The Parent coordinator also maintains a family friendly room to further encourage parent involvement in a nurturing way. The school newspaper, published four times a year, and letters and notices translated in the main native languages where possible, establishes ongoing communication between the home and school.

We address the critical transition periods between home-to-school, between Pre-K-Kindergarten, from Kindergarten-1st Grade, from Early Childhood to upper elementary, from elementary to middle school, and from middle school to high school. At each transition period, parents are invited to and encouraged to attend Open House meetings, parent/student tours, orientation programs, and informational parent workshops (including ESL and AIS information). During the 2007-2008 year, our Title I SWP Parent Involvement Budget (\$9267) supported over ten (10) well attended and well received Parent Workshop Series on such topics as Curriculum, Test Preparation, Academic Intervention Services (AIS), English Language Acquisition, Science, Technology, Assessments, and High School application process. Parent surveys were distributed schoolwide to invite suggestions for future activities and workshops. Our administration, guidance and department coordinators, as well as other staff, are always available to address concerns through conferences, meetings, and telephone conversations.

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.

P.S. 122 Language Allocation Policy 2009-2010

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Region 4 - P.S. 122 Q

Principal	Pamela Sabel
Assistant Principals	Anna Aprea Alba Carlucci
Parent Coordinator	Judy Milo
ESL Teacher/Coordinator	Audrey Cheng
IEP Teacher	Athena Skafianos
School Psychologist	Anna Reyes, Ph D

B. Teacher Qualifications

Currently, P.S. 122 has nine certified English as a Second Language teachers. All of our ESL teachers are dually certified in ESL and either early childhood education for kindergarten and common branch or elementary general education for grades 1-6. With the exception of our fourth grade ESL teacher whom is currently working towards dual certification through the NYC Teaching Fellows Program. Teachers in the NYC Teaching Fellows program have three years to complete their certification for the position in which they are working in at their school. She is currently in her second year of the program. There are no Content Area Teachers with Bilingual Extensions. There are no Special Education Teachers with Bilingual Extensions. There are no teachers of ELLs without ESL/Bilingual Extensions.

For Special Education and alternate placement students, the ESL Coordinator checks both the student's IEP (as soon as it is sent to the school if the child is a transfer student) and test history to determine if he/she is entitled to ESL services. ESL services are provided as per the student's IEP recommendation. An entitlement letter is then sent to the parent informing them that their child will receive ESL services.

Parent Orientations

Parent Orientations are held at the beginning of each school year to ensure that parents understand the three programs available for their children: Transitional Bilingual, Dual Language, and ESL. Entitlement letters are distributed to families to inform them they must attend the ESL Parent Orientation immediately after the 10 day testing timeframe. Thereafter, parent orientations are held at other times during the school year, as needed. At the orientation, the ESL Coordinator provides full explanation of ELL program choices. The ESL Coordinator also presents the *Orientation Video for Parents of Newly Enrolled English Language Learners* and provides a copy of the *Guide for Parents of ELLs*, an informational brochure, to parents in their home language, as well as the Parent Survey/Program Selection form to complete. Translators in native languages and the Parent Coordinator are provided to ensure families understand all aspects of the three programs and have the opportunity to ask questions. Parent Surveys and Program Selection forms are distributed and collected at the end of the orientation. Follow-up orientations are scheduled as needed to accommodate parents unable to attend the initial orientation or for new students who are admitted during the school year. Students are placed based on parent preferences.

Trends in Parental Selections

In reviewing the completed Parent Survey and Program Selection forms, the trend for the past few years in program choice by parents has been almost exclusively the English as a Second Language Program.

Aligning Programs with Parental Choices

In keeping with Department of Education's policy of involving parents in the decision making process, P.S. 122Q aids any parent who chooses a bilingual program to find an appropriate classroom setting for their child within the district. Due to the small numbers in any one language group and the lack of interest or request by parents, we do not have a bilingual program. In order to provide a program with continuity and in the best interest of our ELLs, English as a Second Language with native language support is the program we offer at our school.

Part III: ELL Demographics

Number of ELLs served by grade in each language group through English as a Second Language with Native Language Support Programming

GRADE	K	1	2	3	4	5	Total
Spanish	12	7	3	4	10	5	41
Chinese						1	1
Bengali	7	6	0	4	5	2	24
Urdu	0	2	1				3
Arabic	4	6	1	4	2	2	19
French	1	1		1			3
Korean							
Punjabi			1				1
Albanian	1	2					3
Other	6	5		4	3	1	19
Total	31	29	6	17	20	11	114

Program scheduling for ELLs

At PS 122, the ESL program scheduling for all ESL Freestanding classroom setting and push-in/pull-out service follows the required time as set by CR Part 154:

- ***Beginners***
360 minutes of ESL per week through content area using ESL methodology (Balanced Literacy and or Math).
- ***Intermediate***
360 minutes per week for all ELLs per week through content area using ESL methodology (Balanced Literacy and or Math).
- ***Advanced***
180 minutes per week of ESL instruction through content area using ESL methodology (Balanced Literacy and or Math).

ESL Program Goals

The goals of the program are as follows:

- to achieve English Language proficiency within three years through assessment driven instruction, differentiated instruction, and after school programs.
- to incorporate ESL strategies and methodologies into content area subjects.
- to aid more students in achieving state and city performance levels for their grades.
- to improve instruction and assessments of ELLs by focusing on language objectives in congruence with content objectives.
- to create afterschool programs that allow for extra instructional time in smaller group settings.
- to offer parental workshops on Core Curriculum.
- to provide parental workshops on accessing their children's test scores.
- to offer parental instruction in ESL.

Program Description

At P.S. 122 we work diligently to make sure all our students are critical thinkers, creative problem solvers, and are given the tools necessary to achieve their personal best through exemplar daily instruction, Academic Intervention Services (AIS), and after school instruction. Our school employs an English as a Second Language with Native Language Support Program. All ELL students, former ELL students, those needing additional support, and alternate placement and Special Education students, are for the most part, either in a self-contained ESL class or are serviced by a push-in ESL teacher. Nine teachers are certified English as a Second Language teachers. In Kindergarten through fifth grade classes, ELLs are generally placed in self-contained ESL classes, primarily composed of fifty to sixty percent ELLs and the remainder former ELLs (in grades 1-5), who are in need of receiving continued support. These teachers use ESL methodology to teach their students throughout the content areas, such as Sheltered Instruction Operational Protocol (SIOP) for science, social studies, mathematics, and other core curriculum subjects. Special attention is applied to learning academic language and skills and content area vocabulary. Bilingual glossaries, manipulatives, and picture dictionaries are used. Lessons are planned to include ESL Standards as well as NYS content Standards. ELLs in Special Education and CTT classes are serviced by a push-in ESL teacher. The push-in teacher works with the ELLs through the content area subjects in collaboration with the classroom teacher. Teachers meet to plan instruction and analyze student performance at weekly collaborative preparation periods. The push-in ESL teacher provides support services in vocabulary development, making lessons comprehensible, and facilitating language acquisition. The push-in model helps to decrease travel time and increase in-class instructional time.

To ensure that we service all students, we employ Academic Intervention Services (AIS) for newcomer ESL students, students in the general education population eligible for ESL services, SIFE students, students with and IEP, and long-term ELLs, receiving 4-6 years service. In addition, the ESL teacher provides one-on-one and/or small group instruction using various strategies, including Wilson and Foundations as targeted intervention programs. We also invite these students to attend the *After-School ESL Enrichment Program*. Summer school is offered as appropriate. Other community programs are recommended for continued learning. If the classroom teacher feels that the student needs more intense intervention, the teacher will discuss her concerns with

the Instructional Support Committee. Upon their recommendations, an IEP teacher will then administer an unofficial diagnostic screening to design an instructional program to help the student. The IEP teacher will then service the student on a one to one basis according to the student's needs for up to three times per week.

For ELLs in Special Education or Collaborative Team Teaching classes, the push-in teacher analyzes their Individual Educational Plan together with their NYSESLAT scores. The ESL provider works in collaboration with the classroom teacher to differentiate instruction for the particular student to ensure the student's needs are met. Balanced literacy lessons are made comprehensible for these students to enable them to increase their reading and writing skills. Lessons are infused with vocabulary development to increase language acquisition.

As a transitional plan for Former ELLs (**FELLS**) who recently passed the NYSESLAT, AIS services are provided, if needed. FELLS are also invited to attend the *After-School ESL Enrichment Program*, if the parent and teacher feel the student can benefit from the extra instructional time. The ESL office in our school is always open to these students and they are encouraged to stop by to borrow books, receive extra help, use department computers for class assignments, and discuss any needs or concerns they may have.

The ESL Coordinator manages the ESL office. The responsibilities of the coordinator includes testing, student placement, parent orientation, data analysis, disseminating pertinent information to teachers, coordinating after-school programs, facilitating professional development meetings with ESL teaching staff and new teaching staff, ensuring translation and interpretation needs of parents, and all needs pertaining to our ELL population.

To ensure our success, we work collaboratively with our ESL parents. We provide them with classes to help them become English proficient. We also provide parents with a Core Curriculum Orientation. Additionally, we provide parents with interpretation services during Parent Teacher Conferences and school events. In addition, we send communications in their home language whenever possible. We also encourage their participation in school activities, and attendance at workshops organized by our Parent Coordinator and other school staff.

All ELLs are afforded equal access to all school programs through equitable programming of courses, enrichment programs and opportunities, and school events. ELLs participate in all aspects of school activities, including but not limited to physical education, art, music, dance, trips, and after-school programs.

Materials used to support ELLS include NYSESLAT test prep booklets, Words Their Way, Wilson, Foundations, Every Day Mathematics, FOSS kits for science in grades K-5, Harcourt for 2nd grade Social Studies and for Science supplement. Technology resources include RAZKIDS and other web-based, child-friendly sites. We use Great Leaps as appropriate. We use Rigby for ESL guided reading in Kindergarten. All classes have leveled classroom libraries including English language and multiple

languages. Many of our classroom and content specialty rooms are equipped with SMARTboards, and all have computers and projectors to improve student learning.

Required services support and resources correspond to ELLs ages and grade levels through careful attention to student class/grade placement, grouping for small group instruction, and AIS.

Part IV: Assessment Analysis

A.

Spring 2009 NYSESLAT/ Fall 2009 LAB-R Results

Grade Level	K	1st	2 nd	3rd	4th	5th	Total
Beginners	6	2	1	3	2	3	17
Intermediate	11	3	1	4	3	4	26
Advanced	11	19	3	7	10	7	57
Total	28	24	5	14	15	14	100

Spring NYSESLAT 2009 Data Analysis: Listening and Speaking applied to Fall 2009 ESL programming

Grade	1	2	3	4	5
Beginner	1	0	0	0	0
Intermediate	3	1	1	2	3
Advanced	9	19	1	7	9
Proficient	17	7	3	7	8

Spring NYSESLAT 2009 Data Analysis: Reading and Writing applied to Fall 2009 ESL programming

Grade	1	2	3	4	5
Beginner	6	1	1	1	2
Intermediate	7	2	1	4	2

Advanced	9	7	3	7	6
Proficient	8	17	0	4	10

After examining the results in the overall proficiency levels and four tested modalities, we have noted the following pattern:

- 57% of our total ELLs are at the advanced stage of language acquisition, most of the students are in Grades 1, 2, and 5.
- 26% of our total ELLs are at the intermediate stage of language acquisition, the majority of them in the first grade.
- 17% of our total ELLs are at the beginning stage of language acquisition, the majority of them in the first grade.
- Approximately 45% of our ELLs have reached proficiency in the listening and speaking component of the NYSESLAT, the majority of them(37%) are in Grade 1.
- 45% of our ELLs are at the advanced level in the listening and speaking components of the NYSESLAT.
- The data for listening and speaking reveals that there is a need for improvement in the listening/speaking components of the NYSESLAT for Grades 1, 2, 4, and 5. More classroom and after-school programming focus in lesson planning, as well as additional supplemental materials will be given to teachers to enhance these skills.
- Approximately 40% of our ELLs have reached proficiency in the reading/writing components of the NYSESLAT, the majority of them in Grades 2 and 5. The high percentage of ELLs reaching this level is due to student participation in the Afterschool ESL Enrichment Program and other support provided throughout the year.
- The remaining 60% of our ELLs throughout the grade bands have reached the following levels in reading and writing: 33% advanced, 16% Intermediate, and 11 Beginners. In grades 1 and 4, more students are at the intermediate and advanced levels in the reading/writing components of the NYSESLAT.
- The data for reading and writing reveals that the Afterschool Enrichment Program has greatly benefited our ELLs in raising their proficiency in reading and writing. The results also show that continuing the Afterschool Enrichment Program would continue to prove useful for those ELLs who have not yet reached proficiency in the reading/writing components of the NYSESLAT.

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT scores and other assessments (LAB-R, ELA exam, NYS Math exam, NYS Science Assessment, Teachers' Assessments, Running Records, etc.).

- In our Balanced Literacy curriculum, our emphasis is to provide our students, ELLs in particular, with added emphasis on the for language modalities to enable these students to make marked achievements on the ELA and/or NYSESLAT In implementing.

- We provide Academic Intervention Services (AIS) on a daily basis for those students who show a need through our data analysis. Specialty teachers push in to individual classes and work one on one or in small groups with students that need remediation.
- We provide an After School ESL Language Enrichment Program and Newcomers Program, approximately 15 to 20 sessions, for English Language Learners to strengthen listening, speaking, reading, and writing skills (November 2009 to January 2010). Students are taught in a small group setting to enable them to become English proficient in all the language modalities. Teachers create their own materials based on the skills that children need to work on. Teachers use classroom assessments, ECLAS, EPAL, ELA scores, the Interim assessment scores, and NYSESLAT scores to guide goals and objectives. Each classroom is equipped with a leveled library for students to use. In conjunction with individualized reading, teachers include lessons around shared reading and read alouds so that students gain practice of listening as well as speaking in the English language.
- The After School ESL Literacy Enrichment Program will also help prepare ELLs and former ELLs needing additional support for the upcoming ELA and Science exams.
- Each ESL class and push-in ESL teacher has been provided with Leap Frog Learning Centers to aid newcomers and any SIFE students that enter our school throughout the year with phonemic awareness, vocabulary development, and literal comprehension. These centers are also valuable for use with alternate placement and special education ELLs.

B. Content Area Analysis

New York State Math (Grades 3-5)

Data analysis of New York State Mathematics exam for the 2008-2009 school year indicate that 65% of our ELLs are scoring at levels 3 and 4, 21% are scoring at level 2, and 14% are scoring at level 1. For those students who are not meeting State standards, we will continue to provide Academic Intervention Services (AIS) and offer a few sessions of after school test preparation to improve their math and test taking skills.

New York State English Language Arts (Grades 3-5)

ELLs who entered New York City schools for less than one year are exempt from taking the New York State English Language Arts exam. Of those that did take the exam, and because of longevity in the ESL program, 44% scored at a level 3, 12% higher than the previous year. 44% scored at a level 2, 9% lower than the previous year and 12% scored at a level 1. As shown in both the NYSESLAT scores and ELA scores, the Afterschool Enrichment Program has greatly benefited our ELLs in raising their proficiency in reading and writing. The results show that continuing the Afterschool Enrichment Program would continue to prove useful for those ELLs who are need of meeting State standards in English Language Arts.

Part B: CR Part 154 (A-6) Bilingual/ESL Program Description

Type of Program: ESL

Number of LEP (ELL) Students Served 2008-2009: 114

I. Language Instruction Program

P.S. 122 Title III program provides English Language Learners with supplemental instruction during after-school hours. The After-school ESL Language Enrichment Program and Newcomers Program will be comprised of approximately 15 sessions, operating from December 2009 until January 2010, from 3:15 p.m. to 4:45 p.m., three days a week. Group size will be maintained at 12-15 students per teacher. There will be a total of seven (7) ESL classes - two (2) 1st grade classes, one (1) 2nd grade class, one (1) 2nd and 3rd grade bridge class, one (1) 4th grade class, and one (1) 5th grade class, as well as one (1) grades 1-5 Newcomers class. Certified ESL teachers will provide supplemental instruction in alignment with the New York City and New York State content and performance standards. Instruction will focus on the four language modalities: listening, speaking, reading, and writing. This additional support will also help students to achieve higher scores on the ELA, NYSESLAT, and NYS Science examinations. This school year we have a significant number of newcomers that have entered our school from a variety of countries. Many of these countries do not use the same sound/symbol alphabet that we use. To facilitate the learning of reading and writing, we have decided to add a newcomers class to our After-school Language Enrichment Program. The newcomers class will be comprised of students from various grades, each receiving a differentiated instruction program based on their needs. The overall focus for these students will be to learn English letters and phonemes, engage in English conversation, grammar, and increase English vocabulary in a stress-free environment. An administrator will be available to supervise all programming at no cost to Title III.

NYSESLAT, and city and state assessments- Supplementary materials including NYSESLAT prep booklets to enhance language acquisition will be provided to augment English language instruction, especially in listening skills. In addition, Words Their Way word study program and Wilson language program materials will be purchased to supplement learning in the after-school program for all grade levels. Rigby guided reading program will be purchased to supplement learning at the kindergarten level. General instructional supplies such as chart paper, markers, binders, storage containers, and certificates of achievement will be purchased to support the After-school ESL Language Enrichment and Newcomers Program. We have Leapfrog materials in the building which will be used as supplementary support at no cost to the program. We will be using RAZKIDS, and online program for literacy at no cost to the program.

In the spring of 2010, we will provide five (5) classes – two (2) grade 1 classes, one (1) grade 2 class, one (1) bridge grades 3-4 class, and one (1) grade 5 class of ELL students for a series of 5 sessions at 1.5 hours for NYSESLAT preparation. Students will

learn testing strategies by certified ESL teachers to improve listening, reading, writing, and speaking skills. The cost will be for teacher salary and supplementary instructional materials, such as Empire State NYSESLAT Prep workbooks for students.

II. Parent Involvement

PS 122 will evaluate the needs of the parents through outreach in parent meetings, conferences, workshops and school activities with translation services available. The Parent Coordinator provides welcoming opportunities to encourage parent participation schoolwide.

In the spring 2010, PS 122 Title III program will provide a series of 10 adult ESL classes. Two (2) certified ESL teachers on our staff will lead the classes. Parents will learn beginner and intermediate levels of English, vocabulary, grammar, and conversation. An administrator will be available to supervise all programming at no cost to Title III.

In the spring 2010, there will be two (2) Family Nights, dedicated to literacy and mathematics parental support. Three (3) certified teachers will facilitate learning games and activities to guide families to practice literacy and mathematics skills and concepts to support their children. The only cost to Title III will be the services provided by one (1) ESL certified teacher and other pedagogues during these events. All other costs related to these activities will not be charged to Title III. The parent coordinator will also assist in accommodating any parental needs at no cost to Title III.

In the spring of 2010, parents will be invited to attend a workshop dedicated exclusively to understanding the NYSESLAT. The workshop will be lead by a certified ESL teacher/coordinator at no cost to Title III.

III. Project Jump Start (Programs and activities to assist newly enrolled LEP students):

The *After-school ESL Language Enrichment Program and Newcomers Program* will be comprised of 15 sessions, operating from December 2009 until January 2010, from 3:15 p.m. to 4:45 p.m., three days a week. Group size will be maintained at 12-15 students per teacher. There will be a total of seven (7) ESL classes - two (2) 1st grade classes, one (1) 2nd grade class, one (1) 2nd and 3rd grade bridge class, one (1) 4th grade class, and one (1) 5th grade class, as well as one (1) grades 1-5 Newcomers class. Certified ESL teachers will provide supplemental instruction in alignment with the New York City and New York State content and performance standards. Instruction will focus on the four language modalities: listening, speaking, reading, and writing. This additional support will also help students to achieve higher scores on the ELA, NYSESLAT, and NYS Science examinations. This school year we have a significant number of newcomers that have entered our school from a variety of countries. Many of these countries do not use the same sound/symbol alphabet that we use. To facilitate the learning of reading and writing, we have decided to add a newcomers class to our After-school Language Enrichment Program. The newcomers class will be comprised of students from various grades, each receiving a differentiated instruction program based on their needs. The overall focus for these students will be to learn English letters and phonemes, engage in

English conversation, grammar, and increase English vocabulary in a stress-free environment. An administrator will be available to supervise all programming at no cost to Title III.

NYSESLAT, and city and state assessments- Supplementary materials including NYSESLAT prep booklets to enhance language acquisition will be provided to augment English language instruction. In addition, Words Their Way word study program will be purchased to supplement learning in the after-school program for all grade levels. Rigby guided reading program will be purchased to supplement learning at the kindergarten level. General instructional supplies such as chart paper, markers, binders, storage containers, and certificates of achievement will be purchased to support the *After-school ESL Language Enrichment and Newcomers Program*.

III. Professional Development Program

P.S. 122 Professional Development will focus on providing PD to our ESL teaching staff in the use of data to inform instruction, specifically ARIS, ELL Predictive Assessment, ATS Reports (RNMR and RLAT), item skills analysis. Professional Development in-house for our ELL staff will address the following areas: scaffolding content area subjects, adapting content area through the Sheltered Instructional Protocol, and data analysis. Teachers will receive Professional Development in implementing Words Their Way for ELLs, Leapfrog, vocabulary development. This is at no cost to our Title III program.

Seven (7) certified ESL teachers will participate in after school Professional Development support. These sessions will address analysis of the rubrics for evaluating student performance on the NYSESLAT to improve targeted instruction for the children. Title III funds will be utilized to pay the seven participating ESL teachers to attend three (3) 1-hour sessions of after school PD to support the program – cost = \$1048).

One objective in sending our teachers to Professional Development sessions is to help ELLs and former ELLs achieve grade level scores on all city and state assessments. The goal of our school is to ensure that all general education teachers and ELL teaching staff are trained in dealing with English language Learners in all phases of language acquisition. This training will be fulfilled by attending workshops offered by the DOE and Teachers College in order to be in compliance with the State Department of Education. Teachers attending these workshops will be at no cost to Title III. These PD opportunities will focus on improving differentiation of instruction both during the school day and during the ESL Afterschool Enrichment Program.

Part C: Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2008-2009

Form TIII – A (1)(a)

Grade Level(s) K-5 **Number of Students to be Served:** 114 LEP 1275 Non-LEP

Number of Teachers 87 **Other Staff (Specify)** 1 Principal, 2 Asst. Principals, 2 Guidance Counselors, IEP Team

School Building Instructional Program/Professional Development Overview

PS 122 Mamie Fay School is located in a largely lower middle socioeconomic area in a residential section of Astoria, Queens. Our 80-year old, five-story brick building is generally well-maintained. It is a central part of the community surrounded by parks, the Con Edison power plant, light manufacturing, and shopping areas. Pride in the students' accomplishments is celebrated with prominently displayed student work throughout the building, in local business establishments, and cultural organizations.

According to the latest available data, this Pre-K to Grade 8 school serves a culturally diverse population of 1389 students that includes 36.14% Caucasian, 6.84% Black, 25.42% Hispanic, 25.85% Asian and others. Our student body also numbers 148 students with an Individualized Education Plan (IEP). There are 114 English Language Learners (ELLs); approximately 34% of our ELLs are recent immigrants from a wealth of nations, notably Bangladesh, Ecuador, and Egypt. 51.6% of our students are eligible to receive free lunch.

Our Core Knowledge Magnet school supports two (2) half-day Universal Pre-Kindergarten classes (for students who have turned four by December 31st), seven (7) Kindergarten classes, ten (10) Grade 1 classes, seven (7) Grade 2 classes, eight (8) Grade 3 classes, seven (7) Grade 4 classes, and seven (7) Grade 5 classes. The children are heterogeneously grouped in Grades Pre-K to 5, with one advanced class in each grade from 3rd to 5th, and with the exception of six (6) self-contained ESL classes in Grades K-5 and two (2) self-contained Special Education bridge classes (Grades 3/4 and Grades 4/5). PS 122 has an ESL with native language support program that serves both ELL status students in grades K-5 and former English Language Learners, needing additional support, in grades 1-5 in a self-contained classroom environment. In addition, P.S. 122 has an accelerated program for intellectually gifted students for grades K-8. The elementary school includes one intellectually gifted on each grade from grades K to 5. The Middle School, The Academy for the Intellectually Gifted, includes three (3) grade 6 classes, three (3) grade 7 classes, and three (3) grade 8 classes. The average class size for our school is 23. As an empowerment school, appropriate procedures are followed to continue as a Schoolwide Programs school for the 2009-2010 school year.

Current strategies for implementing the New Continuum include six (6) Collaborative Team Teaching (CTT) classes, one on each grade, K – 5. The two self-contained Special Education classes are mainstreamed for lunch, physical education, assembly

performances, and to the greatest degree possible in academic areas. All students with an IEP receive instructional and testing modifications, Resource Room and Related Services in compliance with mandates that provide the best opportunities for student achievement. Our program for English Language Learners (ELLs) includes one full time, ESL certified teacher who currently provides services to Special Education students in grades K-5, using push-in/pull-out models. For Special Education and alternate placement students, the ESL Coordinator checks both the student's IEP (as soon as it is sent to the school if the child is a transfer student) and test history to determine if he/she is entitled to ESL services. ESL services are provided as per the student's IEP recommendation. An entitlement letter is then sent to the parent informing them that their child will receive ESL services.

Our school's programs are supported by a pedagogical staff of 87 teachers, one (1) Literacy Coach, one (1) Math Coach, three (3) Literacy Specialists, one (1) Library Media Specialist, one (1) Technology Specialist, two (2) instructional paraprofessionals, five (5) IEP paraprofessionals, and fifteen (15) other professionals (including administrators, guidance counselors, and members of the Individualized Education (IEP) Team and Related Service providers. Additionally, there are four (4) secretaries, one (1) school safety officer, and eleven (11) school aides. Of the 87 teachers, 100% are certified and permanently assigned to our school. 55.2% have more than five years teaching anywhere. 91% have a Masters Degree or higher. Advanced academic subjects, such as Integrated Algebra Regents, Regents Earth Science, Foreign Language, and Technology are taught in our accelerated middle school program. We are indeed fortunate that the parents of P.S. 122 are very supportive with involvement in the School Leadership Team, PTA, parent workshops, Learning Leaders, and other volunteer activities, such as registration, community projects, and fundraising.

Another area we monitor closely is the progress of our Special Education population. A review of the latest available data indicates the following: In 2008-2009, approximately 80 students were full-time participants and approximately 50 were part-time participants in Special Education, accounting for 10.6% of the school population. Twenty-one (21) students moved from full time to part time or general education and from part-time to general education. Four students (4) moved to a more restrictive environment. In 2008-2009, 27% of tested full-and part-time special education students scored at or above Performance Level 3 and 15% of tested students scored at Performance Level 1 in English Language Achievement. In 2008-2009, 32% of tested full- and part-time special education students scored at or above Performance Level 3 and 12% of tested students scored at Performance Level 1 in Mathematics Achievement. Many of our special education students have made great strides toward success in less restrictive environments, from 12:1:1 to 12:1 to Integrated Co-Teaching (ICT) environments, from 12:1 to general education with SETSS support. There are currently 26 students in two (2) self-contained modified instructional settings: one (1) is a monolingual 12:1:1 class for Grades 4/5 and one (1) is a monolingual 12:1 for Grades 4/5. There are six (6) CTT classes, one on each grade K-5, with a total of approximately 65 special education students. In addition, approximately 50 students receive part-time special education and related services, such as SETSS, Speech and Language, Hearing, occupational therapy, physical therapy, and counseling. We continue to work to implement the New Continuum to greatest possible measure in all aspects of the school program through integrated environments in Kindergarten - 5th grades, and mainstreaming students to the greatest possible extent in all areas.

In addition to the school's intellectually gifted program in elementary grades K – 5, P.S. 122 also has an Academy Middle School Program for intellectually gifted students whom are selected from all over District 30 on the basis of a rigorous academic qualification

process. The Academy includes three (3) sixth grade classes, three (3) seventh grade classes, and three (3) eighth grade classes, totaling 279 students. Fifteen (15) teachers service the students in this challenging program. Eighth grade students receive instruction according to the NYS Department of Education Officially Accelerated Program in English, Integrated Algebra Regents, Earth Science Regents, and the Foreign Language (Spanish) Proficiency Exam. All students also receive challenging, standards-based instruction in Social Studies, Technology, Music, Art, Physical Education and Health, and additional clubs and programs (i.e. school newspaper, sports) for enrichment.

All classes in K-5th grades are taught using a balanced literacy program, supplemented with trade books and leveled libraries, with daily writing activities. A literacy block (120 minutes in K – 3rd grade, 90 minutes in 4-5th grades) helps teachers to incorporate the Writers Workshop strategies and further develop writer's craft strategies and skills. We provide intensive training for professional development for all staff to enable all students, including ELLs, special education students, and gifted students, to continue to develop phonemic awareness, vocabulary enrichment, comprehension of narrative and non-narrative text, and fluency through the use of the Teachers College Reading Workshop model. In Kindergarten and 1st grade the language arts program is supplemented by *Wilson Language Program*. AIS is provided for students at risk through push-in/pull-out instruction during the day or through after school programs. Professional development is supported by our Literacy Coach, literacy specialists, Teachers College support staff and instructional leaders, inter-visitations, and participation in local, Empowerment Network, and Citywide workshops and study groups, and collaboration in curriculum planning.

All classes in K-5th grade use the *Everyday Math* program to strengthen math concepts, skills, and problem-solving strategies. The mathematics program is supplemented by student-engaged activities, problem-solving strategies, games, extensive use of manipulative materials and opportunities to make connections and identify patterns. AIS are provided for students at risk through push-in/pull-out instruction during the day. Professional development is supported by the Math Coach, math specialists, inter-visitations, participation in local, Regional, and Citywide workshops and study groups, and collaboration in curriculum planning.

All students in grades K-5, including ELLs, Special Education students, and gifted students, receive inquiry-based, standards driven science instruction provided by three (3) science cluster teachers in collaboration with the classroom teacher. Informational texts to enhance the science curriculum will be used in conjunction with the two (2) hands-on science labs for experimentation and aligned with the literacy program facilitated by classroom teachers and cluster teachers. Students at risk will receive AIS through differentiated and small group instruction in the classroom or through interdisciplinary after school programs.

P.S. 122 has an interdisciplinary Core Knowledge curriculum with an emphasis on geography, history, and economics. *Connections* resources enable teacher to use trade books and classroom libraries to promote high standards of literacy through Social Studies themes for all students in grades K-5th, including ELLs, students receiving special education and related services, and gifted students. The P.S. 122 Curriculum Committee has begun long range planning to use NY State Core Curriculum, *Social Studies: Social Studies Instructional Strategies & Resources* as the framework to ensure a comprehensive and sequential instructional program in Social Studies using print, electronic, and Internet resources. A full-time Social Studies specialist will provide content instruction for

elementary school and gifted middle school students. AIS will be provided for students at risk through differentiated and/or small group instruction during the day or through interdisciplinary after school programs. Professional development in Social Studies will be supported through participation in local, Empowerment Network, and Citywide workshops and study groups, and collaboration in developing unit plans.

The physical education program incorporates various skills and movement activities planned and provided by three (3) licensed physical education teachers for all students, including those children who need adaptive physical education, in our two (2) gyms and in the expansive outdoor playground, as well as in other areas of the building as needed. Opportunities for encouraging physical health, including the HIV-AIDS curriculum, and participation are varied, purposeful, and rewarding for the students, culminating in our annual schoolwide Dance Festival.

We are beginning our seventh year as a Teachers College project school and provide professional development in reading and writing through Teachers College staff developers, Literacy Coaches, workshops and inter-visitations. We schedule such training to optimize job-embedded lab sites in our building for modeling instruction, guided practice for teachers, and collaboration/debriefing sessions. P.S. 122 also has a vocal and instrumental music program that is standards based and enriching. Instruction is provided by three (3) full-time music teachers and one (1) full-time dance teacher, one (1) full-time art teacher, who collaborate with the classroom teachers. P.S. 122 is so proud of our school band and chorus for students in grades K-8, including ELLs, special education, and gifted students, which perform several times during the year during scheduled winter and spring concerts, and at assemblies and special programs. Affiliations with Studio in a School provide an art program that services classes and motivated students in grades K-8. An affiliation with American Ballroom Theater provides ballroom dance instruction to staff and students in all Grade 5 classes, culminating in performances and competition for general education students, students with IEPs, gifted students, and English language learners.

Tax Levy, Title I, grants, and other funding sources support the instructional program and provide Academic Intervention Services (AIS) using a Schoolwide Programs design as follows:

- One (1) Literacy Coach
- One (1) Math Coach
- Three (3) Literacy Specialists, servicing students in K-5th grades for students who do not meet, or are “at risk” of failing to meet state standards
- One (1) Technology Specialist
- One (1) certified Librarian/Library Media Specialist
- Two (2) Computer teachers
- One (1) Early Childhood/Kindergarten Reduction classroom teacher
- One (1) classroom teacher to reduce class size in 4th grade
- One (1) instructional paraprofessional servicing students in Pre-K

- Two (4) instructional paraprofessionals servicing students in Kindergarten
- Five (5) IEP paraprofessionals servicing students in CTT classrooms and one (1) paraprofessionals for our 12:1:1 class
- Universal Pre-K
- Counseling
- Sports and Arts in Education (CBO – Champions Club) after school program which offers homework help/tutoring/arts and sports activities for students in Kindergarten – 8th grades
- Supplementary after school programs include:
 - Literacy instruction servicing students in 1st – 8th grades, including special education students and ELLs
 - Mandatory summer program for students repeating the grade in 3rd – 5th grades

Overall, our school has met Adequate Yearly Progress (AYP) and is “in good standing” based on Federal Title I and state accountability status in all tested areas and for all students and all subgroups. Targeted AIS is provided for students at risk of not meeting state standards through Title I support with three (3) Literacy Specialists, and two (2) instructional paraprofessionals using push in/pull out models. Our IEP team, consisting of one (1) School Psychologist, one (1) Social Worker, and one (1) IEP teacher, provides support through direct services to the students, and together with the Literacy and Math Coaches, provide additional resources for the professional staff in management techniques and research-based instructional strategies for students at risk. Our AIS team, consisting of administrators, guidance counselors, literacy specialists, Literacy and Math Coaches, classroom teachers, SETSS teachers and Related Service providers, meets weekly to review student achievement and plan appropriate interventions for individual students and groups of students with similar needs. These interventions have been designed to comply with the NYC AIS Implementation Rubric to include:

- Meet weekly to track and monitor at risk students
- Identify students’ individual areas of need through the use of Every Day Math indicators, running records, conference notes, teacher observations and conferences, ECLAS-2, Words Their Way, TCRWP narrative continuum rubrics, and assessments such ACUITY and ARIS
- Determine appropriate interventions to address those areas of need
- Monitor student progress and the effectiveness intervention services, and making modifications to services as needed
- Prepare a Personal Intervention Plan for all “at risk” students
- Provide students with 1 on 1 tutoring, or small group instruction using differentiated instruction in the classroom
- Conduct 1 on 1 conferring to focus on specific reading, writing, and math skills and strategies
- Providing push-in/pull-out support during additional AIS periods during the regular school day.

P.S. 122 recognizes and values the involvement and participation with the parents and community. Our Parent Institute encourages broad participation of the families of our students through PTA meetings, parent workshops during the day, after school and in the evening on such topics as English language acquisition, nutrition, community resources, understanding and analyzing student assessments, using ARIS online, using computers and technology, and parenting skills. A full-time Parent Coordinator serves as

liaison to the community and provides outreach to engage the families as partners in the success of their children. The Parent coordinator also maintains a family friendly room to further encourage parent involvement in a nurturing way. The school newspaper, published four times a year, and letters and notices translated in the main native languages where possible, establishes ongoing communication between the home and school. The Parent Coordinator maintains an updated distribution list to send relevant information via email where parents have provided their email accounts.

We address the critical transition periods between home-to-school, between Pre-K-Kindergarten, from Kindergarten-1st Grade, from Early Childhood to upper elementary, from elementary to middle school, and from middle school to high school. At each transition period, parents are invited to and encouraged to attend Open House meetings, parent/student tours, orientation programs, and informational parent workshops (including ESL and AIS information). During the 2008-2009 year, our Parent Involvement Budget supported over ten (10) well attended and well received Parent Workshop Series on such topics as Curriculum, Test Preparation, Academic Intervention Services (AIS), English Language Acquisition, Science, Technology, Assessments, and High School application process. Parent surveys were distributed schoolwide to invite suggestions for future activities and workshops. Our administration, guidance and department coordinators, as well as other staff, are always available to address concerns through conferences, meetings, and telephone conversations.

Form TIII – A (1)(b)

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

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$ 7858	<ul style="list-style-type: none"> • After-School Language Enrichment and Newcomers Program (15 sessions x 1.5 hrs. x 7 teachers @ \$49.89) • After-School NYSESLAT Preparation (5 sessions x 1.5 hrs. x 5 teachers @ \$49.89)
	1871	
Parent Involvement/Professional staff, per session	1497	<ul style="list-style-type: none"> • ESL Class for Adults (10 sessions x 1.5 hrs. x 2 teacher @\$49.89)
(Note: schools must	898	<ul style="list-style-type: none"> • Parent Workshop Literacy/Math (2 sessions x 3 hrs. x 3 teachers @\$49.89)

account for fringe benefits)		
Purchased services such as curriculum and staff development contracts	N/A	
Supplies and materials	3088	General Supplies/Books for after-school programs (NYSESLAT preparation, Rigby supplemental guided reading program, Wilson supplemental language program materials, general instructional supplies such as chart paper, markers, binders, storage containers, and certificates of achievement to support the <i>After-school ESL Language Enrichment and Newcomers Program</i> .
Travel	N/A	
Other	\$1048	Seven (7) certified ESL teachers will participate in after school Professional Development support. These sessions will address analysis of the rubrics for evaluating student performance on the NYSESLAT to improve targeted instruction for the children. Title III funds will be utilized to pay the seven participating ESL teachers to attend three (3) 1-hour sessions of after school PD to support the program – cost = \$1048).
TOTAL	\$16260.00	

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K–8 LANGUAGE ALLOCATION POLICY
WORKSHEET**

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District 30Q122	School PS 122
Principal Pamela Sabel	Assistant Principal Alba Carlucci and Anna Aprea
Coach	Coach
Teacher/Subject Area Audrey Cheng, ESL Teacher	Guidance Counselor
Teacher/Subject Area Athena Sfkianos, IEP Teacher	Parent
Teacher/Subject Area	Parent Coordinator Judy Milo
Related Service Provider	SAF
Network Leader	Other Ana Reyes, School Psychologist

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	9	Number of Certified Bilingual Teachers	1	Number of Certified NLA/FL Teachers	1
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	1389	Total Number of ELLs	114	ELLs as Share of Total Student Population (%)	8.21%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>										0
Dual Language <small>(50%:50%)</small>										0
Freestanding ESL										
Self-Contained	30	29	3	17	16	9	0	0	0	104
Push-In	2	0	2	2	2	2				10
Total	32	29	5	19	18	11	0	0	0	114

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	114	Newcomers (ELLs)	93	Special Education	14

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
Korean										0
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
TOTAL	0									

Dual Language (ELLs/EPs)																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian Creole																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): _____	Number of third language speakers: ____
Ethnic breakdown of EPs (Number)	

African-American: ___ Asian: ___ Hispanic/Latino: ___
 Native American: ___ White (Non-Hispanic/Latino): ___ Other: ___

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	12	7	3	4	10	5	0	0	0	41
Chinese	0	0	0	0	0	1	0	0	0	1
Russian	0	0	0	0	0	0	0	0	0	0
Bengali	7	6	0	4	5	2	0	0	0	24
Urdu	0	2	1	0	0	0	0	0	0	3
Arabic	4	6	1	4	2	2	0	0	0	19
Haitian Creole	0	0	0	0	0	0	0	0	0	0
French	1	1	0	1	0	0	0	0	0	3
Korean	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	1	0	0	0	0	0	1
Polish	0	0	0	0	0	0	0	0	0	0
Albanian	1	2	0	0	0	0	0	0	0	3
Other	6	5	0	4	3	1	0	0	0	19
TOTAL	31	29	5	18	20	11	0	0	0	114

Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for <i>a//</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>a//</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



50%			
25%			
		Dual Language	
100%			
75%			
50%			
25%			
		Freestanding ESL	
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year

Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?

5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

A.

Part IV: Assessment Analysis

Assessment Analysis

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	6	2	1	3	2	3	0	0	0	17
Intermediate(I)	11	3	1	4	3	4	0	0	0	26
Advanced (A)	11	19	3	7	10	7	0	0	0	57
Total	28	24	5	14	15	14	0	0	0	100

NYSESLAT Modality Analysis										
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8
LISTENING /SPEAKING	B	1	0	0	0	0	2	0	0	0
	I	3	1	1	2	3	2	0	0	0
	A	9	19	1	7	9	3	0	0	0
	P	17	7	3	7	8	4	0	0	0
READING/	B	6	1	1	1	2	1	0	0	0

WRITING	I	7	2	1	4	2	2	0	0	0
	A	9	7	3	7	6	6	0	0	0
	P	8	17	0	4	10	2	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	4	7	0	12
4	3	4	7	0	14
5	0	7	1	0	8
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1	0	2	1	12	0	0	0	16
4	3	0	4	0	7	0	6	0	20
5	2	1	3	0	3	1	1	0	11
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science					
	Level 1	Level 2	Level 3	Level 4	Total

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights does the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:

Part V: LAP Team Assurances

- c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Alba Carlucci	Assistant Principal		10/30/09
Judy Milo	Parent Coordinator		10/30/09
Audrey Cheng	ESL Teacher		10/30/09
	Parent		
Athena Sfkianos	Teacher/Subject Area		10/30/09
	Teacher/Subject Area		
	Coach		
	Coach		

	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
Anna Aprea	Other		10/30/09
Anna Reyes	Other		10/30/09
Signatures			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

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.

At P.S. 122Q written translation needs have been assessed by running a RPOB report from ATS to analyze the number of home languages as per the Home Language Identification Survey forms filled out by the parents of our students. We found the major languages spoken other than English to be as follows: Spanish, Bengali, and Arabic. In addition to the analysis of the RPOB, we send out a parent survey informing them of the Department of Education's intention to provide translation and interpretation services for parents who need them. We also asked parents to remit a portion of the letter indicating what language they would need translation in.

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.

In 2007, PS 122 conducted a successful school-wide survey, asking parents if they had translation and interpretation needs and their language preference. After conducting this school-wide survey, we now make sure each year to survey all new incoming students to ensure that no particular child's family is left out of this process. These responses are recorded and maintained from year to year by our school. Taking into account last

year's feedback and this year's feedback to date, parental responses continue to indicate the highest need for these services to be in the following languages: Spanish, Bengali, and Arabic.

The initial findings of the survey and the requirements under Chancellor's Regulations A-663 were reported at the school's PTA meeting in September 2009 and written up in our school newspaper, News and Views. Each academic year, since the inception of the survey, the teaching staff receives a memo and a list of students whose parents requested translated information in their home language.

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.

At P.S. 122 we plan to provide translation of critical documents, major announcements of meetings (e.g. Parent Teacher Conferences), health initiatives, specialized citywide programs, after-school programs, parent workshops, and parental options concerning their child. By sending these parents translated documents, we hope to enable all parents to be informed participants, as well as active in all aspects of our school community. Translation services will be provided by in-house staff when feasible or the NYCDOE Translation and Interpreting Unit.

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

We propose to provide parents with interpreting services during Parent Teacher Conference days in November 2009 and March 2010. We would purchase interpreting services in Spanish, Bengali, and Arabic. This service helps PS 122 facilitate interpreting services to parents on Parent Teacher Conference days, during afternoon and evenings hours. In addition, we provide our staff with a translating hot line where a teacher can call down to the main office and request a translator to go to his/her classroom, as needed. We feel this is a crucial time to

ensure that parents have a complete understanding of their child's needs and assessment. We also intend to provide interpreting services for Family Culture Nights and various curriculum workshops. PS 122 also uses these opportunities to inform the parents of how to become involved in their child's education. We firmly believe that by working together in partnership we can elevate the level of each child's achievement.

During other times (IEP meetings, annual conferences, etc.) we would provide in-house interpretation by school staff. We would also make use of the interpreting telephone services offered by the NYCDOE Translating and Interpreting Unit.

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>.

PS 122 is fulfilling notification requirements by sending written notification in the covered languages of parents' rights regarding translation and interpretation services and instructions on how to obtain services. We have also posted at many school entrances and in the main office large posters in the designated NYC DOE languages, indicating that parents may obtain copies of written notification in the parent coordinator's room. Our school safety plan includes the names of available in-house staff to interpret so as not to prevent parents from reaching school administrative offices due to language barriers and the telephone number of the NYCDOE Translation and Interpretation Unit.

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:	-	\$716,785.90	\$716,785.90
2. Enter the anticipated 1% set-aside for Parent Involvement:	-		-
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$7167.90	\$7167.90
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	-		-
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$35,839.30	\$35,839.30
6. Enter the anticipated 10% set-aside for Professional Development:	-		-
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$71,678.50	\$71,678.50

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 & SCHOOL-PARENT COMPACT

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

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

School Parental Involvement Policy

I. General Expectations

PS122 Mamie Fay agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;

- that parents are encouraged to be actively involved in their child’s education at school;
- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. PS122 Mamie Fay will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - a. Establish a Parent Involvement Committee (PIC) comprised of parents of children participating in Title I A programs, teachers, service providers, and administrators, to discuss intervention services for students at risk of not meeting state and local standards.
 - b. Provide opportunities for the PIC committee to meet on a monthly basis to maintain ongoing communication between the school and the parents of students receiving AIS through these programs.
2. PS122 Mamie Fay will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - a. Parents will be informed about the effectiveness of school programs through distribution of assessment data related to their children’s performance
 - b. The school will distribute information about the effectiveness of school programs as they become available, (ie. Annual School Report)
 - c. Parents will participate in a Quality Review to identify areas of strength and areas in need of improvement based on specific assessment criteria.
 - d. Parents will be encouraged to complete the Learning Environment Surveys and questionnaires administered by the school several times during the year to identify areas of strength and areas in need of improvement.
 - e. The SLT will provide input in planning the school’s CEP
3. PS122 Mamie Fay will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - a. The school will provide appropriate staff (i.e. Administrator, Parent Coordinator, Coach, Technology Specialist) to support planning and implementing parental involvement activities planned by the PIC to improve student academic achievement and school performance in consultation with the principal, aligned with established school programs and events
 - b. The school will conduct workshops and training to support parent involvement in planning an implementing effective parental involvement activities to improve student academic achievement and school performance
 - c. PS122 Mamie Fay will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs, such as Universal Pre-K, Learning Leaders.
 - d. The school will plan workshops for all parents, including parents of students participating in Title I programs, to explain the programs and model how the parents may use effective strategies to improve student academic achievement and school performance.
4. PS122 Mamie Fay will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English

proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- a. The school will review the assessments of students participating in Title I programs to determine the effectiveness of the program in improving student academic achievement and school performance
 - b. The school will share its findings as a school overall with the PIC and with the SLT to assess program effectiveness
 - c. The PIC will conduct a self-assessment each year to evaluate the effectiveness of the committee in improving school quality.
5. PS122 Mamie Fay will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
 1. Workshops, conferences, training meetings to support parents as partners in improving student academic achievement
 2. Ongoing communication through parent letter, flyers, notices in English and as many native languages as possible to reflect our school population, and articles in the PTA newsletter
 3. Activities planned during the school, afterschool and Saturday programs to support parents as partners in improving student academic achievement and school performance
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 1. Workshops, conferences, training meetings to support parents as partners in improving student academic achievement and school performance.
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
 1. Encouraging parents to maintain communication with teachers and staff regarding their child's school performance
 2. Providing translation services for important letter, meetings, and activities to the greatest degree possible
 3. Encourage parent participation in school activities and opportunities to volunteer their service
 - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Universal Pre-K, Learning Leaders and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
 1. Planning and implementing school programs and activities that integrate parent involvement with effective strategies used through Balanced Literacy, *Every Day Math*, etc.
 2. Planning school activities at various times to encourage parent participation.
 3. Planning and implementing family activities, such a Family night for Math and Literacy.
 4. Creating a lending library for literature and resources that is available to parents through the Parent Coordinator.

- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
 1. Letters will be sent to parents of students participating in Title I programs when student begin, end, or modify their participation.
 2. Report to Parent notices will be sent to parents of students participating in Title I programs at least twice a year to let parents know about their child's progress.
 3. Letters, and notices will be sent home in English and in languages that reflect the school population
 4. E-mail notices will be sent home.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by agendas of Parent Involvement Committee meetings and attendance sheets listing the names of parents of children participating in Title I, Part A programs and agendas and attendance sheets of SLT meetings where the policy was designed with input of the appropriate participants. This policy was adopted by the PS 122 Mamie Fay on 10/21/09 and will be in effect for the period of one (1) year. The school will distribute this policy to all parents of participating Title I, Part A children on or before 11/21/09.

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

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

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

School-Parent Compact

PS 122 Mamie Fay, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-010.

Required School-Parent Compact Provisions

School Responsibilities

PS 122 Mamie Fay will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning and nurturing environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - a. Balanced Literacy using the Workshop Model for Reading and Writing
 - b. Everyday Mathematics for grades K-6 and State approved Accelerated Program for grades 6-8
 - c. NYS Science curriculum using an inquiry-based model
 - d. NYS Social Studies core curriculum using the NYC recommended scope and sequence and a Core Knowledge curriculum
 - e. Additional subjects include, technology, foreign language, art, music, dance
 - f. Additional AIS provided to students struggling to meet State standards as needed during the day, through after school, Saturday, and summer programs
2. Hold parent-teacher conferences at least twice annually in elementary schools during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
 - a. November and in March school-wide
 - b. On an as-needs basis throughout the year.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - a. Written reports and conferences with parents conforming with NYC Department of Education calendar
 - b. Letters to inform parents of State and local assessment results as they are received at the school
 - c. Communication on a regular basis regarding student progress
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - a. Written communication through the student daily planner and notes
 - b. Telephone conversations
 - c. Scheduled Parent-Teacher meetings
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - a. Learning Leaders

- b. Participation in student celebrations and academic culminating activities
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
 7. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
 8. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand, including e-mail.
 9. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
 10. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
 11. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
 12. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

- o Monitoring attendance.
- o Making sure that homework is completed.
- o Monitoring amount of television their children watch.
- o Volunteering in my child's classroom.
- o Participating, as appropriate, in decisions relating to my children's education.
- o Promoting positive use of my child's extracurricular time.
- o Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- o Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

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

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

SIGNATURES:

_____	_____	_____
SCHOOL	PARENT(S)	STUDENT
_____	_____	_____
DATE	DATE	DATE

(Please note that signatures are not required)

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

The Annual School Report is examined for student academic achievement and factors that contribute to the effectiveness of the instructional program. ATS, item skills analysis, NYSESLAT, IEPs, and other reports are reviewed on an ongoing basis for data on student performance. Teams comprised of members of the SLT, parents, teachers, administrators, and staff members, receive training in criteria that indicates an effective school environment and tour the building to assess areas of strength and areas for improvement. Recommendations are reported during meetings of the SLT, grade and faculty conferences, and PTA meetings. Administrators, teachers, and parents are trained to access and analyze data related to the performance of children in all available content areas tested by State and local standardized exams. Student performance for all students, grades K-8, is evaluated on an ongoing basis

using student work, conferences, and portfolios. Workshops are provided for teachers and parents in improving the skills needed to obtain data about student academic achievement and how to interpret the information and use it for improving instruction.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement with Balanced Literacy using a Workshop Model in Reading and Writing
- b) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement with Every Day Mathematics using problem-based instruction and strategies that engage students with games and manipulative materials toward more abstract conceptual development
- c) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement in Science using an inquiry-based approach in lab settings and classrooms designed for student engagement
- d) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement in Social Studies using the current scope and sequence for content, skills, and knowledge explored through a Core Knowledge curriculum
- e) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the length of the school day for all students to provide quality learning time, targeted AIS, and enrichment
 - Provide after school, Saturday, and summer programs for increased learning opportunities in a small student-teacher ratio
 - Provide an enriched and accelerated Core Knowledge curriculum.
 - Enrichment is provided for gifted students through honors courses in English and Social Studies, and an accelerated program including Integrated Algebra Regents, Earth Science Regents, and Foreign Language Proficiency in Spanish.
 - Use recognized ESL instructional methodologies for ELLs
 - Plan differentiated instruction with increased awareness of multiple intelligences, diverse learning styles, essential elements of instruction using brain research for all students, including students requiring Special Education and related services
 - Provide targeted AIS programs, which may include counseling, pupil services, mentoring services, Speech and learning, college and career awareness/preparation for all students, with additional support for low academic achieving children and those at risk of not meeting the State academic content standards
 - Provide instructional programs, (i.e. Wilson) which are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

All teachers are certified. Ongoing, collaborative professional development is provided during the day and after school, through workshops, residencies, study groups.

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.

All planned professional development will reflect the National Professional Development Standards and include the following:

- A focus on academic performance
- Delivered by highly qualified personnel

- Concentrated, focus that is intensive, sustained, and job-embedded
- Understanding and use of specialized instructional strategies to meet the needs of special populations
- Understanding and implementing reading strategies that reflect scientifically based research in the six dimensions of reading
- Understanding and implementing the core curriculum of balanced literacy, leveled and classroom libraries, and other resources
- ESL strategies and the new ELL standards
- Effective strategies for teaching the core curriculum in mathematics, including *Everyday Mathematics*, Science, Social Studies, and other content area
- Effective strategies for assessing student performance and using the data for instruction
- Opportunities for reflection, practice, formal and informal feedback, and reteaching
- Opportunities for collaboration in planning and sharing best practices scheduled during the day and after school for each grade and each content area specialty.

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

Every effort will be made to solicit resumes and applications from highly-qualified, certified teachers and support staff through affiliations with universities, community resources, and job fairs. Applicants are screened during personal interviews and by demonstration lessons. Various subcommittees and study groups meet regularly to plan curriculum and activities which contribute to a positive, professional, collegial school environment.

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

Support parent involvement activities, including workshop series in such areas as English language acquisition, family literacy services, understanding curriculum and interpreting student assessments, nutrition, community resources, decision-making support in selecting appropriate schools at times of transition, using technology, parenting skills, and strategies for working as partners in their children's success. Provide opportunities for parents and their children to engage in learning together (i.e. Family Night for Literacy and Math).

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.

Students registered for the pre-school program are invited to attend an orientation session with a family member to become familiar with the classroom, the school, and the program. The pre-school students begin the school year for a brief period with an abbreviated school day with a family member to ease the transition from home to school. A full-time Parent coordinator provides support for the families of pre-school

students in various aspects of becoming a member of the school community and enabling the family to become partners in the students' success. In-coming Kindergarten students are invited to an orientation with their families to ease the transition from home to school, or from Pre-K to school. Early childhood students are paired with upper elementary students in such supportive activities as buddy-reading/writing sessions to ease transition. Lunch schedules, assembly programs, the annual Dance Festival, Chorus, and similar activities are planned to bring Early Childhood students together with upper elementary students in a nurturing environment. Transition from elementary school to middle school is eased by an orientation for the 5th grade students and their families to become familiar with the middle school environment through school-to school visits and meetings during the school day and after school. A buddy program pairs new 6th grade students with middle school students to ease transition to middle school. Guidance services are provided for graduating 8th graders by the guidance counselor through program-embedded sessions with students beginning in the 7th Grade, the careers program which includes a "Careers Day" program in collaboration with our PENCIL partner, and through a series of parent workshops which address the concerns related to the transition to high school.

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

Teachers receive training in curriculum, assessments, and instructional planning using the data at faculty and grade conferences, residencies, TC calendar days and lab site inter-visitations. Inquiry teams at various grade levels and departments meet on a regularly scheduled basis to identify trends and plan strategies to improve student learning. The instructional week is programmed to include one collaborative planning period every week for each grade and content area specialty to analyze data and assessments and plan for improved instructions to meet individual student's needs, and overall curriculum development. Study groups are encouraged to meet during the day and after school to make decisions for improved instruction and student achievement.

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.

Student achievement is evaluated by the classroom teacher and by service providers on an ongoing basis. Students experiencing difficulties are identified quickly and brought to the attention of a supervisor, and/or the AIT during the weekly meetings established specifically for initial screening by appropriately trained professionals. Intervention strategies are recommended for the classroom teacher to implement, as well as recommendation for targeted assistance by AIS providers, (i.e. counseling, speech and language, SETSS) on an "at risk" basis as needed. AIS are initiated and documented and reviewed in a timely, effective manner. Parents are informed when interventions are recommended, initiated, and revised or terminated when no longer necessary.

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.

To implement the school goals, P.S. 122 combines funding from local tax levy, Title I funds, State PCEN funds, IDEA funds, School Leadership funds, Federal/State/Local and private grants for create a single, cohesive instructional plan for the whole school, while maintaining the discreet needs of the Core Knowledge Magnet program and the Gifted Academy. These funds allow reduced class size, allow the hiring or literacy and math specialists to provide one-on-one tutoring and small group instruction, provide AIS in push-in/pull models for students at risk of failing to meet State and City academic standards, ELLs, and students receiving Special Education and related services, and provide accelerated programs for high achieving students and enrichment programs (i.e. foreign language, art, music) school wide. Affiliations with local services, such as HANAC and PENCIL support programs to encourage positive social development and promote student leadership skills and violence prevention. The funding also supports parent involvement activities, such as our Parent Institute, which provides workshop series in such areas a English language acquisition, family literacy services, understanding curriculum and interpreting student assessments, nutrition, community resources, decision-making support in selecting appropriate schools at times of transition, using technology, parenting skills, and strategies for working as partners in their children's success.

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.

NOT APPLICABLE

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

NOT APPLICABLE

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;

NOT APPLICABLE

4. Coordinate with and support the regular educational program;

NOT APPLICABLE

5. Provide instruction by highly qualified teachers;

NOT APPLICABLE

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

NOT APPLICABLE

7. Provide strategies to increase parental involvement; and

NOT APPLICABLE

8. Coordinate and integrate Federal, State and local services and programs.

NOT APPLICABLE

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

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

NCLB/SED Status: NOT APPLICABLE **SURR¹ Phase/Group (If applicable):** NOT APPLICABLE

Part A: For All Schools Identified for Improvement

NOT APPLICABLE

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.

NOT APPLICABLE

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

NOT APPLICABLE

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

NOT APPLICABLE

¹ School Under Registration Review (SURR)

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

NOT APPLICABLE

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

NOT APPLICABLE

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____ NOT APPLICABLE

SURR Group/Phase: _____ NOT APPLICABLE **Year of Identification:** _____ NOT APPLICABLE **Deadline Year:** _____ NOT APPLICABLE

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

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations
NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

PS 122 has begun to examine the curriculum, Balanced Literacy in all grades Pre-K through Grade 8, with regard to the Key Finding in 1A. The Inquiry Team, in consultation with grade representatives from all grades, reviewed the concepts, skills, and materials used at all grade levels as identified in the Reader's Workshop and Writer's Workshop model of instruction as outlined in Teachers College Columbia University Readers and Writers Project in accordance with NY State Standards. Teachers, Coaches, literacy specialists, and administrators analyzed student data, including state exams, predicative and interim assessments, NYC assessments such as ECLAS 2 and E-PAL, teacher conference notes and observations. Teams of teachers and support staff are collaborating to create a set of standards based resources that reinforce appropriate concepts and skills.

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?

According to NY State Progress Report for 2008-2009, 87.1% of all tested students scored at Proficiency Levels 3 or 4 in English Language Arts with the Median Student Proficiency 3.62. 33.3% of English Language Learners, 38.6% of Special Education Students, and 36.4% of Hispanics in the Lowest Third Citywide, 62.5% of Black Students in the Lowest Third Citywide, and 68% of Other Students in the Lowest Third Citywide made Exemplary Proficiency Gains in closing the achievement gap. However, analysis of the data indicates that school-wide, writing is still an area of focus which our educational program will address through carefully designed activities as outlined in our Action Plan in ELA.

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.

Not Applicable

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.

PS 122 has begun to examine the curriculum, *Everyday Mathematics* in all grades Pre-K through Grade 5, *Impact Math* for Grades 6 and 7, and *Integrated Algebra* for Grades 7 and 8 with regard to the Key Finding in 1B. The Inquiry Team, in consultation with grade representatives from all grades, reviewed the concepts, skills, and materials used at all grade levels as outlined in the planning guides provided by the publishers of *Everyday Mathematics* and texts used in Grades 6-8 as aligned with NY State standards. Teachers, Coaches, math specialists, and administrators analyzed student data, including state exams, predictive and interim assessments, unit assessments, and observations of student work, projects, puzzle and problem solving. Any gaps in the process strands were filled using various additional resources aligned to support NY State standards.

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?

According to NY State Progress Report for 2008-2009, 93.1% of all tested students scored at Proficiency Levels 3 or 4 in Mathematics with the Median Student Proficiency 4.03. However, analysis of the data indicates that English language learners, as a subgroup did not show progress at the same rate as all students or at the same rate as other tested subgroups. Only 9.1% of English language learners, 10.5% of Special Education Students, and 6.1% of Other Students in the Lowest Third Citywide made Exemplary Proficiency Gains when compared to 22.2% Hispanic Students in the Lowest Third Citywide. This is an area of focus which our educational program will address through carefully designed activities as outlined in our Action Plan in Mathematics.

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.

Not Applicable

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.

Administration, CFN Network support staff, coaches, staff developers, literacy specialists, and teachers have conducted learning walk-throughs, formal and informal observations, reviewed plan books, sign-out records for borrowing computer laptop carts, and logins of ACUITY accounts to assess current instructional practices. Staff members confer during collaborative planning periods to discuss and turnkey instructional practices. Faculty and staff have been given professional development opportunities to self-reflect and set goals to assess their own teaching based on Professional Teaching Standards and protocols aligned to Quality Review expectations through faculty and grade conferences, and both in-house and out of building workshops. Findings are shared with colleagues and administration to improve effectiveness and increase differentiation of instruction.

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?

Observations and walk-throughs indicate high levels of student engagement in independent work, partnerships, and small group activities. A review of teachers' conference notes indicates teacher planning to meet individual student academic needs. A review of sign-up logs and ACUITY logins indicates frequent use of laptop computers for individual or partnership activities and differentiated assignments based on student performance. Notes from Collaborative Planning Periods and Grade/Liaison meetings are collected and available for review by all staff.

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.

Not Applicable

2B – Mathematics Instruction

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

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

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

Administration, CFN Network support staff, coaches, staff developers, and teachers have conducted learning walk-throughs, formal and informal observations, reviewed plan books, sign-out records for borrowing computer laptop carts, and logins of AUCITY accounts to assess current instructional practices. Staff members confer during collaborative planning periods to discuss and turnkey instructional practices. Faculty and staff have been given professional development opportunities to self-reflect and set goals to assess their own teaching based on Professional Teaching Standards and protocols aligned to Quality Review expectations through faculty and grade conferences, and both in-house and out of building workshops. Findings are shared with colleagues and administration by collecting notes from collaborative planning periods, workshops and conferences to improve effectiveness and increase differentiation of instruction. Mathematics manipulative materials are provided in all classrooms and support a hands-on, inquiry approach. Staff and students use a variety of technology resources, including software and web-based sources in the classrooms, computer labs, and mobile laptop carts.

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

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

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?

Observations and walk-throughs indicate high levels of student engagement in independent work, partnerships, and small group activities in problem-solving and process related tasks. A review of teachers' conference notes indicates teacher planning to meet individual student academic needs. A review of ACUITY logs indicates differentiated assignments based on student performance. Notes from collaborative planning meetings indicate increased goal-setting for student groups and individuals.

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.

Not Applicable

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.

Our school has reviewed the School Demographics and Accountability Snapshot (Preliminary Version – June 2009) and records provided our Payroll Accounting Secretary.

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

Applicable Not Applicable

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

The School Demographics and Accountability Snapshot indicates 100% of our teachers are fully licensed and permanently assigned to this school. 77 % have been teaching more than 2 years in this school and 55% have been teaching more than 5 years anywhere. 91.0% have a Masters Degree or higher.

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.

Not Applicable

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.

Administration, the ESL Coordinator, and teachers of English language learners have conferred to identify the specific needs of teachers of ELLs. Professional development opportunities have been offered as appropriate and a review of records indicating days when staff members are out of the building attending specific training. A review of attendance sheets lists the names of participants in professional development training designed for teachers of English language learners.

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?

Attendance sheets and the Payroll Accounting Secretary's log book indicates teachers of English language learners have been attending professional development opportunities. Teacher feedback after an in-house workshop for ESL teachers was positive and teachers asked for a follow-up session to further promote quality instruction.

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

Not Applicable

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

A review of the data available is conducted by administration in collaboration with the ESL Coordinator, the Inquiry Team, and teachers of English language learners to determine how the data is reported to teachers. Student performance data is shared with teachers and AIS providers to inform instruction.

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

Applicable Not Applicable

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

Administration in collaboration with the ESL Coordinator meet at least once monthly to review relevant data and determine appropriate class placement, and the need for appropriate AIS instruction in accordance with Federal and State mandates. Notes of meetings to assess student progress are maintained and reviewed to monitor student progress and inform instruction.

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

Not Applicable

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.

Administration, the School Based Support Team, the Special Education Liaison, and teachers of students with an IEP have conferred to identify the areas where students with special needs may not be fully accommodated. Professional development opportunities have been offered as appropriate and a review of in-house professional development agendas and records indicating days when staff members are out of the building attending specific training. A review of attendance sheets lists the names of participants in professional development training designed for teachers of students with an 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?

We have made significant improvement in heightening awareness among teachers of general education and special education students in understanding the instructional strategies and accommodations to promote learning for all students as evidenced by observations of teachers using a variety of instructional models and modifying assignments. Ongoing training has been provided as evidenced by in-house and out-of-building attendance sheets, secretary log book.

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.

Administration, the School Based Support Team, the Special Education Liaison, and teachers of students with an IEP carefully review all IEPs to identify accommodations and/or modifications for the classroom environment. Every effort is made to comply with every mandate. Particular note is made when a student is first admitted to our school and if the IEP is missing any component, every effort is made to locate the relevant information. A review of testing memoranda is conducted to ensure students are receiving appropriate testing accommodations as well as ongoing instructional supports. Reports are generated and reviewed at least monthly to ensure alignment between goals, objectives (including behavioral objectives, as needed) and modified promotion criteria as new students are admitted, annual, triennial, and EPC conferences are held.

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?

A review of School Based Support Team records indicates students are provided with appropriate supports. Newly admitted students are identified to ensure compliance with mandates on the IEP. When student behavior interferes with learning, appropriate interventions are implemented and behavior plans with goals and objectives are created.

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

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.) **14**
2. Please describe the services you are planning to provide to the STH population.

Educational support services as needed. Guidance counselors support students in areas of need. Emergency general supplies are purchased and distributed to students in temporary housing. These materials include items such as backpacks, notebooks, pencils, crayons, etc.

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.