



**OSMOND A. CHURCH
PS/MS 124**

**2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
FINAL CEP**

SCHOOL: 27Q124

ADDRESS: 129-15 150TH AVENUE. SO. ZONE PARK, N.Y.11520

TELEPHONE: 718-529-2580

FAX: 718-322-4039

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS/MS 124 SCHOOL NAME: Osmond A. Church

SCHOOL ADDRESS: 129-15 150th Avenue, South Ozone Park, N.Y. 11420

SCHOOL TELEPHONE: 718-529-2580 FAX: 718-322-4039

SCHOOL CONTACT PERSON: Valarie Lewis, Principal EMAIL ADDRESS: VLewis2@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Judy LeFante

PRINCIPAL: Valarie Lewis

UFT CHAPTER LEADER: Elizabeth Smith

PARENTS' ASSOCIATION PRESIDENT: Joseph Capuano

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 27 SSO NAME: Empowerment

SSO NETWORK LEADER: Joseph Blaize

SUPERINTENDENT: Michele Lloyd-Bey

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
Valarie Lewis	*Principal or Designee	
Elizabeth Smith	*UFT Chapter Chairperson or Designee	
Joseph Capuano	*PA/PTA President or Designated Co-President	
Eilene Lamanna	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Carmen Rodriguez	DC 37 Representative, if applicable	
	CBO Representative, if applicable	
Judy Lefante	Member/Core Facilitator	
Sheva Harris	Member/Teacher/MS	
Claudia Lisena	Member/Teacher/MS	
Gloria Farley	Member/Reading Teacher	
Evelyn Queen	Member/Parent	
Debbie Capuano	Member/Parent	
Assunta Soldano	Member/Parent	
Abigal Hooper	Member/Parent	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

P.S./M.S. 124, which is part of the Empowerment Network is an official Core Knowledge Visitation Site is located in a multi-ethnic, diverse socioeconomic area in South Ozone Park, Queens, New York. The school is located in District 27. Currently P.S./M.S. 124 is a K-8 school with a student body currently numbering 1204. Our ethnically diverse population is composed of 2.24% White, 30.56% Black, 21.26% Hispanic and 41.19% Asian/other, .41% American Indian/Alaskan, 3.48% Multi-racial which includes new immigrants from Arabic countries, India, Caribbean Islands and Africa. Recent immigrants to the U.S. are from Jamaica, Guyana, Trinidad, Pakistan and Nigeria. The gender enrollment is 48.04% male and 51.91% female. The breakfast/lunch program is currently a Universal Lunch Program designation with all students eligible for free breakfast and lunch.

PS/MS 124, an official Core Knowledge Visitation Site, is an educational community where students, staff and parents collaborate to create a rigorous educational institution, providing a foundation for life-long learners. It is our goal to inculcate all members of the school community with an understanding and acceptance of diversity, fostering individuality and creativity, where high expectations are the norm for all students, through differentiation of the Core Knowledge Curriculum and instructional strategies maximizing success for all students. Through ongoing data analysis coupled with individualized differentiated learning paths students master their grade appropriate standards impacting on an upward trend of academic achievement in all curriculum strands.

P.S./M.S. 124's instructional programs are directly linked to the scientifically researched Core Knowledge Sequences developed by ED Hirsch in collaboration with the University of Virginia. The instructional model is aligned to all of the New York State Standards and aligned with the New York City Scope and Sequences for literacy, math, social studies, science, and the arts. The curriculum sequences provide a seamless, instructional program providing an equitable differentiated education for the entire student population. The Core Knowledge Model is based on sequential learning which is differentiated, beginning in grades K – 8. The program includes components, which when implemented provide a collaborative foundation of a core of knowledge, ensuring success of the programs' development within the school community. The Core Knowledge sequences focus on science, social studies, literacy, math, fine arts and music with a knowledge base that is spiraled overtime and sequentially developed through the grades. The best practices model promotes connections between skills development and content which is differentiated based on students' designated learning paths. The evaluation model is multi-faceted and includes on-going summative and formative assessments in all the curriculum areas. Assessments focus on assimilation of content taught both on grade and vertically to assess mastery and application. From the data gleaned each student's *Individual Learning Path* is revised to include the next benchmark targeted goals and immediate intervention which is provided in small group or one to one tutoring.

The school as a community recognizes and includes parents as partners in the education of their children. The staff designs a Core Knowledge parent component to provide instructional understanding and support grade specific. Parents attend interactive workshops aligned to their child's specific grade and the content being taught under the Title I Parent Compact . This strategy provides parents with insights and strategies to the educational expectations their child is expected to master. Parents are given the Core Knowledge book, *What Every _____Needs To Know*. A monthly grade specific newsletter is sent home previewing upcoming topics and a review of what was studied for the month. Parents and students then work together to hone prior knowledge and glean a deeper understanding of concepts taught.

To provide a differentiated representation of the data *Learning Directions* supports the *Acuity* and *ARIS* programs to drill down identifying each students learning path aligned to the grade appropriate New York State Standards. The drill down extends past the NYS ELA, Math, Science and Social Studies standardized tests to include unit tests and analysis of student's monthly writing samples. Students are taught how to analyze their results and conference with their teachers on the next area to focus on to improve setting target goals.

The school has embraced the culture of a cohesive Learning Community where all staff is leaders. The staff works collaboratively to share innovative and best practices to move instruction to the next level. Instructional designs are developed to impact on improved student academic achievement.

The instructional design is extended through a partnership with the Brooklyn Museum. The museum provides a social studies/art/scientific observation hands on instructional exploration which supports the Core Knowledge sequences. Teachers, parents and students participate in instructional workshops which expand the instructional exploration of knowledge enabling the assimilation of a core of knowledge to be built on. Teachers participate in Professional Development workshops in the arts, science and social studies and then take their classes to the museum to participate in the designated learning program.

To support the social and emotional development of all students and extending to the family *Partnership with Children* provides a myriad of initiatives to develop the well rounded child. There are four social workers and two interns who provide classes in Peer Mediation, School Newspaper, Rap sessions for female, male and coed groups. In addition, the Partnership Team provides workshops on parenting skills, adolescent issues and discussion of current relevant issues. To enhance the school/home connection the school offers monthly theme nights where parents and students participate and build connections with other families.

Additional support is provided through two Out of School Time Programs. The South Asian Youth Association provides an after-school, holiday, vacation and summer camp program for students in grades K-5. The Mercy First Program provides an after-school, holiday, vacation and summer camp program for grades 6-8. Both programs provide support in homework, the arts, sports and social skills development.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	Osmond A. Church			
District:	27	DBN #:	124	School BEDS Code #: 342700010124

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	36	36	0		94.1	94.2	94.5		
Kindergarten	148	133	119						
Grade 1	134	164	152	Student Stability: % of Enrollment					
Grade 2	129	136	172	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	106	129	140		93.7	92.5	95.3		
Grade 4	117	121	140						
Grade 5	129	119	137	Poverty Rate: % of Enrollment					
Grade 6	108	114	113	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	93	101	106		100	100	100		
Grade 8	80	87	94						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	0	0	0		14	17	24		
Grade 12	0	0	0						
Ungraded	0	2	0	Recent Immigrants: Total Number					
				(As of October 31)	2006-07	2007-08	2008-09		
Total	1080	1142	1173		5	9	18		
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		
Number in Self-Contained Classes	0	0	0						
No. in Collaborative Team Teaching (CTT) Classes	16	22	29	Principal Suspensions	0	63	42		
Number all others	41	43	37	Superintendent Suspensions	2	11	8		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number			
(As of October 31)				(As of October 31)	2006-07	2007-08	2008-09
2006-07	2007-08	2008-09		CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	27	34	31	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	0	1	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	65	69	73
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	9	9	9
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals	TBD	1	3
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.7	0.4	0.42	Percent more than two years teaching in this school	70.8	76.8	79.6
Black or African American	38.1	35.6	32.34	Percent more than five years teaching anywhere	52.3	52.2	55.2
Hispanic or Latino	20.7	20.5	20.88				
Asian or Native Hawaiian/Other Pacific Isl.	37.5	40.8	40.57	Percent Masters Degree or higher	92.0	88.0	90.0
White	3.0	2.7	2.29	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	97.8	97.8
Multi-racial			3.05				
Male	48.0	47.7	47.53				
Female	52.0	52.3	52.46				

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	√	√	√			
Ethnicity						
American Indian or Alaska Native	-	-	-			
Black or African American	√	√	√			
Hispanic or Latino	√	√	√			
Asian or Native Hawaiian/Other Pacific Islander	√	√	√			
White	-	-	-			
Multiracial						
Other Groups						
Students with Disabilities	√	√	√			
Limited English Proficient	-	-	-			
Economically Disadvantaged	√	√	√			
Student groups making AYP in each subject	6 of 6	6 of 6	1 of 1			

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	Well Developed
Overall Score	83.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Well Developed
School Environment (Comprises 15% of the Overall Score)	12.1	Quality Statement 2: Plan and Set Goals	Well Developed
School Performance (Comprises 25% of the Overall Score)	21.8	Quality Statement 3: Align Instructional Strategy to Goals	Well Developed
Student Progress (Comprises 60% of the Overall Score)	44.7	Quality Statement 4: Align Capacity Building to Goals	Well Developed
Additional Credit	5.3	Quality Statement 5: Monitor and Revise	Well Developed

Note: Progress Report grades are not yet 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?
-

Progress Report Analysis 2008/2009

Analysis of the Progress Report components indicated the following key areas to target:

Learning Environment Survey

- Information culled from the parent's/guardians responses indicated while they were satisfied with the academic expectations, communication, safety/respect there is room for continued improvement. The key academic area identified through further evaluation and school parent surveys noted there is a need for more parent workshops in Core Knowledge that are differentiated and aligned to the students learning path, identified goals and multiple intelligence learning styles. Additional communication through school newsletters targeting instructional support strategies are an essential component.
- In the area of safety and respect based on parental/guardian and students responses there is a need to increase the strategies for students to work through their problems. There is a need for improved social skills and problem-solving strategies which will impact on solving issues peacefully. Cultural diversity studies need to be expanded with the parent body, staff and students.

Student Performance ELA and Math

- Information culled noted that the student's overall progress in ELA are noted as ahead of the curve. Specifically, the school has attained all the New York State Annual Yearly Targets for all sub-group populations in both ELA, Math and Science have far exceeded the AMO. This outcome puts the school in "Good Standing" with New York State.
- The percentage of students at ELA proficiency levels 3 or 4 was 87.5%; relative to our peer horizon schools at 95.6%: relative to the city horizon at 95.8%.
- Median student ELA proficiency fell at 3.35 within the range of (1.00-4.50)
- The percentage of students at Mathematics proficiency levels 3 and 4 was 94.7%
- Median student Mathematics proficiency fell at 3.82 within the range of (1.00-4.50)
- The conflict arises when the NYC comparison is made with teach individual students' noted year to year progress based on scale score comparison. While the scale school performance comparison and student progress rose there still is a discrepancy in the progress growth rate. Analysis of students scores compared to their yearly academic work as evidenced by their portfolios, Predictive Assessments, ITA's, unit tests per subject and writing samples notes a

continued need for more in-depth differentiated instruction in reading comprehension and writing.

Student Progress

Student Progress for English Language Arts indicates the following:

- **1 Year of Progress** – 62.7% of our students made at least 1 year of progress, which is 74.3% of the way from the lowest (44.5%) to the highest (89.0%) score relative to our Peer Horizon and 68% of the way to our City Horizon.
- **Percentage of Students In School's Lowest Third making one year of progress:** 83.7% of the students in the school's lowest third made one year's progress which is 72.8% of the way from the lowest (65.0%) to the highest (90.7%) score relative to our Peer Horizon and 68.8% of the way to our City Horizon.
- **Average change in Student Proficiency for Level One and Two students:** +0.41% is our average change in proficiency which is 86.7% of the way from the lowest (0.15%) to the highest (0.45%) score relative to our Peer Horizon and 93.3% of the way relative to our City Horizon.
- **Average change in Student Proficiency for Level Three and Four students:** 0.02% is our average change in proficiency which is 90.5% of the way from the lowest (0.17%) to the highest (0.04%) score relative to our Peer Horizon and 86.7% of the way relative to our City Horizon.

The overall score for student progress was 44.7 out of 60. The school received extra credit for closing the achievement gap for 35.9% of Special Education; 56.7% Black students in the lowest third citywide and 45.7% of other students in the lowest third. In regards to the English Language Learners, the school had less than 15 students in the testing grades therefore we did not qualify for additional credit within this sub-group.

Comparison of the 2007/2008 data indicates that student performance and progress continues to make sequential gains. Following is previous 2007/2008 data for comparison:

The overall score for ELA student progress was 22.7 out of 60. The school did not receive extra credit for closing the achievement gap for Special Education, Hispanic students in the lowest third citywide, and Black students in the lowest third citywide. However, even though we did not receive extra credit, 6.7% of Special Ed students, 31.8% of Hispanic students in the lowest third citywide and 25.0% of Black students in the lowest third citywide made exemplary proficiency gains. 44.4% of other students in the lowest third citywide made exemplary proficiency gains and the school did receive extra credit for closing the achievement gap within this group. In regards to the English Language Learners, the school had less than 15 students in the testing grades therefore we did not qualify for additional credit within this sub-group.

Student Progress for Mathematics indicates the following:

- **1 Year of Progress** – 71.3% of our students made at least 1 year of progress, which is 72.5% of the way from the lowest (48.9%) to the highest (79.8%) score relative to our Peer Horizon and 73.4% of the way to our City Horizon.
- **Percentage of Students In School's Lowest Third making one year of progress:** 75.5% of the students in the school's lowest third made one year's progress which is 67.1% of the way from the lowest (54.5%) to the highest (85.8%) score relative to our Peer Horizon and 68.8% of the way to our City Horizon.
- **Average change in Student Proficiency for Level One and Two students:** +0.34% is our average change in proficiency which is 49.0% of the way from the lowest (0.10%) to the highest (0.59%) score relative to our Peer Horizon and 54.0% of the way relative to our City Horizon.
- **Average change in Student Proficiency for Level Three and Four students:** 0.04% is our average change in proficiency which is 66.7% of the way from the lowest

(0.17%) to the highest (0.04%) score relative to our Peer Horizon and 70.0% of the way relative to our City Horizon.

Quality Review Analysis 2007/2008

Note there was no formal Quality Review conducted in 2008/2009 yet additional benchmarks were set based on the school's informal Quality Review conducted.

Analysis of the Quality Review Self-Evaluation and Formal Quality Review indicated:

- The school was designated as Well-developed, yet the school community sees itself as a continuous work in progress. The next step is development of a cohesive Learning Community with Teams for each grade linking horizontally and vertically.
- Students needed to be aware of their instructional strengths and weaknesses in reading, math, writing, social studies and science setting eight week goals in each area.
- Use of self evaluative rubrics in all curriculum areas were generated to provide students with a framework of academic standards based work to achieve.
- Rubrics to be differentiated enabling students to achieve within their academic growth range which is sustainable and spirals to attain the standards.
- Design Your Own assessments in all curriculum areas to identify skills and content assimilation.

Inquiry Team Focus and Analysis 2008/2009

Analysis and Focus of the Inquiry Teams indicated the following:

Grade K:

The data studied to determine the students in the target population was the fall ECLAS 2 and Dibels assessments. The target group was formed targeting 20 students in the lowest third of the grade. The instructional focus targeted improved mastery of phonemic awareness to strengthen reading readiness. The strategies utilized were infused throughout the grade as they were developed. Progress monitoring was done through *Dibels* and *Open Court* benchmark assessments.

These strategies included:

- Enrolling identified students in the Extended Day Program
- *Open Court* Intervention Phonics Program
- Reading specialist to work with the identified students using the *Wilson Program*.
- Supplemental support through *Words Their Way Program*
- Teacher created Tier 1,2,3 materials to teach phonics.

Grade 1

The data studied to determine the students in the target population was the fall ECLAS 2 and Dibels assessments. The target group was formed targeting 20 students in the lowest third of the grade. The instructional focus targeted improved mastery of phonic linked to reading fluency to strengthen reading readiness. The strategies utilized were infused throughout the grade as they were developed. Progress monitoring was done through *Dibels* and *Open Court* benchmark assessments.

- Enrolling identified students in the Extended Day Program
- *Open Court* Intervention Phonics and reading intervention program
- Reading specialist to work with the identified students reaching individualized tiered benchmarks.
- Supplemental support through *Words Their Way Program* to support development of phonemic awareness.
- Extensive support using the supplemental program *Phonics* by Modern Curriculum Press.
- Teacher created Tier 1,2,3 differentiated activated targeting synonyms, antonyms, word families, prefixes, suffixes and action words.

- Supporting parental involvement through websites that parents can use with their children to support the targeted goal.

Grade 2

The data analyzed to determine the students in the target population was the fall *ECLAS 2*, *Dibels* and *Predictor Reading* baseline assessments. The target group was formed targeting 20 students in the lowest third of the grade. The instructional focus targeted improvement in reading comprehensions and reading fluency. The strategies utilized were infused throughout the grade as they were developed. Progress monitoring was done through *Dibels*, *Open Court* benchmark assessments and individualized tests created by the teachers.

- Enrolling identified students in the Extended Day Program, AIS and After-school Academy
- *Open Court* Intervention Phonics and reading intervention program.
- Reading specialist to work with the identified students reaching individualized tiered benchmarks.
- Supplemental support through *Words Their Way Program* to support development of phonemic awareness.
- Support through the *Open Court* comprehension benchmark assessment track.
- Sight-word flashcard vocabulary development.
- Teacher created Tier 1, 2, 3 differentiated activated targeting synonyms, antonyms, word families, prefixes, suffixes and action words.
- Students self-select independent novels to increase fluency, interest level and comprehension.
- Supporting parental involvement through websites that parents can use with their children to support the targeted goal.

Grade 3

The data analyzed to determine the students in the target population was the fall *ECLAS 2*, *Predictor Reading* and the initial Predictive baseline assessments to support identified group. The target group was formed targeting 30 students in the lowest third of the grade. The instructional focus targeted improvement in reading comprehensions and reading fluency. The strategies utilized were infused throughout the grade as they were developed. Progress monitoring was done through *Dibels*, *Open Court* benchmark assessments and individualized tests created by the teachers.

- Enrolling identified students in the Extended Day Program, AIS and After-school Academy
- *Focus* daily items skills development impacting on comprehension and fluency.
- Reading specialist to work with the identified students targeting individualized tiered benchmarks identified through six week assessments.
- Supplemental support through *Imagine It* to support development of comprehension in fiction and non-fiction.
- Support through the *Imagine It/Open Court* comprehension benchmark assessment track.
- Sight-word flashcard vocabulary development.
- Teacher created Tier 1, 2, 3 differentiated activated targeting synonyms, antonyms, word families, prefixes, suffixes and action words.
- Students self-select independent novels to increase fluency, interest level and comprehension
- Supporting parental involvement through websites that parents can use with their children to support the targeted goal.

Grades 4

The data analyzed to determine the students in the target population was the writing portfolios and individualized goals developed through one to one teacher conferencing. The baseline formal assessments to support the identified groups was the former June writing sample and the September sample. The target group was formed targeting 30 students in the lowest third of each grade. The instructional focus targeted improvement in writing mechanics and developmental writing. The strategies utilized were infused throughout the grade as they were developed included in the monthly

writing samples and corresponding rubrics. Progress monitoring was done through monthly writing samples targeting both narrative, persuasive and opinion statements. These writing benchmark assessments were then analyzed by the teachers/administrative team/instructional team.

- Focus was on 30 students in the lowest third of Grades 4, 6 and 7 in ELA targeting developmental writing.
- Analysis of students' weaknesses in writing indicated the need for use of graphic organizers.
- Need for work on grammar usage.
- Program was developed where students would commence each day with a "Thought of the Day" worksheet which was differentiated based on the students' identified weaknesses.
- The teachers provide five minute mini lessons each morning on the writing skill and spiral review the skills through the instructional program.
- "Writing Genre of the Month" has become a school-wide initiative aligned to Core Knowledge strands.

Grade 5

The data analyzed to determine the students in the target population was the fall *ECLAS 2, Predictor Reading* and the initial Predictive baseline assessments to support identified group. The target group was formed targeting 30 students in the lowest third of the grade. The instructional focus targeted improvement in reading comprehensions and reading fluency through item skills development. The strategies utilized were infused throughout the grade as they were developed. Progress monitoring was done through *Predictor, Predictives, ITA's* benchmark assessments and individualized tests created by the teachers.

- Focus was on 30 students in the lowest third of Grade 5 in ELA
- Analysis of students' weaknesses indicated a need for intervention in application of item skills knowledge in both fiction and non-fiction.
- Program was developed where students would commence each day with a "Skill of the Day" worksheet which was differentiated based on the students' identified weaknesses.
- The teachers provide five minute mini lessons each morning on a skill and spiral review the skills through the instructional program.
- "Skill of the Day Model" has become a school-wide initiative supported by the resource *Focus*

Grade 6

The sixth grade inquiry team was a continuation of the previous year's fifth grade inquiry team and focused on fifteen students from the bottom third of the grade. Classroom assessments revealed weaknesses in reading comprehension, in particular the sub-skills of finding the main idea and discriminating between important and extraneous information. Teachers targeted these skills in daily "Do Now" exercises that were differentiated according to each student's needs. In addition to reading high interest books such as *The Wimpy Kid* series, students spent two periods a week using the Classroom, Inc software program "What's Up Magazine" which required students to apply these skills in a real world model. All students made a year's progress.

Grade 7

The Seventh Grade Inquiry Team targeted fifteen male students in the bottom third as assessed by the 2008 ELA. A review of student work revealed weaknesses in reading comprehension, spelling and writing mechanics. In addition to differentiated "Do Now" activities that targeted these skills, teachers used the *Focus* series of workbooks. Individualized prep tutoring, as well as AIS services and Saturday Academy were employed. All but two students did not make a year's progress.

Grade 8

The data analyzed to determine the students in the target population was the fall instructional students need assessment, *Predictor Reading* and the initial Predictive baseline assessments to support identified group. The target group was formed targeting 30 students in the lowest third of the grade. The instructional focus was to increase comprehension student capacity in science and social studies in order for students to successfully complete Exit Projects in these subject areas. On-going assessments through tiered assignments aligned to the Exit Project Rubric

- Instructional focus on academic vocabulary development
- Effective note-taking strategies
- Effective use of graphic organizers
- Developmental writing model/ ladder steps

Summary of Data Analysis/Findings – Early Childhood/Preliminary.

Results of ECLAS administered to students in kindergarten in the Fall of 2008 indicated 38.46% of the students scored at or above mastery in the area of reading and 88.03% of the students scored at or above mastery in the area of writing development. Specific attention needs to be given to an instructional design where 95% of students are entering the beginning reader, level 3 by spring.

Results of grade 1 ECLAS indicate 40.52% of the students scored at or above mastery level in Reading and 70.5% of the students scored at mastery level in writing development.

Results of grade 2 ECLAS indicates 65.12% of the students scored at or above mastery level in Reading and 84.30% of the students scored at mastery level in writing development.

Results of grade 3 ECLAS indicated 68.53% of the students scored at or above mastery level in Reading and 85.35% of the students scored at mastery level in writing development.

Review of portfolios, work-folders and unit tests administered to K, 1, 2 in reading, math, science and social studies indicates students are developing sequential content knowledge which is retained. This is directly attributed to the Core Knowledge Content Strands. Identified as a need is development of writing skills for all grades through more in-depth instruction using the Four Square Organizer or Thinking Maps to foster secure developmental writing aligned to a standard based, grade appropriate writing rubric.

Review of data culled through teacher observation on math identified a need for instruction, which incorporates skills development linked to literacy and use of manipulatives. There is a definitive need to develop an in-depth understanding of skills linked to concepts. Across all grades students have difficulty with understanding basic tenets of skills linked to concepts and application to problem solving. Math instruction needs to be included in the Balanced Literacy component where math read alouds, shared reading and guided reading are linked to skills. Additionally, reading lessons will utilize math skill and content specific to develop an integrated understanding of concepts. Harcourt math will be utilized in grades K-2.

Implications for the instructional program:

Kindergarten

Literacy to focus for all classes on:

- Phonemic Awareness, listening comprehension, and reading comprehension utilizing *Open Court*.
- Alphabet Sight-Word Strands
- Inventive Writing
- Reading Strand to include extensive use of read-alouds in the development of a comprehensive Balanced Literacy Program.

Note: Identified students in need of extensive language intervention will receive services of Kindergarten PD periods for 10-week cycles and/ or Voyager Intervention and Wilson Intervention. Identified students will also be invited to attend Extended Day sessions from Monday-Thursday (2:30-3:07PM) each week.

Grade 1

For the 2 accelerated classes the findings indicate the need for:

- Phonemic awareness taken to next level to include effective encoding/decoding.
- Integration of extensive emergent reader strategies.
- Development to master of Dolch Word list sight word strands.
- Developmental, grade appropriate, writing strand to include mechanics within the 90-minute literacy block.

For the remaining 1st grade classes identified needs to review:

- Basic phonemic awareness, listening comprehension, and reading comprehension utilizing Open Court.
- Developing of alphabet sight vocabulary words.
- Mastered decoding/encoding using the program Phonics.
- Balanced literacy utilized in a contiguous literacy block.
- Development of writing mechanics through monthly writing samples utilizing a grade appropriate writing rubric.

Note: Identified students targeted for At Risk Intervention to include language acquisition services during the teachers PD periods with service extended for 10-week cycles and then a re-evaluation. Identified students will also be invited to attend Extended Day sessions from Monday-Friday (8:00-8:35)

Grade 2

Review of instructional program indicators found a wide variable in actual student mastery in reading comprehension and writing mechanics. The findings indicated a need to:

- Extend phonemic awareness program, decoding/encoding skills development and reading comprehension strategies development through the utilization of the *Open Court Reading Program*.
- Extend reading strands to include detailed comprehension questioning using both fiction and non-fiction texts.
- Development of a comprehensive Balanced Literacy program with effective conferencing.
- Writing mechanics development, grade appropriate, using grade writing rubric and monthly writing samples utilizing the *Houghton-Mifflin English* text for additional support.

Note: Identified at risk students receive AIS Reading/ Language Acquisition PD services for 10 week cycles and then a re-evaluation. Identified students will also be invited to attend Extended Day sessions from Monday-Thursday (2:30-3:07PM) each week.

Grade 3

A review of the instructional program found a disparity in actual student mastery in reading comprehension and writing development.

The findings indicated a need for:

- Comprehension (need for in-depth questioning) of both fiction and non-fiction texts
- In-depth implementation of the Balanced Literacy design through more effective teacher conferencing during both reading and writing workshops
- Writing mechanics development using the Four Square and Thinking Maps, as well as *Houghton-Mifflin English* text for additional support.
- Weekly writing samples with students using grade appropriate rubric to help them set individual writing goals.

Note: Identified at risk students receive AIS Reading/ Language Acquisition PD services for 10 week cycles and then a re-evaluation. Identified students will also be invited to attend Extended Day sessions from Monday-Friday (8:00-8:35) each week.

Implications for the Instructional Program:

An analysis of the data culled indicates a need to expand the P.S/M.S. 124 instructional design to include:

- Balanced Literacy Program targeting implementation of all components through all Core Knowledge Strands.
- Continuation of *Open Court Reading* in grades K-2 to improve phonemic awareness, decoding, vocabulary, and comprehension.
- Expansion of classroom libraries.
- Expansion of Core Knowledge, topic specific strand resources to drive the Balanced Literacy Component linking skills/content.
- Literacy Team to facilitate implementation of program designs supporting a pull-out component for small group work.
- Expansion of the use of student rubrics as a foundation for developing writing, beginning in Kindergarten-3.
- Differentiated levels of math libraries, skill specific to support math program.
- *Harcourt* grades K-2.
- Development of interactive math centers to provide hands-on activities.
- Expansion of classroom learning centers utilizing *Foss Science* centers to support instruction.
- Math facilitator to facilitate implementation of program design.
- Academic intervention services for all identified students will mirror classroom instruction. Expansion to include individualized instruction, academy classes and parent/student workshops.

Summary of Data Analysis New York State ELA Standardized Results– Grades 3, 4, 5, 6, 7, & 8

An analysis of Grade 3 NYS ELA Standardized Assessment results, over the past three year period from 2006 to 2009 indicates the following:

- In 2006 of the 112 students tested 85.7% attained a level 3 or 4
 - 13.4% a level 2 and 0.9% a level 1
- In 2007 of the 102 students tested 80.4% attained a level 3 or 4
 - 16.7% a level 2; 2.9% a level 1
- In 2008 Of the 129 students tested 76% attained a level 3 or 4
 - 23.3% a level 2; 0.8% level 1
- In 2009 of the 139 students tested 83.5% attained a level 3 or 4
 - 16.5% a level 2;

Implications for the instructional program.

- As the number of students attaining third grades standard decreased over a four year period evaluation of the disaggregated data indicated there is a need to differentiate students' learning paths to be more pro-active and flexible to provide immediate intervention. All students needed instruction in mastering of the items skills within non-fiction.. To enhance the reading program, differentiated reading materials on the same topic were purchased to enable the teachers to drive skills and content instruction simultaneously while targeting each student's academic strengths and weaknesses.
- The implications of the data indicated a need to improve mastery of the item skills and application aligned to comprehension. Students at level 1 or 2 receive additional intervention through small group tutoring, AIS Academy and Saturday Academy. In addition, the expansion of the implementation reading design around the Core Content Strands, using a balanced literacy framework and literature circles enhanced the framework for skills development linked to conceptual understanding.
- Review of the instructional program in SETTS and CTT classes identified the need for the IEP goals to align with the instructional program of the General Education classes. Additionally, professional development targeting differentiation of instruction within a small group aligned to IEP goals/objectives is needed. Additional immediate intervention is provided in small group settings or one to one conferencing.
- Review of the ESL program identified the need for students to be provided instruction through the *Wilson Program* and *Foundations* to assist in language development. Work is differentiated and aligned to classroom content taught utilizing literature on student's readability level.

Progress Report Baseline Compared to ECLAS initial Fall 2009 Data.

Note: Since this was the first standardized test taken by grade three there is no two year comparison possible until grade 4 ELA is taken in April 2010.

An analysis of Grade 4 NYS ELA Standardized Assessment results, over the past three year period from 2006 to 2009 indicated the following:

- In 2006 of the 122 students tested 82% attained a level 3 or 4
 - 17.2% level 2; 0.8 level 1
- In 2007 of the 119 students tested 67.2% attained a level 3 or 4
 - 28.6% level 2; 4.2% level 1
- In 2008 of the 116 students tested 75% attained a level 3 or 4
 - 23.3% level 2, 1.7% level 1
- In 2009 of the 136 students tested 83.8% attained a level 3 or 4
 - 16.2% level 2.
 -

Progress Report Two Year Grade 4 Comparison-Making A Year's Growth from 2008 to 2009 indicated the following:

- A year's growth was achieved by 75 students.
- A year's growth was not achieved by 53 students.

Analysis of the fluctuation of the students attaining standards was investigated to include perusal of each student's portfolio and writing portfolio. It became evident that students differentiated needs targeted the areas of grammar, fictional comprehension to include predictions, inference and writing focusing on informational content. In addition it was noted that students in the accelerated track need to be exposed to rigorous literature to increase their critical reasoning and analytical process skills to take them to the next level in their writing.

An analysis of Grade 5 NYS ELA Standardized Assessment results, over the past three year period from 2006 to 2009 indicated the following:

- In 2006 of the 117 students tested 76.9% attained a level 3 or 4
 - 21.4% level 2; 1.7% level 1
- In 2007 of the 129 students tested 76.7% attained a level 3 or 4
 - 22.5% level 2; .8% level 1
- In 2008 of the 116 students tested 84.5% attained a level 3 or 4
 - 15.5% level 2
- In 2009 of the 134 students tested 90.3% attained a level 3 or 4
 - 9.7% level 2

Progress Report Two Year Grade 5 Comparison-Making A Year's Growth from 2008 to 2009 indicated the following:

- A years growth was achieved by 74 students
- A years growth was not achieved by 52 students

Analysis of the data indicated student achievement was directly impacted upon by the Inquiry Teams Initiative of the Skill of the Day Model. The program was utilized by the entire grade and impacted on their ability to analyze text. The model is to extend to increased writing in all genres to impact on improved conceptual content development and application.

An analysis of Grade 6 NYS ELA Standardized Assessment results, over the past four year period from 2006 to 2009 indicated the following:

- In 2006 of the 106 students tested 78.3% attained a level 3 or 4
 - 21.7% level 2
- In 2007 of the 106 students tested 78.3% attained a level 3 or 4
 - 21.7% level 2
- In 2008 of the 113 students tested 78.8% attained a level 3 or 4
 - 21.2 % level 2
- In 2009 of the of the 111 students tested 96.4% attained a level 3 or 4
 - 3.6% level 2

Progress Report Two Year Grade 6 Comparison-Making A Year's Growth from 2008 to 2009 indicates

- A years growth was achieved by 67 students
- A years growth was not achieved by 43 students

Analysis of the data indicated that students who had previously been level 4 fell into the level three range. Review of the results on the Predictive tests indicated students were having difficulty with inference, cause and effect and figurative language. Further analysis indicated that students' writing was not as in-depth as their knowledge base. Students were writing cursory responses, not including specific details and presenting definitive positions. Therefore, the instructional design was enhanced to include two complete writing samples weekly, student peer conferencing and oral presentations. Disaggregated data clearly identified the males were not sequentially attaining the standards.

An analysis of Grade 7 NYS ELA Standardized Assessment results, over the past four year period from 2006 to 2009 indicated the following:

- In 2006 of the 85 students tested 77.6% attained a level 3 or 4
 - 22.4 % level 2

- In 2007 of the 94 students tested 80.9% attained a level 3 or 4
 - 19.1% level 2
- In 2008 of the 101 students tested 85.2% attained a level 3 or 4
 - 14.9% level 2
- In 2009 of the 102 students tested 93.1% attained a level 3 or 4
 - 6.9% level 2

Progress Report Two Year Grade 7 Comparison-Making A Year's Growth from 2008 to 2009 indicated the following:

- A years growth was achieved by 68 students
- A years growth was not achieved by 32 students

Analysis of the data indicated that many students had difficulty with editing and appropriate grammar usage. A program was implemented throughout the building addressing grammar conventions. In addition, perusal of the Predictives, student's unit tests in all subject areas indicated a clear disparity between understanding of fictional material in comparison to non-fiction. Therefore, the instructional design was enhanced to target both with students grouped according to strengths and weaknesses. Individualized rubrics for instructional support were designed to support each students learning path. Disaggregated data clearly identified the males were not maintaining the standards in reading. In addition gender classes for student's not attaining standard growth have provided for focused interest of the students in relation to the literature the students are reading.

An analysis of Grade 8 NYS ELA Standardized Assessment results from 2007 to 2009 indicated the following:

- In 2007 of the 76 students tested 67.1% attained a level 3 or 4
 - 32.9% level 2
- In 2008 of the 86 students tested 69.8% attained a level 3 or 4
 - 30.2% level 2
- In 2009 of the 94 students tested 81.9% attained a level 3 Or 4
 - 18.1% level 2

Progress Report Two Year Grade 8 Comparison-Making A Year's Growth from 2008 to 2009 indicated the following:

- A years growth was achieved by 42 students
- A years growth was not achieved by 52 students

Analysis of the data culled through perusal of the student portfolios, Predictive ELA results and standardized tests indicates a discrepancy in their level of knowledge and their testing outcomes. Of the 41 students cited as not making a years growth 15 took the Biology Regents and 12 took the Integrated Algebra Regents and passed with standard based scores. In addition, all students passed the New York State Science and Social Studies Test. Further analysis indicates the students need to enhance their developmental writing. In addition, after careful analysis students tend to over-analyze the questions being asked on the test based on their developed critical and analytical thinking skills. Students who fall within level 2 need instructional support above their scheduled English classes and attend Academy classes. All grade 8 students will receive additional materials to enhance their comprehension skills and interest level.

Implications for the ELA Instructional Program

Based on our analysis of the data, and all relevant findings, the following are implications for our ELA instructional program for all Grade 3-8 students:

- Continuation and expansion of the ELA instructional strategies aligned to the Core Knowledge Strands to include Literature Circles and the Advanced ELA Academy
- Expansion of the differentiated reading programs of *Open Court, Imagine It, Kaleidoscope* supported by differentiated literature aligned to all Core Knowledge Strands (language arts, social studies, science, general education, SETSS program and ELL Program.
- Expansion of individual class libraries to include leveled libraries and adequate copies of all literature to drive the guided reading and shared paired reading components of Balanced Literacy.
- Focus on differentiated cross grade planning and program implementation aligned to rubrics.
- Expansion of instruction and writing using a;; graphic organizers
- Focused weekly common planning time, monthly Professional Development Workshops and continuous analysis of data to drive and differentiate instruction.
- Academic intervention services for level 1 and level 2 students aligned to Core Knowledge Strands with focus on skill development through content of Language Arts, Science, Social Studies and Fine Arts.
- In-depth development of ELA writing rubrics aligned to the standards.
- Expansion of the AIS intervention program to target students with one to one tutoring.
- Expansion of the instructional materials to support implementation of an integrated reading program, aligned to Core Knowledge within the Balanced Literacy Framework
- Literacy model of literature circles with parallel instruction in ELL and SETSS classes.
- ELL students need instruction to develop social language, and then develop academic language.
- Academic intervention services for identified students who are not meeting State Standards. Skills and content development aligned to Core Knowledge Literacy Strands
- Intensive professional development in differentiation of instruction models to meet the needs of the entire student population providing equitable instruction for all.

Summary of Data Analysis New York State Math Findings – Grade 3, 4, 5, 6, 7, and 8

An analysis of Grade 3 NYS Math Standardized Assessment results over the past four year period from 2006 to 2009 indicated the following:

- In 2006 of the 111 students tested 96.4% attained a level 3 or 4
 - 3.6% level 2
- In 2007 of the 106 students tested 95.3% attained a level 3 or 4
 - 4.7% level 2
- In 2008 of the 127 students tested 97.6% attained a level 3 or 4
 - 2.4% level 2
- In 2009 of the 138 students tested 95.7% attained a level 3 or 4
 - 3.6% LEVEL 2; .7% level 1

Analysis of data comparing the standardized results with the portfolio benchmark mastery targets, Predictives and ITA's does not indicate a clear mastery of students' skill development. The data culled did not provide a clearly delineated learning path in mathematics. As the individualized learning paths were reviewed it indicates that students continue to have difficulty with multi-step problem solving and gleaning appropriate data from graphs. A district correlation between students' reading ability and how

a question is phrased is key to the students computing the correct answer. The mathematics program transitioned to *Harcourt Mathematics*.

An analysis of Grade 4 NYS Math Standardized Assessment results over the past four year period from 2006 to 2009 indicated the following:

- In 2006 of the 124 students tested 85.5% attained a level 3 or 4
 - 13.7% level 2; .8% level 1
- In 2007 of the 119 students tested 90.8% attained a level 3 or 4
 - 7.6% level 2; 1.7% level 1
- In 2008 of the 127 students tested 93.7% attained a level 3 or 4
 - 4.7% level 2; 1.6% level 1
- In 2009 of the of the 135 students tested 91.1% attained a level 3 or 4
 - 6.7% level 2; 2.2% level 1

Progress Report Two Year Grade 4 Comparison-Making A Year's Growth cannot be identified until this years grade 4 students take the NYS ELA. There must be a two year comparison of a students' scale scores

Analysis of the data culled from student portfolios with monthly *Harcourt Mathematics* benchmark mastery indicators, Predictives, unit tests, indicates that students have a literal understanding of basic math skills, yet fall short in the application in the framework of multi-step problems. The program will transition to the program *Harcourt* to enhance multi-step problem solving and supports the differentiated model.

An analysis of Grade 5 NYS Math Standardized Assessment results over the past four year period from 2006 to 2009 indicated the following:

- In 2006 of the 118 students tested 84.7% attained a level 3 or 4
 - 13.6% level 2; 1.7% level 1
- In 2007 of the 123 students tested 87.8% attained a level 3 or 4
 - 11.4% level 2; .8% level 1
- In 2008 of the 116 students tested 91.4% attained a level 3 or 4
 - 7.8% level 2; .9% level 1
- In 2009 of the 130 students tested 95.4% attained a level 3 or 4
 - 3.8% level 2; .8% level 1

Progress Report Two Year Grade 5 Comparison-Making A Year's Growth indicated the following:

- A years growth was achieved by 45 students
- A years growth was not achieved by 41 students

Analysis of the data culled from student portfolios with monthly *Harcourt Mathematics* benchmark mastery indicators, Predictives, unit tests, indicates that students have a literal understanding of basic math skills, yet fall short in the application in the framework of multi-step problems. To support a differentiated approach the program *Harcourt* impacts on multi-step problem solving and supports the differentiated model. To expand the student's mathematical comprehension the teachers use a literature/math component connection to hone mathematical analysis and critical and analytical thinking.

An analysis of Grade 6 NYS Math Standardized Assessment results over the past four year period from 2006 to 2009 indicated the following:

- In 2006 of the 107 students tested 84.1% attained a level 3 or 4
 - 15.% level 2; .9% level 1
- In 2007 of the 107 students tested 90.7% attained a level 3 or 4
 - 9.3% level 2
- In 2008 of the 112 students tested 85.7% attained a level 3 or 4
 - 12.5% level 2; 1.8% level 1
- In 2009 of the of the 112 students tested 94.6% attained a level 3 or 4
 - 3.6% level 2; 1.8% level 1

Progress Report Two Year Grade 6 Comparison-Making A Year's Growth indicated the following:

- A years growth was achieved by 70 students
- A years growth was not achieved by 42 students

Analysis of data culled from student portfolios targeting *Math A* benchmarks, all but 10% of the students attain mastery monthly. Perusal of the student's daily math journals reveals that while 87% have mastered basic math skills and application, interpretation of data from graphs multi-step problem solving remains a weakness. Reading comprehension, specifically focusing on reading for specific details directly impacts on student outcomes, aligned to multi-step problem solving falls below grade level. Students participate in lunch time intervention academies and private tutoring.

An analysis of Grade 7 NYS Math Standardized Assessment results over the past three year period from 2006 to 2009 indicated the following:

- In 2006 of the 84 students tested 76.2% attained a level 3 or 4
 - 23.8% level 2
- In 2007 of the 90 students tested 87.8% attained a level 3 or 4
 - 11.1% level 2; 1.1% level 1
- In 2008 of the 100 students tested 92% attained a level 3 or 4
 - 8.% level 2
- In 2009 of the 98 students tested 99% attained a level 3 or 4
 - 1.% level 2

Progress Report Two Year Grade 7 Comparison-Making A Year's Growth indicated the following:

- A years growth was achieved by 65 students
- A years growth was not achieved by 36 students

Analysis of data culled from the ELA, math, science and social studies portfolios indicated students mathematical instruction crosses all curriculum areas. This provides constant reinforcement to hone skills past mastery to application. The area of weakness identified as impacting on the standards based achievement again aligns with ELA reading comprehension strength. Therefore, students are provided daily multi-faceted word problems to increase student's mathematical reading comprehension.

An analysis of Grade 8 NYS Math Standardized Assessment results over the past three year period from 2007 and 2009 indicated the following:

- In 2007 of the 75 students tested 66.7% attained a level 3 or 4

- 32.% level 2; 1.3% level 1
- In 2008 of the 85 students tested 89.4% attained a level 3 or 4
 - 10.6% level 2
- In 2009 of the 93 students tested 93.5% attained a level 3 or 4
 - 6.5% level 2

Integrated Algebra Regents

- In 2008 of the 31 students tested 100% passed
- In 2009 of the 45 students tested 99% passes

Progress Report Two Year Grade 8 Comparison-Making A Year's Growth indicated the following:

- A years growth was achieved by 57 students
- A years growth was not achieved by 28 students

Analysis of data culled from the ELA, math, science and social studies portfolios indicated students mathematical instruction crosses all curriculum areas. This provides constant reinforcement to hone skills past mastery to application. The area of weakness identified as impacting on the standards based achievement again aligns with ELA reading comprehension strength. Therefore, students are provided daily multi-faceted word problems to increase student's mathematical reading comprehension. Additional review of the data culled identified that for some of the male students they were not as competitive in attaining grade standards in math which was found to be aligned to their weaker ELA skills.

Implications for the Instructional Program:

- *Harcourt Math* grades K-2
- *Harcourt Math* grades 3-5
- Continuation and expansion of instructional strategies to include a contiguous mathematics design linking Literacy, Math and Economics for General Education ELL, SETSS and Academic Intervention Programs.
- Expansion of a school-wide Balanced Literacy math read-aloud, shared paired and guided reading component linking mathematics literature with specific skills development.
- Development of interactive math centers within all classrooms providing manipulatives, skills and problem solving activity challenges.
- Providing intervention program *Harcourt Math* as a homework supplement.
- Math libraries developed across grade targeting linking skills and concept development.
- Study Groups of best practices for accelerating mathematics achievement.
- Ongoing data analysis on achievement Levels of all students targeting basic knowledge, proficient knowledge level and advanced mastery targeting students' ability to connect knowledge in one area of mathematics with knowledge and abilities in other areas of mathematics, science and social studies.
- Individual learning paths supported by one to one tutoring and small group.
- Review of the Acuity Results Report data and comparison of previous year's data, student to student, identifies students need additional instructional time for constructed response. Students have difficulty in applying and connecting knowledge mathematically to real-world situations. The strand focuses on measurement, including application of measurement concepts, needs additional development. Data collection, visual exploration of data and ways to represent data

are essential to effective data analysis. Students' data identifies student difficulty in drawing in-depth conclusions based on data culled.

- Intervention Academy for level 1 and level 2 students Tues.-Thursday from 2:50-4:20 PM.
- Saturday Academy for all students to achieve higher academic standards.

Needs Assessment Conclusions

An analysis of the findings from quantitative and qualitative data resulted in a determination of the following :

1. Student performance trends indicate the following:
 - a. Students are growing academically, making sequential sustained gains in math
 - b. Students are sustaining incremental gains in ELA according to NYS parameters
 - c. Use of self evaluating rubrics is improving students self monitoring instructional strengths and weaknesses.
 - d. Differentiating instruction has provided immediate interventions improving students' assimilation of standards based knowledge.
 - e. Differentiation within the classroom has directly impacted on improved student growth in reading, math, science and social studies for ELL and Special Education students.
 - f. Students' writing across the grades has improved with the inclusion of a grammar program.
 - g. Students are ahead of the curve in mathematics achievement in comparison to ELA.
2. The greatest accomplishments over the last few years have been:
 - a. Inclusion of ongoing data analysis to enhance the instructional best practices through identification of students' strengths and weaknesses.
 - b. Creation of half-size (20 students) Academy classes to impact on students identified as 6 months behind in their appropriate academic level.
 - c. Development of a Language Acquisition Program to support ELL students and those that fall outside of the parameters of the ESL Program mandates.
 - d. The ESL and Special Education students are attaining their goals and objectives and are more competitive in the instructional classroom.
 - e. Middle school has an Advanced Regents Program serving a third of each middle school grade.
 - f. Middle school has evolved over the last four years of returning to the school with students attaining sustained, sequential growth in the standards based on their designated learning path in all academic areas.
 - g. Development of gender classes in ELA/Math grades 7-8 based on differentiated learning styles.
 - h. Increased parental involvement in the lower grades K-5 which has directly impacted on student achievement.
 - i. To address the areas of social/emotional/academic achievement of students identified as at risk the inclusion of the Partnership for Children Initiative.
 - j. Addition of two Out of School Time Programs South Asian Youth Association and Mercy First servicing grades K-5 and 6-8. Both programs provide family, academic, and recreational support.
 - k. Maintaining a highly qualified staff that remains with the school to build the instructional framework.

1. Development of a cohesive Learning Community Model

3. The most significant aids to continued improvement include:

- a. Funding to support the Core Knowledge Program aligned to the NYC Scope and Sequences and the New York State Standards.
- b. Continuation of the half-size Academy classes.
- c. Design of “Your Own Assessments” that align more closely to the spiraled learning curve of the academic Core Knowledge Program.
- d. Continuation of all After-school Programs and Saturday Academy classes.
- e. Continuation of Parent Workshops with increased participation in all academic areas.
- f. Continued differentiated Professional Development through the evolution of Learning Communities.
- g. Support of the PTA which provides increased parent involvement initiatives.
- h. Flexibility to drive the students’ identified instructional needs within a realistic timeframe.
- i. Continued Professional Development for the Administrative Team from the Empowerment Network and the Executive Leadership Institute.

3. The most significant barriers to the schools continued improvement include:

- a. No space for reduced class size in the early grades K-2.
- b. Budget cuts
- c. Over-crowding with classes at maximum capacity in grades K-8.
- d. Budget reductions impacting on supplies and services to students.
- e. Additional data assessments to be factored into indicate if a student has made a year’s growth.

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.

Based on the needs assessment and review of all data culled the following are the primary annual school goals for 2008/2009:

Goal 1: All students inclusive of ELL and Special Education in grades K-3 will show a 52% improvement in ECLAS 2 performance from the fall 2009 assessment, by May 2009 as measured by the spring 2010 ECLAS 2 assessment.

Goal 2: By June 2010, the tested student group inclusive of Special Education and ELL will demonstrate progress toward achieving state standards as measured by 5% increase in student scoring at level's 3 and 4 on the New York State ELA assessment.

Goal 3: In the 2008/2009 school year, 71.3% of PS/MS 124 students made at least one years progress in math. The results indicate that 29.7% of the students did not attain at least a years progress. In the 2009/2010 school year the increased improvement rate for student's attaining a year's progress or better will increase by 5% as measured by student progress on the spring NYS Mathematics standardized assessment.

Goal 4: By June 2010, the entire staff will assimilate into a cohesive Learning Community to share instructional expertise to impact on teaching, planning and differentiation of instruction to impact on improved student academic achievement and progress.

- By December 31,2009, and June 20, 2010, engage each grades Learning Community Team in the development of comprehensive DYO assessments to include Core Knowledge topics inclusive of ELA, reading and writing, science, social studies and math.

Goal 5: By June 2010 based on the Learning Environment Survey parental communication and engagement categories will increase by 1.5% as evidenced by the increased parental participation in academic workshops and indicated by a 1.5% increase in the 2009/2010 survey score.

SECTION VI: ACTION PLAN

Subject/Area (where relevant): ELA/Early Childhood K-3

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>All students inclusive of ELL and Special Education in grades K-3 will show a 52.4% improvement in ECLAS performance from the Fall 2009 assessment, by May 2010 as measured by the spring 2009 ECLAS 2 assessment.</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>Administrators, teaching staff, reading team and parents will work in tandem to provide ELA instruction and support through components of a Balanced Literacy framework aligned to the <i>Open Court</i> Reading Program, and the Core Knowledge K-3 sequences in literacy, science, social studies and fine arts. In addition the <i>Open Court</i> Reading Program and <i>Imagine It</i> will be used to enhance the ELA program. The tiered assessments will measure students’ academic growth to their differentiated learning paths and setting new targeted benchmark goals every eight weeks.</p> <p><u>Actions/Strategies</u></p> <ul style="list-style-type: none"> • Academic intervention plan provides small group or individual instruction 4 days a week for 45 minutes targeting differentiated approaches for each students learning path. This is a pull-out/push in program. • One on one tutorials based on learning paths • Academy classes of 20 students who are designated as 6 months behind their appropriate grade provides on-going individualized instruction. (Grades K-2) • Extended Day Classes provided intervention for identified students using the <i>Foundations Program; Words Their Way</i> and <i>Leaptrack</i>. • Professional development provided by the instructional specialists on a rotating basis in reading skills and strategies, linked to all of the Core Knowledge strands. • Parent workshops on ELA instructional strategies with support materials provided monthly. • Timeline is revolving throughout the schools-year. <p><u>Diagnostic Tools/Formative and Summative Assessments</u></p> <ul style="list-style-type: none"> • Options Predictors • ECLAS 2 and <i>Open Court Assessment Benchmarks</i> • ELA Standardized Test Results • Predictives and ITA’s Grade 3 • Project based learning assignments/Delta/Foss Science • Core knowledge monthly assessments supplemented by McGraw Hill <i>Social Studies</i> • <i>Focus</i> Assessments • <i>Lab R</i> screening for ELL students • NYSESLAT for ELL students <p><u>Target Population</u> The target population is all students inclusive of Special Education and ELL’s</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>	<p>Funding sources include: Tax Levy, Contract 4 Excellence, Title 1, TitleIII, NYSTL Tax Levy Funding supports materials for the Core Knowledge interdisciplinary materials for the school day, Extended Day and Academy classes. Title 1 funding supports the reading teachers and differentiated intervention materials Contract 4 Excellence provides for one to one prep tutoring</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>An improvement of at least 10% performance for all students including Special Education on each of the four Open Court Assessments.</p> <p>An improvement of at least 3% for ELL students on each of the four ELA periodic assessments</p> <p>An increase on the final ECLAS 2 spring assessment with 87.6% students moving to their specific grade level end year benchmark.</p>

SECTION VI: ACTION PLAN

Subject/Area (where relevant): ELA/Grades 4-8

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, the tested student group inclusive of Special Education and ELL will demonstrate progress toward achieving state standards as measured by 5% increase in student scoring at level’s 3 and 4 on the New York State ELA assessment.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Administrators, all teaching staff, reading team and parents will work in tandem to provide ELA instruction and support through components of a Balanced Literacy framework aligned to the Core Knowledge 4-8 content sequences in literacy, science, social studies and fine arts. In addition the content strands will be supported by differentiated , topic leveled literature for tiered learning. The aligned tiered assessments will measure students’ academic growth to their differentiated learning paths and provide a formative and summative feedback for setting new targeted benchmark goals every eight weeks.</p> <p><u>Actions/Strategies</u></p> <ul style="list-style-type: none"> • Implementation of the Core Knowledge literacy sequence, grade specific, aligned within the Balanced Literacy framework inclusive of literature, Core Saying/Phrases, science, social studies and fine art. • Students’ individualized learning path aligned to tiered learning as determined by analysis of periodic assessments, unit tests and project based learning. • Extension of the comparative writing program to infuse a grammar component <i>English</i> by Harcourt. • Language Acquisition Academy for ELL learners 3/45 minute period per week • ELA Enrichment /ESL or Intervention Academy After-school and Saturday Academy

	<ul style="list-style-type: none"> • Learning Community Team grade specific instructional focus. • Professional development provided to teachers by the Reading Team bi-monthly focusing on evaluation of data, goal setting and tiered learning targets • Parent ELA/Science/Social Studies Workshop monthly providing support strategies and materials. <p><u>Assessments/Diagnostic Tools</u></p> <ul style="list-style-type: none"> • Teacher and program generates assessments in all curriculum areas. • Acuity/ELA and math Predictives and ITA's • Project based learning assignments/Delta/Foss Science • Core knowledge monthly assessments supplemented by McGraw Hill <i>Social Studies</i> • <i>Focus Assessments</i> • <i>Lab R</i> screening for ELL students • NYSESLAT for ELL students <p><u>Target Population</u> The target population is all students inclusive of Special Education and ELL's</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"> • Funding Sources: Tax Levy, Title 1, Contract 4 Excellence, Title III, NYSTL • Tax Levy money will provide for Language Acquisition teacher and materials. • Title 1 will provide for the reading Instructional Team intervention pull out model. • Title III will provide for ESL library materials • Contract 4 Excellence will provide Academy after-school classes for level1 and level2 students and identified students having not made a year's progress. • Contract 4 Excellence will support one to one prep tutoring.
<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"> • Improvement on the Predictive Assessments by 25% • Improvement on monthly unit tests by attaining an 80% or better • Improvement on ELA standardized test with an additional 5% of the students attaining proficiency targets.

SECTION VI: ACTION PLAN

Subject/Area (where relevant): Mathematics/Grades 3-8

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>In the 2008/2009 school year, 71.3% of PS/MS 124 students made at least one years progress in math. The results indicate that 29.7% of the students did not attain at least a years’ progress. In the 2009/2010 school year the increased improvement rate for student’s attaining a year’s progress or better will increase by 5% as measured by student progress on the spring NYS Mathematics standardized assessment.</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>Administrators, all teaching staff, instructional team and parents will work in tandem to provide Mathematics instruction and support through components of a multi-tiered framework aligned to the grade specific NYS Mathematics Standards. In addition the item skills strands will be supported by differentiated , topic leveled math/literature connection for tiered learning. The aligned <i>Harcourt</i> tiered assessments will measure students’ academic growth to their differentiated learning paths and provide formative and summative feedback for setting new targeted benchmark goals every eight weeks.</p> <p><u>Actions/Strategies</u></p> <ul style="list-style-type: none"> • Implementation of the <i>Harcourt and Core Knowledge</i> mathematics sequences, grade specific, aligned within the math/literature connection, science hands on inquiry model, and social studies. • Math/literacy connection to drive assimilation of math through literary presentation. • Students’ individualized learning path aligned to tiered learning as determined by analysis of Mathematic Predictor, periodic assessments, unit tests and project based learning aligned to the core content strands. • Extension of the mathematics writing program to implement the 5 step problem-solving analysis plan • Mathematics Acquisition Academy for ELL learners 3/45 minute period per week • Mathematics Enrichment /ESL or Intervention Academy After-school and Saturday Academy • Learning Community Team grade specific instructional focus on mathematics item skills development based on data culled from formative and summative assessments. • Professional development provided to teachers by the Instructional Team bi-monthly focusing on evaluation of data, goal setting and tiered learning targets. • Parent interdisciplinary Mathematics/ ELA/Science/Social Studies Workshops monthly providing support strategies and materials. <p><u>Target Population</u> The target population is all students inclusive of Special Education and ELL’s</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"> • Funding Sources: Tax Levy, Title 1, Contract 4 Excellence, Title III, NYSTL • Tax Levy money will provide for Language Acquisition teacher and materials. • Title 1 will provide for the Instructional Team mathematics intervention pull out model. • Title III will provide for ESL library materials aligned to mathematics • Contract 4 Excellence will provide Academy after-school classes for level1 and level2 students and identified students having not made a year's progress. • Contract 4 Excellence will support one to one prep tutoring.
<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"> • Improvement on the Predictive Assessments by 25% • Improvement on monthly unit tests by attaining an 80% or better • Improvement on NYS Mathematics standardized tests with an additional 5% of the students attaining proficiency targets.

SECTION VI: ACTION PLAN

Subject/Area (where relevant): Learning Community Instructional Design

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, the entire staff will assimilate into a cohesive Learning Community to share instructional expertise to impact on teaching, planning and differentiation of instruction to impact on improved student academic achievement and progress.</p> <ul style="list-style-type: none"> ▪ By December 31,2009, and June 20, 2010, engage each grades Learning Community Team in the development of comprehensive DYO assessments to include Core Knowledge topics inclusive of ELA, reading and writing, science, social studies and math.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><u>Action Plan and Strategies</u></p> <ul style="list-style-type: none"> • Administrators, all teaching staff, and instructional teams will work in tandem to develop and implement a cohesive Learning Community. • Through extensive professional development, Team Meetings and a multi-tiered framework aligned to the grade specific instructional Core Knowledge strands the teams will develop grade specific instructional tiered plans. • Grade specific Learning Teams will develop individualized case studies to drive instructional improvement. • The PLC Teams will develop Design Your Own Assessments, grade specific assessments aligned to all instructional programs to monitor students assimilation of knowledge in all Core Knowledge

	<p>content strands.</p> <ul style="list-style-type: none"> • The Professional development book studies to support the process will utilize: <i>Professional Learning Communities At Work</i>: _____ • Professional collaboration and goal setting in September and October. • Team meetings every Monday after-school and one period per week on the common prep. Focus varies per grade according to identified need which is flexible contingent on student learning tracks. • Inter-visitation plan and feedback for all teachers to acquire new teaching innovative instructional practices to include: Reciprocal Teaching; Cooperative Learning;; Effective Grouping; Plata Approach; Development of Effective Rubrics; PAR 4. <p><u>Target Population</u> The target population is the entire 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"> • Funding Sources: Tax Levy, Title 1 • Tax Levy money will provide for materials. • Title 1 will provide for the CEI Professional Development Mentors.
<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"> • Establishment of school-wide teams by October. • Weekly meeting to share best practices. • Bi-monthly review of student portfolios • Monthly grade specific targeted instructional project. • Informal and formal observations by the Administrative Team weekly assessing instructional best practices aligned to student learning.

SECTION VI: ACTION PLAN

Subject/Area (where relevant): Parental Involvement/Academic Development

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010 based on the Learning Environment Survey parental communication and engagement categories will increase by 1.5% as evidenced by the increased parental participation in academic workshops and indicated by a 1.5% increase in the 2009/2010 survey score.</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Administrators, all teaching staff, instructional team and the Parent Coordinator will work in tandem to provide the following:</p> <p>Action Plan/Strategies</p> <ul style="list-style-type: none"> • Weekly parent workshops on Core Knowledge strands in literacy, science, social studies and fine arts, grade specific. • Workshops monthly focusing on test taking strategies • <i>Partnership with Children</i> Initiative providing student/parent counseling, individual student counseling, student gender specific rap groups, parent/student groups therapy, development of school newspaper and peer mediation group. • PTA in accordance with the Chancellor’s Reg. A660 to extend the involvement of all parents. This is accomplished through Theme Nights and the PTA Parent/Student of the Month Award. • Parent Coordinator implements a program which includes Parent Workshops targeting all academic areas, EPIC-Every Person Influences Skills Program. The PC also conducts parent/student rap groups with the middle school. • Guidance Team provides support with the Middle School Blueprint and extends to the High School Selection Process. • Mercy First, OST Program which provides outside counseling and family support. <p>Timeline will run from September –June with weekly meeting during the school day and Saturdays commencing in October.</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"> • Funding Sources: Title 1 Parent Involvement • Tax Levy money will provide for teacher support materials.
<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"> • Increased attendance at meeting by 10 % monthly • Monthly implementation of parent workshop feedback to provide support in academic areas noted important by parents • Bi-monthly review of topics, attendance at workshops

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	65	30	N/A	N/A	4	0	4	2
1	54	28	N/A	N/A	2	0	3	3
2	57	34	N/A	N/A	6	0	2	4
3	69	53	N/A	N/A	1	0	7	3
4	48	36	12	10	3	0	5	4
5	34	26	11	13	8	0	8	5
6	32	27	0	8	9	0	2	2
7	15	24	0	0	6	0	8	4
8	21	27	13	12	7	0	5	6
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA	<p>At risk services are provided to all students in all sub-group populations in the following approaches:</p> <ul style="list-style-type: none"> • All identified students participate in Extended Day. Instruction provided on their individualized learning path in ELA, math, with an inter-disciplinary approach linking science and social studies. • <i>Leap Frog</i> (including ELL and SETSS) based on individual learning path design • Tiered differentiated instruction based on monthly assessments in ELA and math. Services provided 3 times weekly for identified students. Small group and one period one to one tutoring. • Students in grades K-3 inclusive of Special Education and ELL students identified through ECLAS Assessment administered in September who do not attain grade appropriate benchmarks receive daily 30-minute classes. <ul style="list-style-type: none"> ➤ Small Group Instruction ➤ Pull out design ➤ 30 Week Cycle ➤ Periodic benchmarks administered to include <i>Foundations</i> and <i>Open Court</i> Intervention Tests to reassess tier placement • Students identified as Level 1 or low Level 2 including ELL/SETSS are provided with ELA AIS Services Grades 3-8 <ul style="list-style-type: none"> ➤ Balanced Literacy Design aligned to Core Knowledge literacy strands ➤ Pull Out/Push In Design ➤ Small Group Instruction ➤ (3) 45 minute periods per week ➤ Prep Tutoring one to one two days per week <p>All level 1, level 2, low level 3 attend Extended Day and AIS After School Academy Classes. Programs include: <i>Let's Read</i>, <i>Best Practices in Reading</i>; <i>ELA Measurement</i>; <i>SRA Literature and Science Self Learning Path</i></p>
Mathematics:	<p>Students identified as Level 1 or low Level 2 including ELL/SETSS are provided with ELA AIS Services Grades K- *8</p> <ul style="list-style-type: none"> ➤ Math/Literacy Connection Focus ➤ Skills and Conceptual Knowledge Development ➤ Pull Out/Push In Design 5 days per week for 45 minutes

	<ul style="list-style-type: none"> ➤ Tiered differentiated instruction based on monthly assessments in and math. Services provided 3 times weekly for identified students. Small group and one period one to one tutoring. ➤ Small Group Instruction ➤ (3) 45 minute periods per week ➤ Prep Tutoring one to one two days per week <p>All level 1, level 2, low level 3 attend Extended Day and AIS After School Academy Classes. Programs include: <i>Jumpstart, Math Advantage, Best Practices in Math; Math Measurement.</i></p>
Science:	<p>Students identified as not attaining the SDL on the Science NYSPET Test including ELL/SETSS</p> <ul style="list-style-type: none"> ➤ Skills and Conceptual Science Knowledge Development/Foss Science Hands on Inquiry ➤ Pull Out/Push In Design for 2 additional periods of science weekly focusing on hands on inquiry ➤ Small Group Instruction Extended Day ➤ (2) 45 minute periods per week ➤ SRA Science Exploration follows individual learning path
Social Studies	<p>Students identified as not attaining the performance standards as evidenced by class work and unit test:</p> <ul style="list-style-type: none"> ➤ Skills and Conceptual Social Studies Knowledge Development ➤ Pull Out/Push In Design twice a week in addition to daily instruction ➤ Small Group Instruction in Extended Day ➤ (2) 45 minute periods per week through one to one tutoring ➤ Differentiated instructional model infused within the Core Knowledge Social Studies Strands
At-risk Services Provided by the Guidance Counselor:	<p>Guidance Counselor Intervention – Non mandated</p> <ul style="list-style-type: none"> ➤ Group and Individual counseling ➤ Needs Based ➤ Students not Meeting Promotional/Performance Standards ➤ Students Experiencing Behavioral/Emotional/Family Issues Negatively Impacting on Learning. <p>Referrals to Supportive Agencies</p> <ul style="list-style-type: none"> ➤ <i>Partnership with Children</i> to support the student/parent counseling needs
At-risk Services Provided by the School Psychologist:	<p>The social worker works with students on a revolving basis when a need is identified. The social worker provides academic and social emotional support for parents and students who are going through the A501 Promotion in Doubt Process. The social worker also provides translation services and group counseling for parents from different cultures.</p>
At-risk Services Provided by the Social Worker:	<p>The social workers works with students on a revolving basis when a need is identified. The social worker provides academic and social emotional support for parents and students who are going through the A501 Promotion in Doubt Process. The social workers also provides translation services and group counseling for parents from different cultures</p> <p>Partnership with Children provides Peer Mediation Classes, Sensitivity Training; Career Planning and a Newspaper</p>

At-risk Health-related Services:	<p>The nurse provides Asthma classes 5 times a year to students with the condition.</p> <p>Daily the nurse provides at risk intervention services for students with chronic conditions providing both health support and social/emotional support for all sub-group populations.</p>
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APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

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

Language Allocation Plan
2009-2010

Team Members

Principal	Valarie Lewis
Asst. Principals	Linda Malloy and Mary Alarcon
Reading Specialist	Heather Sussman
ESL Teacher	Gail Lindman
Guidance Counselor	Ramonita Semper
Teacher	Judy Lefante/Humanities
Teacher	Nancy Melaniff/Technology
Parent	Eileen Lamanna
Parent Coordinator	Cynthia Lapsley
Related Services	Michele Frankel& Lauriel Orsano-Morales
SAF	Nancy Birson
Network Leader	Joseph Blaize
Other	Han Hwang/Math Facilitator

Teacher Qualifications

- Number of Certified ESL Teachers - 1
- Number of Content Area Teachers with Bilingual Extensions - 0
- Number of Certified Bilingual Teachers - 0
- Number of Special Education Teachers with Bilingual Extensions - 0
- Number of Certified NLA/FL Teachers – 0
- Number of Teachers of ELL’s without ESL/Bilingual Certification – 0

School Demographics

- Total number of students in the school 1207
- Total number of ELL’s 20
- ELL’s as a share of total student population 1.9%

A. When students are registered at PS/MS 124, the parent or guardian is given a Registration packet to complete. The HLIS form is included within this packet. All registries are interviewed by our Pupil Personnel Secretary, Susan Perri, who has been trained by our district in completing and evaluating the HLIS form. When it is noted that another language is present, (either by observation or based on the completed survey), our fully certified ESL teacher, Gail Lindman is summoned to help complete the HLIS form. If for some reason, Ms. Lindman is not available, an administrator will speak with the parents and student and Ms. Lindman will be given an admission data sheet with which to follow. At that point, either she or an administrator will speak (interview) with the student and parents regarding the child’s exposure to English and any other language. They may ask what language is spoken at home, what language did the child speak first, what language has the child been instructed in previously. Questions will vary according to the specific circumstances. If English is not apparent in either parents or student, a LAB-R screening is then ordered.

In most instances, a LAB-R screening is conducted the following school day, though in some cases, a screening may be done immediately if it is determined the student is comfortable enough to be able to respond. Generally, we may wait a day or so, in order that the child is not made anxious by a testing scenario.

When it is determined, based on the LAB-R results and hand scoring by Ms. Lindman, that a student is not eligible for ESL services, a notice of non-eligibility is sent home. If it is determined that the student is eligible, a notice of eligibility is sent home, as well as an invitation to a parent orientation. For students who can be screened at registration, an orientation in the form of a one on one interview with the parent can be conducted at that time. Others are invited to come at a set date and time, or given the option of making an appointment at their convenience.

We find that most people who cannot speak English, will bring a family member or friend to translate. However, if this is not the case, we will call upon bilingual school staff to assist. For parent orientations, we will use these same staff members as needed. During parent orientation interviews which are all conducted by our ESL teacher, and possibly assisted by a bilingual colleague, the parent survey is administered and the different programs offered by the NYC Department of Education are defined at that time. Written information is provided in the appropriate language explaining the availability and rights belonging to them based on their child's status as an ELL. They are encouraged to contact our ESL teacher, or our administration, with any questions or needs whatsoever.

Most surveys are completed on site and a copy is kept in the student's cumulative record folder and the ESL file. If a survey must be sent home, a letter of explanation is sent in the appropriate language with an invitation to call or come in with questions. The student is given an incentive to get it completed, signed and returned.

Entitlement letters are sent home every September with students. A tear-off is returned to ensure that the parent did in fact receive and read the notification. An incentive is given to the students to complete this process. It is repeated until it is complete, and occasionally, a call home is necessary to complete the process. Classroom teachers are very helpful in supporting this process with take-home folders, notes, etc.

In the rare event that a parent's preference is to place their child in an unavailable program, we will research the nearest available school in order to direct them. We will also refer them to the appropriate Department of Education office to assist them in finding the desired program. Bear in mind, this is a rare occurrence. The large majority of parents of ELLs at PS/MS 124 want their children at this school. Many are here because of the recommendation of family and friends and a few may enjoy the convenience over a desired program. As our largest ethnic group is Punjabi, most parents insist upon an English-only environment, even if they themselves speak little or no English.

THE NYSESLAT is administered every spring to all eligible students. It is given in a separate location, one grade at a time, one portion each day. It is proctored by the ESL teacher and another staff member. A testing notice is mailed prior to the testing in the appropriate language. All testing regulations and screening measures are strictly adhered to. The writing portion is scored in-house. Rubrics are rigorously followed. English Language Arts teachers as well as the ESL teacher review all tests. When results are available, the progress is noted and data extrapolated to determine weaknesses and strengths in order to modify instruction appropriately.

For the school year of 2009/2010, we currently have 20 eligible students. We have two newcomers this year, one is on the kindergarten level, and the other is in 3rd grade. We have 3 students who are being served between 4-6 years and we have no long term ELLs. The remaining 15 students are served 3 or less years. We do not have any SIFE students. We currently have no student in special education.

Of the two newcomers, the kindergartner's first language is Spanish, the third graders first language is Arabic. Of the three served 4-6 years one fifth grader has a first language of Punjabi, and two 3rd grade boys also have a first language of Punjabi. The remaining students include, 3 Punjabi L1 and one Spanish L1 on the first grade, 2 Punjabi, 1 Urdu and 2 Spanish, on the 3rd grade, 1 Arabic L1, on

the 4th Grade 1 Haitian Creole, one Spanish L1 and one Urdu, on the 5th Grade, 1 Punjabi. On the 6th Grade 1 Spanish L1 and on the 7th Grade.

At PS/MS 124 we use a pullout method of instruction. Students are pulled each day from their mainstream classes and are taught in small groups of 8 or less at another site by a fully licensed ESL teacher. As this is an ESL program, instruction is not geared to native language development, nor is instruction delivered in any language other than English as dictated by standard ESL methodology. We use a variety of tools to assist in instruction, industry books, leveled readers, phonics charts, board games, sight word charts, picture dictionaries, flash cards, workbooks, big books, shared readers, books on tape, skills review books, vocabulary builders, etc. All children keep notebooks. Intermediate and advanced students keep journals. Language emergent students each have a set of personal flash cards. As students advance, language is enhanced through the use of dictionaries and thesauruses.

Currently we have 9 advanced students, 8 intermediate and 3 beginning students based on test results. Students are taught in grade clusters. The early A.M. group contains intermediate and beginning students in 3rd and 4th grades. The afternoon group contains more advanced 3-7th graders. The late morning group has our early childhood ELL's. Students who are mandated for 360 minutes remain for two periods or 90 minutes per session. Students who receive only 180 minutes remain for 45 minutes. Lessons are modified according to the needs and abilities of each student though content is the same. Through the use of thematic units, all subject areas are addressed. Core curriculum is enhanced during ESL instruction time. Our primary goal is to develop language, vocabulary and create opportunities to use and develop language. We also stress the importance of being able to quickly engage in academic activities to promote a successful school experience. By alternating the academic (writing and reading exercises for example) with related activities (games) we are able to coordinate and facilitate language opportunities in all its various uses. We endeavor to build up the structures of language simultaneously rather than one structure at a time.

In order to deliver content to language learners, context is of maximum importance. Therefore, a great deal of time is spent on acting out, role playing, re-telling, partner shares in order to relate things to the individual culture and experiences as well as and most importantly to relate this learning to our shared experiences and culture. Learning and teaching language is a real experience of laying common ground and this is our great goal and challenge for content as well as language acquisition. In our ESL Lab, we utilize maps and globes copiously, not only for content or vocabulary, but also to develop a sense of place and an understanding of where we have come from. It is invigorating and stimulates a more mature view which can only help in the learning process.

All students receive time and a half and separate location for standardized testing. This also includes any students who are eligible within the past 2 school years. These same students are also offered ESL support as determined by their classroom teacher. If they are experiencing difficulty in any subject area, they are incorporated into the ESL program until they are performing successfully in their regular classroom. The decision to continue or not is made with the student, the teacher and the parents. Any particular subject weakness is also addressed by other programs offered here. We have math and ELA support, test prep, Saturday school, Extended Day, SAYA and Afterschool Academy – all of which is available to every student at PS/MS 124 regardless of eligibility.

All instructional materials in the content areas are highly illustrated. When choosing program materials, the administration is very careful to include materials with ESL applications and support incorporated into their formats.

As we are using an ESL model exclusively, and as our ELL population is primarily Punjabi desiring only English instruction by choice, we do not encourage 1st language discussion during academic time unless clarification is needed. At that time, we may ask a student to translate. We do use a buddy system for new students but only up to its usefulness. Once we determine language, acquisition may be stifled, we will shift the dynamics.

Before the school year commences any newly identified ELLs and their families are invited to participate in a school tour and meet and greet with refreshments. At that time, they will meet key staff and get a sense of what the school is like and what will be available for them.

We endeavor at PS/MS 124 to train all relevant staff members in ESL methodologies and practices. Each new teacher is evaluated as to background and coursework, and a schedule is put in place to fill in any weak areas. This includes all general education teachers, out of classroom teachers, paraprofessionals, parent and family assistants and special education personnel. We train them in eligibility, lesson modification, and theory. We distribute written articles and DVDs on relevant themes. Staff members provide written critiques of these sessions and articles.

Parents of ELLs are included and encouraged to participate in all PTA activities in the school. We do have special cultural celebrations in which the parents participate in such as our annual Diwali festival and our Spring Dance Festival. We also have game nights, movie nights and cultural food shares. Our ELL parents are sent special invitations in their language and are encouraged to join in. We appreciate that many do.

We are currently fortunate to have “Partnership for Children” at our school. They have provided invaluable support for our students and parents. Quite a few ELLs and ELL families have benefitted from their counseling and expertise.

At PS/MS 124 we ECLAS every student up to the 3rd grade including ELLs. Older students are given periodic assessments. We also use predictor tests in math, science, social studies and ELA to determine strengths and weaknesses. All data is shared. Weekly grade conferences help determine new directions for meeting the needs of our students especially our ELLs.

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

Form TIII – A (1)(a)

Grade Level(s) K,1,3,4,5,6,7 **Number of Students to be Served:** 20 **LEP** 18 **Non-LEP**

Number of Teachers 1 **Other Staff (Specify)** 1 Reading Specialist

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

The program design that expands the LEP program revolves around the Core Knowledge instructional sequences, grade appropriate. All of the students are grouped according to instructional need, first in ELA and then math. All 21 LEP and Non-LEP students in grades K-7 are served by various program designs which include *Leaptrack*, *Fundations*, *Words Their Way* and the *Wilson Program*, which are all conducted in English. The grouping is flexible and provides for movement as benchmark targets are attained. The students are seen in groups of five and participate daily for 30 minutes in their individualized learning paths in language acquisition. There is an After –School Academy which runs Tues.-Thurs from 2:50 to 4:20 providing instruction in reading, writing and math. The Title III funding allocated is \$4200. which is supplemented by Contract 4 Excellence funding. There is also a Saturday Academy from 9:00-12:00 to provide for ELA support through instruction aligned to the specific grades instructional targets for the following week. This is funded through Tax Levy Fair student funding. The one to one tutoring uses *Leaptrack* and the Title III funding allocated is \$4,800. The programs are integrated with the Core Knowledge strands which provides students with a foundation of prior knowledge to support new skill development linked to content. In addition, students are provided with one to one tutoring for one period a week during the lunch and learn model. The instructional focus is intervention in ELA and the writing process.

The programs are conducted by staff that hold certifications in their area of concentration including Common Branch, Reading and certification in English to Speakers of other Languages/ESL.

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.

The Professional Development provided includes monthly workshops on the following:

- Core Knowledge Sequences conducted on Common Preps, grade specific twice a month, the second and fourth week.
- *Leaptrack* Program: All teachers are trained in this program. Data analysis and learning path overview is reviewed the last Thursday of every month.
- *Words Your Way/ESL*: Training conducted during the July and August Summer Academy 2009
- *Wilson* and the *Foundations* Program: All teachers assigned to ESL students are trained in these programs

The Parent and Community Participation Activity

The Parent involvement activities revolve around the Theme Night design. Every third Thursday of each month the school conducts a Theme Night which aligns to the literacy initiative of the month. The focus targets all of the literary item skills (i.e. main idea, predictions ,sequencing etc.) The parents and students who attend are provided with activities and a book in their native language to increase parental involvement through reading and reinforce the theme of the month.

Form TIII – A (1)(b)

School: PS/MS 124 BEDS Code: 342700010124

Title III LEP Program School Building Budget Summary

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$4200. \$4800	Funding for 100 hours for the AIS/ESL Academy (TWTH) Funding for the one-to one tutoring program
Purchased services - High quality staff and curriculum development contracts.	NA	
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$4500	Library Collection: <u>Knowledge Industries</u> Dual Language Classroom Libraries in Spanish Grades K-7, Urdu, Arabic and Hindi.
Educational Software (Object Code 199)		

Travel		
Other Parental Involvement	\$1500.	Literature in student/parent native language and English Give away book for theme night. Knowledge Industries-Spanish, Urdu, Arabic, Hindi and Haitian -Creole.
TOTAL	\$15,000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The pupil personnel secretary provides a running list of the information on the Home Language Surveys of the students that are new admits to the school. The data is entered into ATS and the classroom teachers are notified. In addition the school staff utilizes ARIS to ascertain a students' ethnic background and reviews the home language survey to ascertain the language needed to communicate to the parents.

In addition, we now have staff members representative of all the languages spoken which facilitates timely, effective communication with all families who do not speak English.

The parent coordinator in our school maintains constant communication with parents and the school administration, which allows for the continued updating of language translation needs. The Department of Education provides translations of documents in many languages including Spanish, Hindi, Arabic, Urdu, and Punjabi, which are the native language groups reflected in our school community. Our ESL coordinator meets with parents of new students in order to help them fully understand the programs available to the children.

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.

At this time, there are 1204 students registered of which 31 are ELLs. The majority of our parents speak English and there is a minimal need for translation services. School notices are translated into other languages when necessary by staff members who are fluent in our identified languages of Spanish, Arabic, Urdu, Haitian -Creole, Hindi and Punjabi. When needed, a parent volunteer, staff member or upper grade students who are members of the Translation Club are asked to translate for a non-English speaking parent. The needs of the school are reported and discussed at monthly PTA meetings as well as at our School Leadership Team meetings.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
 - a. The school provides parents with a translated Bill of Parents Rights and Responsibilities
 - b. Translated Signs
 - c. Translated notices
 - d. All forms are provided to parents in their language.
 - e. Translators are on staff or are hired to facilitate meetings
 - f. Translations are also done by parent volunteers to expedite timely communication

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.

The school will continue to provide translated letters to our school parents to keep them informed along with the rest of the school community population. . The Department of Education will also provide translated documents in any of the eight most common primary languages other than English. In some cases where teachers need to send home a notice to a parent, a member of the school staff (such as the ESL teacher) may be asked to translate it. The school will also conduct outreach to community churches in order to find people willing to help with translation or interpretation needs. We will also use funds from the stipend provided to pay for outside translation services if needed.

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>.

The school will provide to parents whose primary language is one other than English a translation of documents that contain information about their child such as health, safety, legal or disciplinary matters, or permission slips. The school will also provide to parents, through the Translation and Interpretation Unit of the Department of Education, translated documents regarding their child's education such as registration, standards, conduct and discipline, special education and related services, and transfers and discharges. We will also use the stipend provided to pay for translation and interpretation services that are needed but not provided because the home language is not one of the eight most common primary languages other than English as determined by the Department of Education.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions: Check Arrra

- 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:	\$715,948	\$75,749	\$791,697
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$7,159		\$7,159
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$757	0
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$35,797		\$35,797
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$3785.	\$3785
6. Enter the anticipated 10% set-aside for Professional Development:	\$35,797 Attached to Core facilitator PD		\$35,797
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$7575	\$7575

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 97.3%_____

Note: As of August 2009 all teachers on staff were highly qualified.

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.

All teachers are highly qualified.

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.

PS/MS 124 Parent Involvement Policy **2009-2010**

Overview

PS/MS 124 receives funds under Title I to implement supplemental instructional programs for its students. Outlined in this document are the policies and procedures for the committee that monitors all parental involvement activities. At the school level, the Administrative Team, Parent Coordinator, PTA and Title I Parent Compact Committee facilitate parental involvement activities collaboratively. Throughout this document, the term “parent” is defined as any and all primary caregivers (and is intended to have the broadest possible meaning), including parents, guardians and other persons having “parental responsibilities” to a child currently attending a school within this district.

Consultation

Consultation is defined in the PS/MS 124 program to include providing a comprehensive range of opportunities for parents to become informed, in a timely way, about how the program will be designed, operated and evaluated; and allowing opportunities for parental participation so parents and educators can work together to realize the program’s objectives. After consultation with and review by parents, the committee developed this policy to insure parents are involved in the planning, design and implementation of programs, and will provide support for parental involvement activities as parents request.

The following procedures have been implemented to insure ongoing opportunities for consultation:

- Our Title I school has established a Parent Advisory Council (PAC). In Title I schools, at least 51% of the membership is composed of parents of Title I students.
- The membership includes a minimum of two (3) parent representatives from the school’s PAC
- PAC s are held monthly to:
 - inform parents of their rights and responsibilities pursuant to Title I guidelines and regulations;
 - provide parents with written descriptions of program activities for their review, discussion and recommendations;
 - disseminate information, and obtain parental input, regarding program goals, objectives, procedures for selecting and assessing the participating schools and students, and the development, implementation and evaluation of educational strategies

- provide monthly progress reports on program activities;
- discussion of recommendations for programmatic change.

Monthly school PAC meetings are coordinated and scheduled by the Parent Coordinator and the PAC Chairperson.

Annual Meetings

Each school year, an annual “Meet The Teacher Night and PTA Meeting” must be held in all schools by October 31. The Parent Coordinator assists the PAC chair in scheduling this event. Parents will be provided with information regarding opportunities for involvement in the development of policies, programs, activities and procedures for ongoing parental involvement. Funded program personnel, which include Reading, Math, Early Childhood and/or Bilingual teachers, will provide parents with information about program goals, objectives, activities, mid-year assessments and procedures for individual parent conferences throughout the school year.

Parental Involvement Activities

In consultation with parents, the following activities will be supported during the school year:

- Monthly PAC meetings, each of which will include discussions of programs to apprise parents of the activities that will be conducted and to solicit recommendations for change.
- Participation in school activities and school-based announcements to keep parents informed of school events; these include PA meetings, science fairs, multicultural fairs, school assemblies, trips and other special events. Funds also may be provided for parent trips related to school and parental involvement activities;
- School visits by parents to view school-based programs and activities. A workshop will be conducted for interested parents and a schedule developed for parent visits.

In addition, parental involvement is an integral component of the following programs:

Visitations

It is the school policy that all parents are strongly encouraged to attend parent-teacher conferences and to participate in parent workshops scheduled at the school.

Shared Responsibility for High Student Achievement

As a component of school-level policy regarding parental involvement, each Title I school will develop, with parents, a Home-School Compact that outlines the manner in which school staff, parents and students will jointly share responsibility for improved student performance. The compact will:

- Describe the school’s responsibility for providing the high scientifically researched Core Knowledge Curriculum, aligned to NYS Standards and the New York City Scope and Sequences, and the ways in which parents will be responsible for supporting the learning of their children.
- Address the importance of communication between parents and teachers through, at a minimum, regularly scheduled parent-teacher conferences, frequent school reports on the progress being made by children, and reasonable access of parents to school staff;
- Provide opportunities for parents to assist in school activities as volunteers, and observe and participate in their children’s activities.

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.

P.S./M.S. 124 School Parent Compact 2009/2010

P.S./M.S. 124, is an educational community where staff and parents collaborate to create an educational institution with an understanding and acceptance of diversity, fostering individuality, creativity and on-going collaboration between school and home. To this end a partnership is formed between the school and parents/guardians to involve parents/guardians in all aspects of their child's education.

Implementation of the aforementioned states the following:

P.S./M.S. 124 agrees to:

- **Consultation Forum**
 - **Meetings monthly with the PTA Executive Board.**
 - **Bi-monthly meetings with the School Leadership Team.**
 - **Presentations at monthly PTA meetings by the Principal and Assistant Principal to inform parents of school initiatives, programs available, parental rights and responsibilities pursuant to Title 1 and No-Child Left Behind mandates.**
 - **Parent needs assessments to cull on-going feedback on concerns.**
 - **Annual "Meet the Teacher Night" conducted the first week of school. Parents/guardians receive an overview of the Core Knowledge Instructional Program and a book *What Every ___ Needs to Know* (grade appropriate). Presentations are made by funded program personnel, including the Title 1 Reading and Math Teachers, Title I AIS Teachers, ELL and SETSS Teacher.**
 - **Rotation of meeting times to afford all parents/guardians the time to attend.**
 - **Workshops on data analysis and Acuity**
 - **Workshops on the data culled from the Quality Review and Progress Report**
 - **Extended Parental involvement activities include monthly PTA meetings, monthly Core Knowledge Workshops, the Learning Leaders Program, and Parent Reading and Math Instructional Workshop.**
 - **Open School week in November and March provides parents with the opportunity to visit the school community observing their child's class and meeting with the teachers to glean information on their child's instructional strengths and weaknesses.**
 - **Provide parents with timely information about all programs.**

- Provide performance profiles and individual student assessments results for each child and support in analyzing data.
- On-going communication and feedback to parents through report cards progress reports and phone calls.
- P.S./M.S. 124 staff will be positive role models for all students.
- Implementation of a homework helper program that is developmentally appropriate targeting literacy, writing and math.

The Parent/Guardian agrees to the following:

- Involvement in developing, implementing, evaluating and revising the school/parent-involvement policy.
- Attendance at PTA Meetings, School Leadership Meetings, Parent Instructional and Parenting Workshops.
- To assure child attends school and arrives on time.
- To assure student has notebooks and tools.
- To actively assist and supervise their child with homework.
- To read and discuss a piece of literature with your child daily for 20 minutes.
- To do real world math.
- To share in the responsibility for students' behavior.
- To sign homework nightly.
- To provide needs assessment feedback indicating the types of training or assistance they need.
- To link with the parent coordinator to glean information on school activities, workshops and outside supportive services.

Note:

PS/MS 124 Q 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.**

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
 - **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.**
Refer to Pages 10 to 21_____
1. **School-wide reform strategies that:**
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
The instructional programs at PS/MS 124 are directly linked to the Core Knowledge Sequences and Department of Education Core Curriculum which is a scientifically researched school reform model. The curriculum sequences provide a seamless, instructional program providing an equitable education for the entire student population, including ESL and Special Education. The Core Knowledge Model is based on sequential learning, beginning in K – Grade 8. It is academically focused for all students, providing standards based content. The program includes components, which when implemented; provide a collaborative foundation of a core of knowledge, ensuring success of the programs' development within the school community.
 - b) **Use effective methods and instructional strategies that are based on scientifically-based research that:**

Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities. help provide an enriched and accelerated curriculum.

Meet the educational needs of historically underserved populations. The Core Knowledge Model and the sequences are based on priorities for effective school reform, which is based on scientific research. They include:

 - Curriculum With Sequence – one that integrates core/content academic knowledge which is thematic to promote learning through patterns, connections and prior knowledge; links core sequences with challenging content aligned to ground skill instruction; offers a clear emphasis on relevant learning experiences to connect learning to life; uses a variety of assessments tied closely to instruction to measure the many ways in which children learn; impacts on literacy, broadly defined to include not only reading, writing, speaking, and listening, but mathematics, geography, American and World History, Science and Fine Arts as part of each day's learning, provides students with a supportive technology component, computers, integrating content taught through Web Quests providing students with rich and varied opportunities for study.

- The School As a Community – recognizes and includes parents as partners in the education of their children, teachers as empowered school leaders linked to strong administrative and district support and the surrounding community as an integral part of the school’s learning environment.
- Professional Development – for both staff and parents providing systematic strategies for integrating the Core Knowledge Sequences within the school’s framework. It further allows for in-depth collaboration between teachers on their grade, across **grades and** between Core Knowledge Schools. The development expands to include alignment of content taught with the New York City and the New York State Standards, measurable objectives and assessments for each unit.
- Evaluation Strategies – provides for ongoing assessment through various data collection models; includes assessments of content taught both on grade and vertically to assess mastery of content taught, authentic assessments and standardized tests.
- Climate for Implementation and Learning – commitment of administration,, staff and parents to implement the program through collaboration and teamwork, aligned with existing programs and resources; common planning time, ongoing communication with parents and the community; enriched experiences outside of the school to include trips, inter-visitation to other schools, further expanded through additional learning opportunities to include after school programs and Saturday programs.

2. Instruction by highly qualified staff.

Currently all P.S/MS 124 teachers are NYS Certified. The Pedagogical Staff is 100% permanently assigned to the school. 90.% hold Master’s degrees. Additionally, 43.4% of the staff has more than five years experience. 55.2% of the staff has been teaching in the school for more than two years.

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

Professional development on an on-going basis targeting literacy, math, science, social studies, best practices of instruction and data analysis and assessments. The focus of professional development is aligned with student’s needs and provides a differentiation of instruction model. Professional development is conducted in a variety of formats including:

- Monthly grade conferences School-based announcements to keep parents informed of school events including PTA meetings, School Leadership Team meetings, multicultural fairs, school assemblies, trips, and other special events.
- School visits by parents to view school-based programs and activities.
- Provide opportunities for parents to assist in school activities as volunteers, and observe and participate in their children’s activities.
 - Learning Community Teams
 - Monthly Core Knowledge meetings
 - Weekly common prep Core Knowledge training
 - Common planning sessions
 - Study groups
 - Inquiry Teams instructional innovations
 - Cohort staff development for the Principal and Asst. Principal
 - Learning Community Teams

Professional development is conducted by the Administrative Team, Core Facilitator, AIS Literacy Staff Developer, Reading Coach, Math Coach, and Curriculum Team members.

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

Through networking conducted by the Administrative Team, participation at hiring halls sponsored by the Department of Education and universities, qualified pedagogues are hired. Potential teachers must be qualified in standards based instruction and be amenable to teaching the Core Knowledge sequences.

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

PS/MS 124 provides a wide-range of opportunities for parents to become informed about and involved in their children’s education. These include the following:

- An annual “Meet the Teacher Night where parents will be provided with information about program goals, objectives, activities, mid-year assessments and procedures for individual parent conferences throughout the year.
- Monthly Parent Advisory Council meetings, which will include discussions of programs.
- Various parent workshops designed to assist parents in becoming active partners in the education of their children.

6. **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.**

Within the instructional framework of the early childhood initiative is a literacy/math/social skills acquisition facilitator who specifically targets students in need of transitional assistance. Extensive professional development is provided to all Kindergarten teachers targeting differentiation of instruction to effectively drive the successful assimilation of the Pre-K child into the educational main stream. Parent workshops are provided to inform and instruct parents of the fundamental skills needed to assist their children in achieving academic success.

In order to achieve smooth transitions, administrators and teachers must work to ensure program continuity by providing age-appropriate curriculum within all early childhood grades. To facilitate opportunities for communication and cooperation throughout the year, a variety of continuity and transition activities will be planned to support the “moving-on” experience. These activities will be provided for staff, children, and parents from Community Based Organizations, Public School Pre-Kindergartens, and Special Education Pre-Schools as follows:

On- Going Communication for Staff

- Invite staff of the preschool and kindergarten programs to participate in exchange visits.
- Conduct joint in-service professional development sessions, meetings, and discussions focusing on transition, curriculum, and best practices.
- Share Department of Education curriculum and standards for Kindergarten with Community Based Organizations and Pre-K staff in order to increase awareness of where the children are heading.

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7. **Schoolwide reform strategies that:**

PS/MS 124 provides a wide-range of opportunities for parents to become informed about and involved in their children’s education. These include the following:

- An annual “Meet the Teacher” night where parents will be provided with information about program goals, objectives, activities, mid-year assessments and procedures for individual parent conferences throughout the year.
- Monthly Parent Advisory Council meetings, which will include discussions of programs.
- Various parent workshops designed to assist parents in becoming active partners in the education of their children.
- School-based announcements to keep parents informed of school events including PTA meetings, School Leadership Team meetings, multicultural fairs, school assemblies, trips, and other special events.
- School visits by parents to view school-based programs and activities.
- Provide opportunities for parents to assist in school activities as volunteers, and observe and participate in their children’s activities.

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

PS/MS 124 utilizes a variety of assessments to provide teachers with needed information to help them develop specific objectives for remedial instruction. ECLAS 2 is administered to students in grades K, 1, 2, and 3 according to the parameters of the assessment tool. Students in grades three through six take Predictives and ITA Interim assessments in Literacy and Math. Teachers meet on grade level to discuss the interim assessments and also to review the results of two regional practice math tests and two regional practice reading tests in order to evaluate the data to drive the instructional program. Monthly grade level conferences devoted to examining student work, reviewing data, and classroom assessment results.

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

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the School-wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Leap Frog services for identified students in grade K, 1, 2, and 3. Students are identified by ECLAS, DIBELS, and teacher recommendation in September. Utilizing the Leap Frog Program students are serviced daily in small groups by Educational Assistants for 45 minutes. Students participate for the entire year and are evaluated at designated benchmark points.
 - AIS Instructional Reading Program – push-in/pull-out model in grades 3 and 4 providing instruction to identified Level 1 and 2 students. The teaching model used provides for team teaching with the classroom teacher. In addition, the Reading Teacher provides whole class model lessons. At times, students are pulled for individualized group work.
 - AIS Reading Teacher, grades 3 through 8 utilizes a push-in/pull-out model and works in tandem with the classroom teacher providing instruction to students identified at level 2. The program provides for remediation in comprehension, item skills and writing.
 - AIS Instructional Math Program – All identified students have a daily 45-minute math period. The math program design incorporates the use of manipulatives in skill and conceptual development linked to problem solving. In addition, the Math Coach services identified Level 1 students in grades 3, 4, 5 and 6. The model developed is a push in/pull-out design. The Math Coach models lessons, team-teaches. All students work in small groups. The Math Coach works in tandem with all teachers of identified Level 1 students. Students are identified through standardized test results and teacher recommendation.
 - The Math IEP/ AIS intervention program targets students in grades, 4, 5, 6, 7, and 8 identified by teachers as “in need of assistance” and standardized tests level 2. Small groups of identified students are pulled out three times a week for 45 minutes through STARS, a prep PD tutoring. The AIS teacher pushes into classes when the need is identified working in tandem with the classroom teacher. Grouping and differentiation of instruction is evident.
 - ESL Program – The ESL Program is a pull out program targeting students identified through LAB scores. They are serviced for 90 minutes daily in bridged learning groups.

- The Extended Day instructional design is on Monday through Friday and runs from 8:00-8:35. Teachers and intervention personnel work with all identified students. The focus is on reading and math skills and strategies. Identified AIS students are grouped for small group and individualized assistance.
- After school and Saturday programs will continue to be offered (pending budget for 2008/2009). The focus of the instruction is to enhance basic skills, target areas in need as identified through assessment analysis, and develop effective test-taking skills and strategies.

8. Instruction by highly qualified staff.

PS/MS 124 utilizes a variety of assessments to provide teachers with needed information to help them develop specific objectives for remedial instruction. ECLAS 2 and are administered to students in grades K, 1, 2, and 3 according to the parameters of the assessment tool. Students in grades three through eight take Predictives and ITA Interim assessments in literacy and math. Teachers meet on grade level to discuss the interim assessments and also to review the results of two NYS practice math tests and two NYS practice reading tests in order to evaluate the data to drive the instructional program. Monthly Learning Community meetings devoted to examining student work, reviewing data, classroom assessment results and the development of a differentiated instructional model revolving around the Core Knowledge strands.

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

All staff participates in the Learning Community Model. The staff has set individualized instructional for their students and professional goals for the 2009/2010 school year. The teachers' turn-key their professional best practices to their colleagues through inter-visitations and professional development workshops. The staff attends a myriad of conferences to enhance their instructional innovations to be able to differentiate instruction impacting on student achievement. The focus of the professional development targets: Core Knowledge; Learning Communities; Mathematics; Science Hands-On Experimentation; Social Studies Exploration; Robotics: Technology and the Writer's Workshop Model.

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

Perspective teachers are encouraged to explore the Core Knowledge Curriculum before they come for an interview. They are then invited to spend a day at the school in all grades to observe classes and the instructional approach. The teachers that are deemed interested in the Core Knowledge Program are then invited back to do a demonstration level on the Core Knowledge topic of their choice.

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

All parents receive the Core Knowledge parent book *What Every _____ Needs to Know* in September. The book, grade appropriate provides the parents with a blueprint of the instructional Core Knowledge strands their child will be studying for the year. There is a monthly newsletter that is sent home to the parents where they can review with their child the up-coming topics to be studied. Parent workshops on Core Knowledge topics are presented throughout the month during revolving times and on Saturday's to impact on increased parental involvement, and literacy.

12. 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.

Transition Activities for Children

Within the instructional framework of the early childhood initiative is a literacy/math/social skills acquisition facilitator who specifically targets students in need of transitional assistance. Extensive professional development is provided to all Kindergarten teachers targeting differentiation of instruction to effectively drive the successful assimilation of the Pre-K child into the educational main stream. Parent workshops are provided to inform and instruct parents of the fundamental skills needed to assist their children in achieving academic success.

In order to achieve smooth transitions, administrators and teachers must work to ensure program continuity by providing age-appropriate curriculum within all early childhood grades. To facilitate opportunities for communication and cooperation throughout the year, a variety of continuity and transition activities will be planned to support the “moving-on” experience. These activities will be provided for staff, children, and parents from Community Based Organizations, Public School Pre-Kindergartens, and Special Education Pre-Schools as follows:

On- Going Communication for Staff

- Invite staff of the preschool and kindergarten programs to participate in exchange visits.
- Conduct joint in-service professional development sessions, meetings, and discussions focusing on transition, curriculum, and best practices.
- Share Department of Education curriculum and standards for Kindergarten with Community Based Organizations and Pre-K staff in order to increase awareness of where the children are heading.

Transition Activities for Children

- Schedule visits to the new school for the children
- Encourage children to ask questions about Kindergarten

13. 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.
14. 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.
15. 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.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

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

Part A: For All Schools Identified for Improvement

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

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

Part B: For Title I Schools Identified for Improvement

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

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

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

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

An instructional committee was formed consisting of representatives of all constituent groups: administrative team, reading team, math team, core facilitator, technology coordinator, ELL coordinator, special education coordinator, Learning Community Teams, and a parent representative from the School Leadership Team. Several of these members are also on the Inquiry Team. This committee meets on a monthly basis. In their review of Key finding 1A it was determined that the school's K-8 ELA curriculum, as taught through the Core Knowledge scientifically researched program is aligned with both state standards and the NYC Scope and Sequences. The committee further determined that even though students receive more in-depth instruction in ELA because it is integrated across the disciplines of Math, Science, Social Studies and Fine Arts, there were areas within the curriculum that can be strengthened.

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?

- A review of portfolios, work-folders and unit tests administered to K,1, and 2 in reading, math, science and social studies indicates students are developing sequential content knowledge which is retained, but need increased support to develop writing skills for all grades.
- An analysis of the student portfolios, Predictive tests and 2009 Progress Report results for grades 3-5 indicated the need for additional support in the areas of grammar, fictional comprehension in the areas of predicting, inferencing and writing focusing on informational content.
- An analysis of the student portfolios, Predictive tests and 2009 Progress Report results for grades 6-8 indicate the need for more in-depth instruction in inference, cause and effect and figurative language.

- An analysis of student portfolios, informal observations and interim predictives indicates the need for additional instructional support for ELL students.

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.

- Students in grades K, 1, and 2 will develop writing skills through more in-depth instruction using Four Square Organizer or Thinking Maps to foster secure developmental writing aligned to a standard-based writing rubric.
- Students identified for AT-Risk Intervention will receive language acquisition services during teachers' PD with service extended for 10-week cycles and then a re-evaluation.
- The instructional design for grades 3-5 is enhanced to include two complete writing samples weekly, student peer conferencing and oral presentations.
- Grades 3-8 will continue and expand the ELA instructional strategies aligned to the Core Knowledge Strands to include Literature Circles and the Administrative ELA Academy. A complete Balanced Literacy Program supported by differentiated instructional materials aligned to all Core Knowledge Strands will be put in place along with expanded individual class libraries to include leveled libraries and adequate copies of all literature to drive the Guided Reading and Shared Paired Reading component.
- ELL students will be provided instruction through the Wilson Program, Foundations, Leaptrack, and Words for Many for ELL Students to assist in language development. Differentiated pathways to learning will incorporate reading materials targeted to the students' readability levels.
- Additional support from central is desired to provide professional development for all instructional constituents in the building, from the principal on down, to take best practices to the best level.

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.

An instructional committee was formed consisting of representatives of all constituent groups: administrative team, reading team, math team, core facilitator, technology coordinator, ELL coordinator, special education coordinator and a parent representative from the School Leadership Team. Several of these members are also on the Inquiry Team. This committee meets on a monthly basis. In their review of Key finding 1B it was determined that the school's K-8 Math curriculum, as taught through the Core Knowledge scientifically researched program is aligned with both state standards and the NYC Scope and Sequences. The committee further determined that there were areas within the curriculum that can be strengthened.

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?

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

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

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?

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

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (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.

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

Applicable Not Applicable

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

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.

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.

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.

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?

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

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?

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

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?

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

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?

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

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

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

Please respond to the following questions for Key Finding 7:

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

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?

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

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

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.

Attached find 2008/2009 plan to be continued for 2009/2010

I. Class Size Reduction

Schools can reduce class size by one or both of the following two strategies:

- Creation of additional classrooms
- Reducing teacher-student ratio through team teaching strategies

For more information on class size reduction strategies and resources, please consult the *2008-09 Class Size Reduction Guidance Memo*, which is forthcoming in Principals' Weekly.

Does your school plan to use FY09 C4E funding to reduce class size?

- Yes (If yes, respond to questions in Parts A and B of this section.)
 No (If no, proceed to Section II – Time on Task)

A. Does your school plan to allocate FY09 funding to reduce class size **via the creation of additional classrooms**?

- Yes
 No

If yes, what grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2008-09? How many new classrooms/class sections will be created for school year 2008-09? (Please add additional lines to chart as necessary.)

Grade	Subject	Special Population	Average Class Size 2007-08	# New Classrooms/ Class Sections	Projected Average Class Size 2008-09

B. Does your school plan to allocate FY09 funding to reduce class size **by reducing teacher-student ratios in existing classrooms** (e.g., team teaching models, creation of additional CTT classes, etc.)?

- Yes
 No

Note on Reducing Teacher-Student Ratio through Team-Teaching Strategies:

Some schools may not have sufficient space to reduce class size through the creation of additional classrooms. In such cases, schools may elect instead to reduce teacher-student ratios using team teaching strategies. **C4E funds may only be used for true co-teaching models and not for push-in teaching.**

If yes, what grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2008-09? How many existing classrooms will be targeted for school year 2008-09? (Please add additional lines to chart as necessary.)

Grade	Subject	Special Population	Teacher-Student Ratio 2007-08	# Classes Targeted	Projected Teacher-Student Ratio 2008-09

II. Time on Task

Schools can increase student time on task via implementation of one or more of the following strategies:

- A. Lengthened school day
- B. Lengthened school year
- C. Dedicated instructional time
- D. Individualized tutoring

Does your school plan to use FY09 C4E funding to increase student time on task?

Yes

No (If no, proceed to Section III – Teacher and Principal Quality Initiatives)

If yes, please check the box next to each applicable program option that your school plans to fund for new or expanded implementation in school year 2008-09, and include a brief description of the program that will be implemented.

X Yes A. Lengthened school day (beyond the contractual 37½ minutes)

Program Description:
 Academy classes targeting level 1 and 2 students in ELA, mathematics, science and social studies, and students who did not attain a years proficiency in ELA/math in an After-school Academy. The instructional focus is ELA, math and writing. Students will work on targets of their individualized learning paths. The program class size will be 15. Program will be on Tuesday, Wednesday and Thursday from 2:50-4:20. Program runs from October to May.

Is the program described above (lengthened school day) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., increase in the number of after-school program hours, increase in the number of students served, etc.)

Details of Program Expansion:

The program will serve 100 more students and employ 22 teachers. Individual classes will also be set-up for ESL and Special Education students.

- B. Lengthened school year** (e.g., summer programs)

Program Description:

Is the program described above (lengthened school year) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., additional summer program offerings, increase in the number of students served, etc.).

Details of Program Expansion:

- C. Dedicated instructional time** (e.g., instructional blocks for core academic subjects, additional instructional periods for areas of greatest student need, Response to Intervention (RTI) and/or intensive individual intervention, etc.)

Program Description:

Is the program described above (dedicated instructional time) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

X D. Individualized tutoring (provided by highly qualified staff as a supplement to general curriculum instruction and targeted to students not meeting State standards)

Program Description:

Teachers will tutor students one to one and in a small group 2 days per week for 45 minutes. The focus will be on ELA, writing and math. Students individualized learning paths and results of the data culled will drive the differentiated instructional program for each student.

Is the program described above (individualized tutoring) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
 Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2009-2010.

Details of Program Expansion:

This program design provides for additional individualized targeted interventions. Students are provided with a focused learning intervention to master weak skills. This program supports the analysis of the data and targets weak skills.

Details of Program Expansion:

This program design provides for additional individualized targeted interventions. Students are provided with a focused learning intervention to master weak skills. This program supports the analysis of the data and targets weak skills.

III. Teacher and Principal Quality Initiatives

Schools can undertake activities to provide staff development opportunities via implementation of one or more of the following strategies:

- A. Programs to recruit/retain Highly Qualified Teachers (HQT)

- B. Professional mentoring for beginning teachers and principals
- C. Instructional coaches for teachers
- D. School leadership coaches for principals

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

Yes

No (If no, proceed to Section IV – Middle & High School Restructuring)

If yes, please check the box next to each applicable program option that your school plans to fund for new or expanded implementation in school year 2008-09, and include a brief description of the program that will be implemented.

A. Strategy/program to recruit or retain Highly Qualified Teachers (HQT) (e.g., Lead Teacher program)

Program Description:

Is the program described above (to recruit or retain HQT) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy was expanded for school year 2008-09 and maintained for the 2009/2010 school year.

B. Professional mentoring for beginning teachers and/or principals (consistent with SED mentor-teacher certification requirements, and limited to 1st and 2nd years of teacher/principal assignment)

Program Description:

To provide support in the development of best practices, coupled with data analysis and differentiation of teaching styles and student instruction. The PD is provided by CEI with mentors coming in weekly to provide PD within the classroom environment.

Is the program described above (professional mentoring for beginning teachers and/or principal) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

C. Instructional coaches for teachers (appropriately certified coaches or highly qualified teachers to provide support in content areas needed to attain learning standards)

Program Description:

Is the program described above (instructional coaches for teachers) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
 Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

X D. Instructional coaches for principals (appropriately certified school leadership coaches, with record of demonstrated success, to provide instructional leadership development across all curriculum areas)

Program Description:

Provide instructional leadership support through a mentor from CEI-PDA. Specifically targeting the Middle School Blueprint to assist in providing instructional support to assist in meeting the promotional criteria. Of grades 7 and 8.

Is the program described above (instructional coach for the principal) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
 Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

X D. Instructional coaches for principals (appropriately certified school leadership coaches, with record of demonstrated success, to provide instructional leadership development across all curriculum areas)

Program Description:
Provide instructional leadership support through a mentor from CEI-PDA. Specifically targeting the Middle School Blueprint to assist in providing instructional support to assist in meeting the promotional criteria. Of grades 7 and 8.

Is the program described above (instructional coach for the principal) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

IV. Middle and High School Restructuring

- A. Implement Instructional Changes
- B. Structural Changes to Organization (must also include instructional changes)

For schools with middle or high school grades only:

Does your school plan to allocate FY09 funding to implement instructional changes to improve student achievement and/or structural changes to the school's organization (e.g., Smaller Learning Communities; ninth grade academies; CTT classes; dual language programs; teaming; Academic Intervention Services; accelerated learning, including AP courses; etc.)?

- Yes
- No (If no, proceed to Section V – Full-Day Pre-Kindergarten Programs)

If yes, please provide a brief description of the instructional changes and/or structural/organizational changes that will be implemented. Please also indicate whether the instructional and/or structural changes are being newly implemented for school year 2008-09, or whether the changes are the expansion or modification of a current strategy.

Program Description:

V. Full-Day Pre-Kindergarten Programs

Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand an existing pre-kindergarten program at the school?

Yes

No (If no, proceed to Section VI. Model Program for ELLs)

If yes, is this a first-time implementation of the pre-kindergarten program in your school, or an expansion of an existing pre-kindergarten program?

New implementation

Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., adding pre-kindergarten classes to an existing full-day program, expanding the integration of students with disabilities into existing pre-kindergarten program).

Details of Program Expansion:

VI. Model Programs for Students with Limited English Proficiency (English Language Learners)

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for English Language Learners (ELLs)?

Yes

No

If yes, please provide a brief description of the model program for ELLs that will be implemented. Please also indicate whether the program is being newly implemented for school year 2008-09, or whether it is the expansion or modification of a current strategy.

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.)
Currently there are 14 students in Temporary Housing attending PS/MS 124.
2. Please describe the services you are planning to provide to the STH population.
The support services provided to the students are : Students are provided with all supplies and all trips are paid for by the school for the students and the parent; at risk counseling; small group tutoring two days per week to address educational gaps; all students attend the Extended Day Model to provide academic intervention based on the students' individualized learning path; student participation in the After-school Academy Instructional Model and Saturday classes; homework help program; After-school Program daily until 6:00 through the Out of School Time Program which also includes vacation day camp through all holidays and the summer. In addition students are assigned to a staff member who serves as a mentor and point person between the school and the parent.

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.