



P.S./I.S. 127Q

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

**SCHOOL: 30Q127
ADDRESS: 98-01 25TH AVENUE EAST ELMHURST NY, 11369
TELEPHONE: 718 446-4700
FAX: 718 397 -7645**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. / I.S. 127Q **SCHOOL NAME:** Aerospace and Science Academy

SCHOOL ADDRESS: 98 – 01 25th Avenue East Elmhurst, NY 11369

SCHOOL TELEPHONE: 718 446 - 4700 **FAX:** 718 397 - 7645

SCHOOL CONTACT PERSON: Evita Sanabria **EMAIL ADDRESS:** esanabria@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: TBA

PRINCIPAL: Evita Sanabria

UFT CHAPTER LEADER: Noel Warshaw

PARENTS' ASSOCIATION PRESIDENT: Maria Patino

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

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 30 **SSO NAME:** ICI

SSO NETWORK LEADER: Nancy DiMaggio

SUPERINTENDENT: Dr. Philip A. Composto

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Evita Sanabria	*Principal or Designee	
Noel Warshaw	*UFT Chapter Chairperson/Middle School Teachers/DC 37	
Maria Patino	*PA/PTA President or Designated Co-President	
Joyclyn Richards	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Amanda Bohn	ESL Teacher	
Susan Heinsohn	Teacher	
Catherine Zarate	Teacher	
Maria Aria	Parent	
Anne Estwick	Parent	
Lisette Felipe	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.

PS/IS127 is located in the East Elmhurst section of Queens. This pre-kindergarten to eighth-grade school serves students from many culturally diverse backgrounds and collectively, students and their parents speak over eleven different languages.

The commitment of our school community is to ensure that our children become literate, healthy and productive members of society. Our goal is to find our students' inner strengths in order to encourage them to excel in all areas of learning. Our mission is built around a literacy framework that calls for an understanding of the ways children learn.

Balanced literacy is at the foundation of our English Language Arts program. We are continuing to incorporate *Literacy by Design* as the primary literacy program. This program's goal is to help students become independent readers and writers and to increase confidence, while slowly steering away from teacher-driven instruction. We utilize *Lucy Calkins'* writing units of study. The balanced literacy model is introduced at the Elementary level and is continued in our middle school along with *McDougall-Littlel* series. *Everyday Mathematics* is the foundation for our math program at the Elementary level and *Impact Math* is used at the middle school level.

Learning at PS/IS 127 goes well beyond the core curriculum. Students from the eighth grade partner with lower-grade classes in order to read to the younger students. This has aided in establishing relationships across the wide age ranges of our student population. Another engaging program is our Enrichment program being piloted in grades 4 and 8. These classes participate in an enrichment program based on the Renzulli Model. This model draws upon teachers' interests and talents to provide students with enhanced learning opportunities that go above and beyond the core curriculum by spanning a multitude of interests.

Close community ties at PS/IS 127 stem from collaborations with community-based organizations. An important part of our community relationship is our partnership with LaGuardia Airport, where General Manager Warren Kroepfel serves annually as Principal for a Day. We have a five-year grant from 21st Century and are a host school for the Oasis program. The Oasis program allows our students to improve and progress academically. In addition, the 21st Century Grant brings in EPIC (Every Person Influences Children) to hold a series of parent workshops for seven weeks, held on Saturdays. We are embarking on a new partnership with ELMCOR, a community-based organization, to provide outreach services for students and parents on drug and alcohol awareness and prevention.

PS/IS 127 understands that parents are our most important partners in furthering the academic and social progress of our students. At the heart of this partnership is our active Parent Teacher Association and a commitment to communicate directly with parents on a regular basis. The school's Parent Coordinator plays an important role in this partnership by holding parent workshops and meetings, including a Book Club to for parents interested in learning English. Teachers, parents, and students come together each year for to celebrate school-wide events including a Fall Festival, Family Math Game Night and holiday concerts. Together, our school's community is actively engaged in developing students who are excited about coming to school, learning and achieving their academic goals.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

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

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 127 Aerospace Science Magne								
District:	30	DBN:	30Q127	School BEDS Code:	343000010127				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7	√	11		
	K	√	4	√	8	√	12		
	1	√	5	√	9		Ungraded	√	
	2	√	6	√	10				
Enrollment				Attendance - % of days students attended:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	67	61	70		93.5	93.6	TBD		
Kindergarten	129	139	164	Student Stability - % of Enrollment:					
Grade 1	127	156	142	(As of June 30)	2007-08	2008-09	2009-10		
Grade 2	139	134	149		90.8	92.1	TBD		
Grade 3	142	123	145	Poverty Rate - % of Enrollment:					
Grade 4	136	148	131	(As of October 31)	2007-08	2008-09	2009-10		
Grade 5	109	124	142		92.3	64.1	TBD		
Grade 6	108	104	111	Students in Temporary Housing - Total Number:					
Grade 7	110	102	103	(As of June 30)	2007-08	2008-09	2009-10		
Grade 8	88	103	108		11	21	TBD		
Grade 9	0	0	0	Recent Immigrants - Total Number:					
Grade 10	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		27	35	16		
Grade 12	0	0	0	Special Education Enrollment:					
Ungraded	4	3	12	(As of June 30)	2007-08	2008-09	2009-10		
Total	1159	1197	1277						
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	38	64	63	Principal Suspensions	58	6	TBD		
# in Collaborative Team Teaching (CTT) Classes	15	33	40	Superintendent Suspensions	13	11	TBD		
Number all others	43	43	47	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0		
(BESIS Survey)				Early College HS Program Participants	0	0	0		
(As of October 31)	2007-08	2008-09	2009-10	Number of Staff - Includes all full-time staff:					
# in Transitional Bilingual Classes	45	39	70	(As of October 31)	2007-08	2008-09	2009-10		
# in Dual Lang. Programs	0	0	0	Number of Teachers	78	85	TBD		
# receiving ESL services only	270	296	288						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	4	15	83	Number of Administrators and Other Professionals	19	19	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	5	7	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	1	1	TBD	% fully licensed & permanently assigned to this school	100.0	98.8	TBD
				% more than 2 years teaching in this school	73.1	71.8	TBD
				% more than 5 years teaching anywhere	55.1	54.1	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	85.0	88.0	TBD
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	85.1	98.2	TBD
American Indian or Alaska Native	0.1	0.2	0.2				
Black or African American	26.0	22.6	19.2				
Hispanic or Latino	62.6	65.8	68.4				
Asian or Native Hawaiian/Other Pacific Isl.	9.1	7.7	8.6				
White			0.2				
Male	51.4	53.0	52.2				
Female	48.6	47.0	47.8				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)			Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2			√			
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:		X		ELA:			
Math:		√		Math:			
Science:		√		Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-					
Black or African American	√	√					
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√	-				
White	-	-	-				
Multiracial	-	-	-				
Students with Disabilities	X	√	-				
Limited English Proficient	√ ^{sh}	√					
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	6	7	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	√		
Overall Score:	77.7			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data	√		
School Environment:	5.8			Quality Statement 2: Plan and Set Goals	√		
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals	√		
School Performance:	15.6			Quality Statement 4: Align Capacity Building to Goals	√		
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise	√		
Student Progress:	47.3						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	9						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◊ = Outstanding			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

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?

Special Education Trends

	2009								
Special Ed	totals	4	4(%)	3	3(%)	2	2(%)	1	1(%)
Overall School	58	1	1.72%	14	24.14%	34	58.62%	9	15.52%
4th grade	18	0	0.00%	3	16.67%	7	38.88%	8	44.45%
5th grade	13	0	0.00%	2	15.38%	10	76.92%	1	7.69%
6th grade	16	0	0.00%	3	18.75%	13	81.25%	0	0.00%
7th grade	5	0	0.00%	3	60.00%	2	40.00%	0	0.00%
8th grade	6	1	16.66%	3	50.00%	2	33.33%	0	0.00%

	2008								
Special Ed	totals	4	4(%)	3	3(%)	2	2(%)	1	1(%)
Overall School	107	0	0.00%	32	29.91%	49	45.79%	26	24.30%
4th grade	32	0	0.00%	7	21.88%	14	43.75%	11	34.38%
5th grade	34	0	0.00%	10	29.41%	15	44.12%	9	26.47%
6th grade	11	0	0.00%	4	36.36%	5	45.45%	2	18.18%
7th grade	10	0	0.00%	8	80.00%	2	20.00%	0	0.00%
8th grade	20	0	0.00%	3	15.00%	13	65.00%	4	20.00%

	2007								
Special Ed	totals	4	4(%)	3	3(%)	2	2(%)	1	1(%)
Overall School	69	1	1.45%	14	20.29%	24	34.78%	30	43.48%
4th grade	17	0	0.00%	6	35.29%	2	11.76%	9	52.94%
5th grade	29	0	0.00%	3	10.34%	9	31.03%	17	58.62%
6th grade	5	1	20.00%	1	20.00%	3	60.00%	0	0.00%
7th grade	18	0	0.00%	4	22.22%	10	55.56%	4	22.22%
8th grade	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Three-year Analysis of Performance Special Education Trends
Disaggregated by Grade

Over a three-year period from 2007 – 2009, the percentage of Special Education students scoring at level 1 decreased from 43.48% to 15.52%. The percentage of Special Education students scoring a level 2 increased from 34.78% to 58.62%. The percentage of Special Education students scoring a level 3 increased from 20.29% to 24.14%. One Special Education students did achieve a level 4. Overall, there is a trend in Special Education performance as the percentage of students who achieved a level 2 and level 3 grew. In view of these findings, differentiated instructional initiatives such as *Achieve 3000* must continue to be identified in order to ensure student progress. We continue to provide services and study the changing trends to apply the same strategies to move our newer population.

ELL Trends

		2009							
ELLs	totals	4	4(%)	3	3(%)	2	2(%)	1	1(%)
Overall School	111	0	0.00%	27	24.32%	68	61.26%	16	14.42%
4th grade	43	0	0.00%	12	27.91%	18	41.86%	13	30.23%
5th grade	24	0	0.00%	2	8.33%	20	83.34%	2	8.33%
6th grade	25	0	0.00%	8	32.00%	17	68.00%	0	0.00%
7th grade	10	0	0.00%	2	20.00%	8	80.00%	0	0.00%
8th grade	9	0	0.00%	3	33.33%	5	55.56%	1	11.11%

		2008							
ELLs	totals	4	4(%)	3	3(%)	2	2(%)	1	1(%)
Overall School	184	2	1.09%	50	27.17%	89	48.37%	43	23.37%
4th grade	62	0	0.00%	11	17.74%	28	45.16%	23	37.10%
5th grade	62	2	3.23%	22	35.48%	25	40.32%	13	20.97%
6th grade	26	0	0.00%	3	11.54%	17	65.38%	6	23.08%
7th grade	23	0	0.00%	12	52.17%	11	47.83%	0	0.00%
8th grade	11	0	0.00%	2	18.18%	8	72.73%	1	9.09%

		2007							
ELLs	totals	4	4(%)	3	3(%)	2	2(%)	1	1(%)
Overall School	127	0	0.00%	35	27.56%	53	41.73%	39	30.71%
4th grade	48	0	0.00%	18	37.50%	12	25.00%	18	37.50%
5th grade	36	0	0.00%	7	19.44%	11	30.56%	18	50.00%
6th grade	27	0	0.00%	6	22.22%	18	66.67%	3	11.11%
7th grade	16	0	0.00%	4	25.00%	12	75.00%	0	0.00%
8th grade	0	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Three-Year Trend Analysis of ELA Performance of English Language Learners

Over a three-year period from 2007 – 2009, the percentage of all tested English Language Learners scoring a Level 1 decreased from 30.71% to 14.42%. The percentage of ELLs scoring at a level 2 increased from 41.73% to 61.26%. There was a decrease in the percentage of ELLs scoring a Level 3 from 27.56% to 24.32%. The percentage of ELLs scoring a level 4 remained constant at 0.00%. The trend shows the lowest performing students making significant gains.

Three-Year Trend Analysis of ELA Performance of all Students

		2009							
ELA	totals	4	4(%)	3	3(%)	2	2(%)	1	1(%)
Overall School	554	22	3.98%	342	61.73%	171	30.86%	19	3.43%
4th grade	133	9	6.78	81	60.92%	28	21.05%	15	11.27%
5th grade	121	4	3.32%	59	48.76%	55	45.45%	3	2.47%
6th grade	95	2	2.10%	59	62.10%	34	35.79%	0	0%
7th grade	103	4	3.89%	72	69.90%	27	26.21%	0	0%
8th grade	102	3	2.94%	71	69.61%	27	26.47%	1	0.98%

		2008							
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ELA	totals	4	4(%)	3	3(%)	2	2(%)	1	1(%)
Overall School	538	4	0.74%	293	54.46%	212	39.41%	29	5.39%
4th grade	128	1	0.78%	64	50.00%	45	35.16%	18	14.06%
5th grade	105	3	2.86%	54	51.43%	40	38.10%	8	7.62%
6th grade	107	0	0.00%	61	57.01%	44	41.12%	2	1.87%
7th grade	109	0	0.00%	77	70.64%	32	29.36%	0	0.00%
8th grade	89	0	0.00%	37	41.57%	51	57.30%	1	1.12%

2007									
ELA	totals	4	4(%)	3	3(%)	2	2(%)	1	1(%)
Overall School	431	5	1.16%	241	55.92%	156	36.19%	29	6.73%
4th grade	87	0	0.00%	42	48.28%	28	32.18%	17	19.54%
5th grade	106	2	1.89%	64	60.38%	30	28.30%	10	9.43%
6th grade	107	1	0.93%	60	56.07%	46	42.99%	0	0.00%
7th grade	85	1	1.18%	42	49.41%	40	47.06%	2	2.35%
8th grade	46	1	2.17%	33	71.74%	12	26.09%	0	0.00%

Three-Year Trend Analysis of Performance in ELA

Over a three-year period from 2007 – 2009, the percentage of all students tested scoring a Level 1 on the ELA assessment decreased from 6.73% to 3.43%. The percentage of ELA scoring at a level 2 decreased from 36.19% to 30.86%. In addition, there was an increase in the percentage Level 3s from 57.10% to 54.46%. The percentage of students scoring a level 4 increased from 1.16% to 3.98% over the last 3 three years. An analysis of this three-year trend in ELA performance indicates an increase in levels 3 and 4 and a decrease in levels 1 and 2.

Three-Year Trend Analysis of Math Performance of all Students

		2009							
MATH	totals	4	4(%)	3	3(%)	2	2(%)	1	1(%)
Overall School	562	71	12.63%	338	60.16%	128	22.77%	25	4.44%
4th grade	139	30	21.58%	80	57.56%	18	12.95%	11	7.91%
5th grade	119	13	10.92%	69	57.97%	30	25.21%	7	5.88%
6th grade	99	7	7.07%	58	58.59%	29	29.29%	5	5.88%
7th grade	105	15	14.28%	66	62.85%	24	22.86%	0	0.00%
8th grade	100	6	6.00%	65	65.00%	27	27.00%	2	2.00%

		2008							
MATH	totals	4	4(%)	3	3(%)	2	2(%)	1	1(%)
Overall School	548	42	7.66%	328	59.85%	140	25.55%	38	6.93%
4th grade	131	11	8.40%	68	51.91%	35	26.72%	17	12.98%
5th grade	110	13	11.82%	68	61.82%	19	17.27%	10	9.09%
6th grade	107	13	12.15%	63	58.88%	26	24.30%	5	4.67%
7th grade	111	4	3.60%	77	69.37%	30	27.03%	0	0.00%
8th grade	89	1	1.12%	52	58.43%	30	33.71%	6	6.74%

		2007							
MATH	totals	4	4(%)	3	3(%)	2	2(%)	1	1(%)
Overall School	445	52	11.69%	250	56.18%	105	23.60%	38	8.54%
4th grade	92	14	15.22%	60	65.22%	11	11.96%	7	7.61%
5th grade	111	19	17.12%	48	43.24%	27	24.32%	17	15.32%
6th grade	109	9	8.26%	61	55.96%	31	28.44%	8	7.34%
7th grade	89	6	6.74%	53	59.55%	25	28.09%	5	5.62%
8th grade	44	4	9.09%	28	63.64%	11	25.00%	1	2.27%

Three-Year Trend Analysis of Performance in Math

Over a three-year period from 2007 – 2009, the percentage of all students tested, scoring a Level 1 on the Math assessment decreased from 8.54% to 4.44%. The percentage of Math scoring at a Level 2 also decreased from 23.60% to 22.77%. In addition, there was an increase in the percentage Level 3s from 56.18% to 60.16%. The percentage of students scoring a level 4 increased from 11.69% to 12.63%. An analysis of this three-year trend in Math performance indicates an increase in levels 3 and 4 and a decrease in levels 1 and 2.

Greatest Accomplishments

As indicated in the Quality Review, P.S. 127's greatest accomplishments are that the school has sought to revitalize its existing academic structures while instituting new ones. All school personnel are involved in school-wide events while seeking to build a learning community that fosters trust among faculty and staff, parents, and students. All work collaboratively to support and enforce rigorous academic and social expectations among our student population, and all continue to explore, analyze, and construct new ways to inform classroom instruction toward the goal of raising student achievement.

As a result, the school has made progress in addressing areas in need of improvement from the previous Quality Review. The School Library has been refurbished with the purchase of new furniture, current books, an automated cataloging system and is under the auspices of a New York State certified Library Media Specialist who is presently examining collection development trends in order to provide appropriate books in multiple languages to meet the needs of our school's population. Eight Smart Boards have been purchased for the building and are being utilized in the middle-school program in a greater attempt to differentiate and increase student engagement as well as interactive learning in the classroom. High priority has been given to increase our above average attendance rate of 93.5% (2007-2008 figure) by notifying homes of students who are absent or tardy. Students must be present in the classroom during instruction, actively engaged in the learning process in order to meet/exceed goals. Our Inquiry Team has been restructured into a school wide core group and grade level subgroups, subsequently enabling the teams to more efficiently target our English Language Learners and Special Needs Students. The Inquiry Teams' work has also led the school community to arrive at the understanding that differentiated instruction is imperative in order to meet the needs of all our students and the teams encourage the staff to be especially thoughtful regarding the needs of our most struggling students. Additionally, the school has purchased and implemented the Achieve 3000 Program to address the needs of these populations.

Due to the overwhelming success of the School wide Enrichment Model (SEM), PS 127 has initiated SEM in the accelerated classes in middle school and in elementary school as well to afford them the opportunity to develop their strengths and talents while participating in the exploration of areas of learning which fall beyond the realm of the mandated curriculum.

With the understanding that high expectations have been set for all students and staff and to ensure that the academic rigor evident in the lower grades is matched by our middle school students, PS 127 has added a Literacy Coach to service the middle school teachers in order to provide greater support and professional development at this level.

Supporting and empowering our new and growing staff is an essential piece to effectively meeting the needs of our students. Therefore, a New Teacher Network spearheaded by the UFT Teacher Center Specialist has been established. This network meets twice monthly to provide support and develop collaboration amongst first and second year teachers. Evidence of this collaboration can easily be observed in school wide displays and curriculum planning. Data days, learning walks and focused pre and post observation conferences afford opportunities for our team to gather and confer regarding student growth and next steps which will promote the development of a community of learners. Consequently, our school has the opportunity to maintain high expectations and sustain growth.

As one may clearly see, PS 127 has developed a strong infrastructure of support in order to provide a premium education to all populations of students that grace our classrooms. We, at this ever-growing pre-kindergarten through eighth grade school, are preparing for the challenges that lie ahead by seeking to build upon our greatest accomplishments.

Aids and Barriers to Continuous Improvement

Aids

A significant aid to our continuous school improvement is the Core Inquiry Team. This Inquiry Team affords us the opportunity to study data and assessment of our school wide student population in an effort to provide the basis for ongoing improvement. Recent trends have shown an increase in the growth of two student groups (English Language Learners and Special Needs Students). As a result, our school has incorporated an Integrated Collaborative Teaching Service class each year for the last four years. We now have ICTS classes on the Kindergarten through fourth grade levels. The growth of immigrants to the area has necessitated the development of our English Language Learner classes. There are two ELL classes on each grade level in elementary school and two bilingual classes in the school. This year, our core inquiry team is primarily focusing on these two subgroups, namely, our English Language Learners and special needs population.

A graduation rate of 99% clearly shows that students coming to P.S. 127 possess a desire to learn in order to accomplish the ultimate, paramount goal of graduating. The faculty works diligently to ensure the success of our students through the ongoing commitment of goal setting conferences, and vertical planning.

PS127 has a long tradition of ties to the East Elmhurst community. The East Elmhurst Civic Association works with our students to provide outreach in community beautification projects, such as cleaning up the NYC Park adjacent to the schoolyard.

Barriers

As noted in our previous Quality Review, limited parental participation continues to present a barrier to our school's continuous improvement. Due to this, we continually strive to develop ways to include and encourage our parent and guardian population to embrace the school as a partnership, a place where they can learn more about how to help their children learn, a place where those who struggle with English or with parenting skills can come to grow and improve.

Having been identified as a year 2 SINI School through factors beyond our control, we are striving to continue to improve our teaching practices in an effort to be prepared to embrace our increasing ELL and special-needs populations and meet them where they are, ultimately progressing these students to a level of academic and social self-sufficiency. As we do so, the inevitability of teacher turnover has been a steady barrier to consistency. Because of the continual need to specialize, it has become apparent that the students in our school deserve nothing less than quality educators. Therefore, we continue to seek highly qualified,

competent, and dedicated individuals whose true mission and vision coincide with our present academic needs and goals.

Additional factors which pose a barrier to the continuous improvement of PS 127 are reflective in the establishment of a new Administrative Team for the second time in less than three years, larger class sizes which limit the teacher to student ratio as well as decrease individualized instruction and differentiation.

The changing demographics of the surrounding community has rapidly evolved, both in ethnicity and stability. There is a considerable number of families that change their residence (and neighborhood school) during the year in East Elmhurst. The school must implement strategies to service these students and meet the needs of these students at an accelerated rate.

In keeping with our dedication to serving the whole child, we realistically consider those students who reside in temporary housing and attend our school. Our doors are open to them and to their families, and we continue to discern ways of supporting them in their struggles to improve their quality of life. In addition, we turn to our high-mobility population, who may arrive at our school at any time throughout the school year, and are struggling with issues inherent in their situation. Through our joint efforts at establishing ongoing relationships with them and their families, we seek to create a new home for them at our school, and thus encourage a positive approach to their participation and in the life of the school.

Although the barriers to continuous improvement within our school may seem many, they certainly are not insurmountable. With the dedication of a strong administrative team, faculty and support network, these barriers will be addressed, and one by one the barriers will cease to exist.

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.

SMART Goal	Description
Goal 1: By June 2010, 3% of ELL students in grades 3-8 will make 1+ year’s growth in ELA as indicated in the NYC Progress Report 2009-10.	This goal was established because in the area of ELA for ELLs, PS/IS 127 received +1.5 credit for closing the achievement gap as indicated by a Proficiency Gain of 41.9%, which represents a 13.5% increase.
Goal 2: By June 2010, 3% of SWD in grades 3-8 will make 1+ year’s growth in ELA as indicated in the NYC Progress Report 2009-10.	This goal was established because in the area of ELA for SWDs, PS/IS 127 received +1.5 credit for closing the achievement gap as indicated by a Proficiency Gain of 41.1%, which represents no growth over the past two years.
Goal 3: By June 2010, all teachers will participate in differentiated professional development sessions that support a common instructional focus as measured by 90% return rate of teacher workshop evaluations.	As indicated in the 2008-09 School Quality Review there is a need to expand differentiated professional development opportunities in order to enable teachers to match more precisely learning strategies with students specific needs in all core subjects.
Goal 4: By June 2010 teachers will engage in professional collaborative structures utilizing an inquiry approach to inform instruction as measured by 90% teacher participation in the inquiry process during common preparation periods.	Based on a citywide Children First Initiative, our school will comply with the Chancellor’s directive by engaging at least 90% of our teachers in the inquiry process through the formation of smaller grade level inquiry teams.
Goal 5: By June 2010 there will be an improved partnership between parents and the school community that fosters collaborative planning as measured by a 1.0 increase in the Communication category of the 2009-10 NYC School Survey Report	The 2008-09 NYC School Survey Report School indicated that PS/IS 127 scored a 5.5 in the Communication category, which was a 1.1 decrease from the previous year’s score of 6.6. Therefore, our school will focus on improving communication as one of our annual goals.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): ESL Goal

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 1: By June 2010, 3% of ELL students in grades 3-8 will make 1+ year’s growth in ELA as indicated in the NYC Progress Report 2009-10.</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><i>Actions/Strategies/Activities:</i></p> <ul style="list-style-type: none"> • ELL common planning with focus on ESL scaffolding strategies • ELL common planning with Data Specialist • ELL Inquiry Team • Faculty Conference to understand Language Acquisition Policy • PD focused on Differentiated Instruction • PD focused on Academic Language • New Teacher Network will focus on equipping teachers with the means necessary to meet the needs of all learners. • Parental access to ARIS • ESL/AIS teachers provide additional intensive small group instruction • ELL students use Achieve 3000 as part of Academic Intervention Services • Implementation of after school programs to support language development and prepare ELLs with the academic language for all state exams • Shared goal-setting activities, where students and teachers develop goals and benchmarks to address specific skills to be learned in content areas and clear expectations of when the goals will be met. • Teachers use various instructional tools such as, laptops, projectors, listening centers, interactive wipe boards and desk top computers in order to meet the needs of all

	<p>learners</p> <p><i>Responsible Staff Members:</i></p> <ul style="list-style-type: none"> • Principal • Assistant Principals • Literacy Coach • Classroom teachers • Mentor • UFT Teacher Center Specialist • Data Specialist • Regional Support Staff <p><i>Implementation Timelines:</i> September 2009 – June 2010</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>Fair Student Funding Title I Title III SINI Grant C4E Funding</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><u>Interval of Periodic Review:</u></p> <ul style="list-style-type: none"> • Conferences conducted in every content area - on going. (Expectation 3 per student, per month, per subject area) • Acuity Testing: <ul style="list-style-type: none"> ELA ITA – November 2009 ELA Predictive – January 2009 ELA ITA – May 2010 ELL Periodic Exam – October 2009 • ECLAS2 implementation in fall (September - October) and spring (April – May) • EI SOL implementation in fall (September – October) and spring (April – May)

Instruments of Measure:

- NYS ELA Exam – April 2010
- NYSESLAT – May 2010

Projected Gains:

By June 2010, 3% of ELL students in grades 3-8 will make 1+ year's growth in ELA as indicated in the NYC Progress Report 2009-10.

Subject/Area (where relevant): Students With Disabilities

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 2: By June 2010, 3% of SWD in grades 3-8 will make 1+ year’s growth in ELA as indicated in the NYC Progress Report 2009 - 2010.</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><i>Actions/Strategies/Activities:</i></p> <ul style="list-style-type: none"> • Facilitate common planning time for teacher of students with disabilities focusing on differentiated instruction and small group insurrection • Data Specialist will meet with teachers of students with disabilities to review trends in data and plan instruction accordingly • Through shared goal-setting activities, students and teachers develop goals and benchmarks to address specific skills to be learned in content areas and clear expectations of when the goals will be met. • To create a smaller student-teacher ratio, push-in teachers provide specific and targeted strategies to a small group of students in the classroom. • Students will participate in test sophistication classes after school and Saturday Academy to reinforce and solidify learned strategies in content areas. • Teachers and students will develop rubrics that will describe expectations for growth and criteria for exemplary work. • New Teacher Network will focus on equipping teachers with the means necessary to meet the needs of all learners. • The Administrative Team and coach will facilitate sessions were teachers will learn how to use Acuity and ARIS results to develop individual instructional goals and benchmarks. • Fund a ICTS Cluster Teacher • Achieve 3000 • Teachers use various instructional tools such as, laptops, projectors, listening centers, interactive wipe boards and desk top computers in order to meet the needs of all learners • Parent Access to ARIS Parent Portal • Special Education School Improvement Specialist works with teachers of Students With Disabilities on implementation of state mandates as well as strategies to use in classes

	<p><i>Responsible Staff Members:</i></p> <ul style="list-style-type: none"> • Principal • Assistant Principals • Literacy Coach • Classroom teachers • Mentor • Data Specialist • UFT Teacher Center Specialist • Regional Support Staff <p><i>Implementation Timelines:</i> September 2009 – June 2010</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>Fair Student Funding Title I SINI Grant C4E Funding</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>Interval of Periodic Review:</u></p> <ul style="list-style-type: none"> • Conferences conducted in every content area - on going. (Expectation 3 per student, per month, per subject area) • Acuity Testing: <ul style="list-style-type: none"> ELA ITA – November 2009 ELA Predictive – January 2009 ELA ITA – May 2010 ELL Periodic Exam – October 2009 • ECLAS2 implementation in fall (September - October) and spring (April – May)

- El SOL implementation in fall (September – October) and spring (April – May)

Instruments of Measure:

- NYS ELA Exam – April 2010
- NYSESLAT – May 2010

Projected Gains:

By June 2010, 3% of SWD in grades 3-8 will make 1+ year's growth in ELA as indicated in the NYC Progress Report 2009 – 2010

Subject/Area (where relevant): Professional Development

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 3: By June 2010, all teachers will participate in differentiated professional development sessions that support a common instructional focus as measured by 90% return rate of teacher workshop evaluations.</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>Action Plan Continued</p>	<p><i>Actions/Strategies/Activities:</i></p> <ul style="list-style-type: none"> • Teachers will complete and return a PD survey in the fall, the results will be reviewed and the data will be used to create the PD plan for the year. • Teams of teachers will attend training sessions/workshops on topics that will address our common instructional, the teams will turnkey at future common planning sessions • During the New Teacher Network, teachers with less than 2 years of teaching experience will take a closer look at meeting the needs of all learners by reading professional material, having in depth conversations and formulating plans. • PD opportunities will be assigned mindful of our common instructional focus • UFT Teacher Center Book Club created based on need and by interest • Teachers will utilize strategies that will be reflected in student work and formal and informal observations • Teachers will be encouraged to share best practices, inter-visitations are encouraged and supported by both the mentor and Teacher Center Specialist • Teachers will be asked to complete a workshop evaluation for all PD sessions that they attend • Professional development will be offered on the topic of Differentiated Instruction. Literacy Coach will customize the professional development according to participants’ level of understanding. <i>Ex. NTN – offer an overview of Differentiated Instruction – Others work on Tiered Differentiation</i> • Special Education School Improvement Specialist works with teachers of Students With Disabilities on implementation of state mandates as well as strategies to use in classes <p><i>Responsible Staff Members:</i></p> <ul style="list-style-type: none"> • Principal • Assistant Principals

	<ul style="list-style-type: none"> • Literacy Coach • UFT Teacher Center Specialist • Mentor • Classroom Teachers • Regional Support Staff <p><i>Implementation Timelines: September 2009 - June 2010</i></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 for substitutes and coverage by teachers funded by FSF and C4E Literacy Coach position paid for by multiple sources</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains.</i></p> <p>Indicators of Interim Progress and/or Accomplishment Continued</p>	<p><u>Interval of Periodic Review:</u></p> <ul style="list-style-type: none"> • 90% return rate of teacher workshop evaluations • Attendance sheets from PD sessions that focused on areas of need identified in surveys <p><u>Instruments of measure:</u></p> <ul style="list-style-type: none"> • Increase in the percentage of students meeting or exceeding previously set group learning goals • Walk-through conducted by Instructional Cabinet • Classroom practice • Student work display highlighting topics/strategies covered during PD sessions • Conferences notes • Systems in place that support differentiated instruction <p><u>Projected Gains:</u></p> <p>By June 2010, all teachers will participate in differentiated professional development sessions that support a common instructional focus as measured by 90% return rate of teacher workshop evaluations.</p>

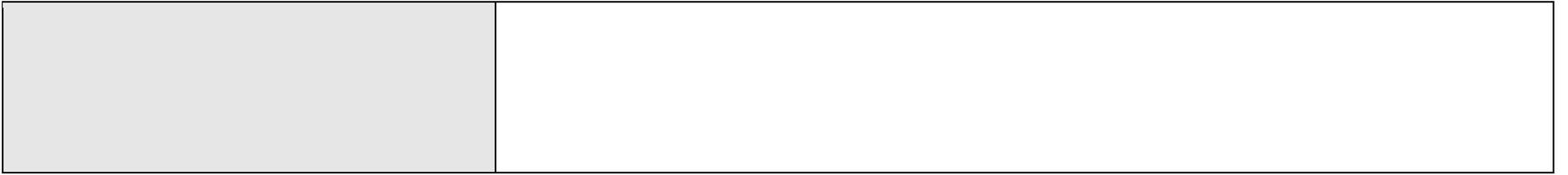
Subject/Area (where relevant): **Inquiry Process**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 4: By June 2010, teachers will engage in professional collaborative structures utilizing an inquiry approach to inform instruction as measured by 90% teacher participation in the inquiry process during common preparation periods.</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><i>Actions/Strategies/Activities:</i></p> <ul style="list-style-type: none"> • Creation of multiple grade level Inquiry Teams • Teams will define a grade-wide focus and select a target population for the grade • The teams will use the data to identify one specific area of academic need and provide structured supports to accelerate learning for that group • Use of data (ARIS, Acuity) to differentiate instruction to promote students growth • Program teachers for common planning periods • Teachers will meet as teams to set measurable goals for grades, classes and targeted students • Work with Data Specialist to deepen staff awareness and understanding of data to drive instruction, and grouping <p><i>Responsible Staff Members:</i></p> <ul style="list-style-type: none"> • Principal • Assistant Principals • Literacy Coach • Inquiry Team Members • Data Specialist • Classroom Teachers • Regional Support Staff <p><i>Implementation Timeline:</i> September 2009 – June 2010</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>Fair Student Funding Title I SINI Grant C4E Funding</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u><i>Interval of Periodic Review:</i></u></p> <ul style="list-style-type: none"> • Benchmark goals created during the inquiry process • Formal and informal classroom observations • Data from periodic assessments <p><u><i>Instruments of measure:</i></u></p> <ul style="list-style-type: none"> • 90% teacher participation in the inquiry process • Attendance sheets from common planning sessions that focus on the inquiry process • Attendance and Agenda from meetings with Data Specialist • Evidence of data driven decision making in classroom practice • ITA/Predictive Acuity Assessment <p><u><i>Projected Gains:</i></u></p> <p>By June 2010, teachers will engage in professional collaborative structures utilizing an inquiry approach to inform instruction as measured by 90 % teacher participation in the inquiry process during common preparation periods.</p>

Subject/Area (where relevant): Parent/School Communication

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 5: By June 2010, there will be an improved partnership between parents and the school community that fosters collaborative planning as measured by an 1.0 increase in the Communication category of the 2009 – 2010 NYC School Survey Report.</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>Action Plan Continued</p>	<p><i>Actions/Strategies/Activities:</i></p> <ul style="list-style-type: none"> • Monthly Parent Calendar/Newsletter • School Leadership Team Meetings • Online communication system (<u>Teacherease</u>) • Parent Workshops • Open Access to Parent Coordinator and resources • Translation provided (interpreter and print) • ARIS Parent Portal • Book Club for Parents • Student of the Month acknowledged at PTA meetings • Meet the Teacher Night • Parent Teacher Conference • PTA meetings • Special Assemblies (Chorus) <p><i>Responsible Staff Members:</i></p> <ul style="list-style-type: none"> • Principal • Assistant Principals • Parent Coordinator • Classroom Teachers <p><i>Implementation Timelines:</i> September 2009 - June 2010</p>



REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	27	56	N/A	N/A	0	5	2	3
1	39	47	N/A	N/A	1	6	3	2
2	32	51	N/A	N/A	0	4	3	2
3	6	42	N/A	N/A	0	3	2	3
4	7	48	17	18	5	2	3	1
5	8	51	18	28	10	3	3	1
6	28	33	29	35	8	1	2	2
7	30	20	20	27	11	2	3	2
8	27	24	29	31	11	2	3	1
9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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.).
<p>ELA:</p> <p>Achieve 3000</p> <p>Grade 3-5 Writing Specialist</p> <p>Extended Day</p>	<ul style="list-style-type: none"> • provides web-based, individualized learning to accelerate reading comprehension, vocabulary, writing proficiency by <i>motivating students</i> to develop an <i>intrinsic interest</i> in literacy and a true love of learning • provides one to one and small group strategy lessons to meet the needs of identified students during the school day by explicitly teaching and using mentor texts • Small group instruction is given to targeted students during the latter part of the school day.
<p>Mathematics:</p> <p>Grade 3-5 Math Specialist</p> <p>Extended Day</p>	<ul style="list-style-type: none"> • Provides differentiated instruction to a target group of students that include a variety of strategies adapted to diverse learners and learning styles those meet/exceed N.Y. State standards. • Small group instruction is given to targeted students during the latter part of the school day.
<p>Science:</p>	<ul style="list-style-type: none"> • Science teachers have been trained in methods of differentiating instruction • They work closely with the teachers they service in order to identify students in need of AIS and their areas of need and strength • They facilitate small group instruction during the day • Parents of children receiving AIS are strongly encouraged to have their children attend our Science Test Prep Academy, which is held after school hours, and Saturdays • Our AIS work in Science is evolving

Social Studies:	<ul style="list-style-type: none"> • Social studies teachers have been trained on how to use data in order to differentiate instruction for our students in need of Academic Intervention based on NYS Social Studies standards • Teachers confer one on one with students in order to model skills and strategies • Technology is often used to best meet the needs of all learners • Parents of our students in need of Academic Intervention receive letters and phone calls encouraging them to send their children to attend the Social Studies Test Sophistication Academy which is held after school hours and Saturday • Our AIS work in Social Studies is evolving
At-risk Services Provided by the Guidance Counselor:	<p><u>Guidance Counselor providing mandated counseling services</u></p> <ul style="list-style-type: none"> • Provide guidance and counseling services to students and parents in crisis. • As a member of the Pupil Personnel Team (PPT), provide consultation to teachers, observe classroom dynamics and recommend strategies to support students socially in a rigorous academic setting. <p><u>Guidance Counselor providing at-risk counseling</u></p> <ul style="list-style-type: none"> • Provide crisis intervention, conflict resolution for students in grades K-8th. • Work with parents, students and staff to promote the student's academic, career, personal, social and emotional development. • Provide orientation sessions during the school day and after school, to parents of eight grade students on the process of High School application and articulation. • Provide individual guidance in the process of High School application and articulation to 110 eight graders. • Provide sessions for students in fifth grade on "Social Problem Solving Skills".
At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> • Collaborate with teachers, parents, and administrators to find effective solutions to learning and behavior problems. • Help staff understand child development and how it affects learning and behavior. • Strengthen working relationships between teachers, parents, and service providers in the community. • Provide psychological counseling to help resolve interpersonal or family problems that interfere with school performance. • Work directly with children and their families to help resolve problems in adjustment and learning. • Conduct observations in the classroom to gain an understanding of the challenges and struggles children come across in the classroom environment and to make suggestions to teachers on how such challenges could be addressed in order to improve student functioning. • Help students develop social skills, anger management, and coping strategies. • Collaborate with school staff and community agencies to provide services directed at improving

	<p>psychological and physical health.</p> <ul style="list-style-type: none"> • Develop partnerships with parents and teachers to promote healthy school environments. • Use evidence-based research to develop and/or recommend effective interventions for at-risk students. • Participate in Pupil Personnel Team meetings at the school to collaborate with other school personnel in the development and implementation of strategies to address educational and emotional needs and improve school performance. • Teach parents and educators skills to address behavior problems. • Screen for mental health and learning problems. • Assess the effectiveness of academic and behavior management programs. • Help teachers and parents understand and effectively address a child's problems. • Provide crisis intervention with students in distress to offer support and develop strategies to prevent future occurrences. • Advocate for the needs of individual students both within and outside of the school setting
<p>At-risk Services Provided by the Social Worker:</p>	<ul style="list-style-type: none"> • Help staff and parents understand child development and how it affects learning and behavior. • Strengthen working relationships between teachers, parents, and service providers in the community. • Provide psychological counseling to help resolve interpersonal or family problems that interfere with school performance. • Work directly with children and their families to help resolve problems in adjustment and learning. • Conduct observations in the classroom to gain an understanding of the challenges and struggles children come across in the classroom environment and to make suggestions to teachers on how such challenges could be addressed in order to improve student functioning. • Help students develop social skills, anger management, and coping strategies. • Collaborate with school staff and community agencies to provide services directed at improving psychological and physical health. • Develop partnerships with parents and teachers to promote healthy school environments. • Use evidence-based research to develop and/or recommend effective interventions for at-risk students. • Participate in Pupil Personnel Team meetings at the school to collaborate with other school personnel in the development and implementation of strategies to address educational and emotional needs and improve school performance. • Teach parents and educators skills to address behavior problems. • Screen for mental health and learning problems. • Assess the effectiveness of academic and behavior management programs. • Help teachers and parents understand and effectively address a child's problems. • Provide crisis intervention with students in distress to offer support and develop strategies to prevent future occurrences. • Advocate for the needs of individual students both within and outside of the school setting

	<ul style="list-style-type: none">• Help families access mental health community resources
At-risk Health-related Services:	<ul style="list-style-type: none">• School nurse provides individual guidance and strategies to students identified at risk in personal and physical hygiene• Contacts parents and provides orientation on appropriate personal care and hygiene according to the students' development and age.

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.



*Evita Sanabria
Principal*

AEROSPACE AND SCIENCE ACADEMY

PS/IS 127Q

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Celina Senior
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PS/IS 127 Q

LANGUAGE ALLOCATION POLICY 2009-2010

I SCHOOL ELL PROFILE

Language Allocation Policy Team

Evita Sanabria, Principal
Paul DiDio, Assistant Principal
Celina Senior, Assistant Principal
Lincia Hamilton, Parent Coordinator
Rosalind Macchio, ELL Coordinator
Stephanie Betts, Data Specialist
Kathy Smolinski, ESL Teacher
Donald Jimmo, ESL Teacher

Our language allocation policy team is comprised of members from various departments within our school. The administrative staff supervises both the bilingual and ESL programs. Our Parent Coordinator provides a link between the school and our ELL parents. Our ELL Coordinator and ESL teachers form the pedagogical component of the team, providing expertise in their given instructional specialties. Our Data Specialist also provided expertise and assistance in accessing and interpreting the necessary data. The Language Allocation Policy team took part in disaggregating and analyzing the data.

Teacher Qualifications and School Demographics

Our school currently has 14 certified ESL teachers, 1 certified bilingual teacher, and three special education teachers with bilingual extensions. We also have one certified Spanish foreign language teacher. We recruited dually licensed ESL/ Common Branch teachers and hired them on the kindergarten, first, third, fourth and fifth grades. The school encourages all teachers to consider taking courses in ESL methodologies, or to become ESL / Bilingual Education certified, due to the steady increase in the ELL population at PS/IS 127. Teachers are regularly offered information on scholarships and special programs such as the ITI (Intensive Teacher Institute) sponsored by the University of the State of New York Education Department, which is a program designed to help teachers become certified in ESL / Bilingual Education, through subsidies and scholarships. We currently have several teachers who have obtained their certification through the ITI program or are currently enrolled. Our goal is to assist teachers in obtaining multiple certifications so that they are considered to be highly qualified teachers (HQTs) by New York State.

At this point in time there are 1,289 students at PS/IS 127. As the student population has increased, there has been a steady increase in the number of ELLs. This year, there are a total of 376 English Language Learners, approximately 29 percent of the student population. The ELLs at PS/IS 127 speak 11 different languages, with 90 % of the students speaking Spanish at home. The next largest represented groups are Urdu, Bengali, Arabic and Hindi-speaking students, while Cantonese, Haitian Creole, Pushto, Japanese, Punjabi and French-speakers make-up the remainder of the ELL population. The majority of the Spanish-speaking students at PS/IS 127 come from Colombia, Mexico, and the Dominican Republic, while the Ecuadorian and Peruvian populations are growing. The majority of the ESL students at PS/IS 127, 80%, have been receiving 3 years or less of ESL services. Fourteen percent of the students have been receiving services between 4-6 years, while less than one percent are long term ELLs who have been in the ESL program for more than 6 years.

In the transitional bilingual program, 88 % of the students have been in the program for 3 years or less, while 12 % have been in the bilingual program between 4-6 years. No ELLs have been in the transitional bilingual program for more than six years. Thirty percent of the students in the transitional bilingual program are special education students in different grades, while the remaining 70% are in Kindergarten and first grade self contained Spanish bilingual classes. There are also fifteen students in bilingual special education that are in alternate placement. These students receive a translation paraprofessional. In our ESL program 74% of the students have been in the program three years or less, 22% have been in the program 4-6 years and 4% have been in the program for seven years or more.

II ELL IDENTIFICATION PROCESS

DESCRIPTION OF SCHOOL PROCEDURE TO IDENTIFY INCOMING ELLS

The following structures are in place for new incoming students. First parents meet with the ELL Coordinator and pupil accounting secretary. In addition to supplying the parents with all of the necessary forms, the HLIS (home language identification survey) is administered to the parent or

guardian by the ELL Coordinator. The ELL Coordinator interviews the parent during this process and ensures that the parent is filling out the form properly and in its entirety. The ELL Coordinator looks at the responses on the HLIS and informs the pupil accounting secretary as to what the appropriate OTELE code will be. If a student has an OTELE code of “NO” the student is not a potential ELL. If a student has an OTELE code indicating a language other than English is spoken at home, the ELL Coordinator will administer the LAB-R test. If the student gets a passing score on the LAB-R test they are not entitled to ESL/Bil services. If the student scores at or below the cut score on the LAB-R they are entitled to ESL/Bil services. The parents of these students are then invited to a parent orientation session where they receive information about the various types of programs available throughout the city. The parents then fill out a parent assurance form where they will select a transitional bilingual program, an ESL program or a dual language program.

When a transfer student registers in our school, the pupil accounting secretary runs an exam history report on the student. The ELL Coordinator determines if the student has an entitled LAB-R or NYSESLAT score. The ELL Coordinator reviews the information to ensure that the students are placed appropriately. All students who have a score on the LAB-R or NYSESLAT that indicates entitlement are given the NYSESLAT exam in the spring to monitor their progress and determine entitlement for the following school year.

PS/IS 127 conducts parent orientation sessions multiple times throughout the year, so that families of newly enrolled students are informed of the different programs offered. During the parent orientations, parents are able to view the Orientation Video for Parents of Newly Enrolled English Language Learners in their native language, and inquire about available services. We make every effort to ensure that translators are available during these sessions. Our bilingual teachers, ESL teachers, school aides and paraprofessionals have been instrumental in this process. During the orientations, the goal is that the parents understand all three-program choices (Transitional Bilingual, Dual Language, and ESL) so they are able to make an informed decision about the best program for their child. The staff is also prepared to answer questions and assist parents in completing the Parent Survey and Program Selection Form.

There are a number of parents who choose not to attend our ELL Parent Orientations and request that the information be sent home to them. Our first step with these parents is to call them and offer them an orientation based on their individual availability. If the parent still cannot come to the school, we will send the forms home and offer them telephone assistance in completing the form once they have received it. Occasionally we encounter situations where we have difficulty getting back the signed and completed parent assurance form. While we are aware that the default program is transitional bilingual education, it is our school policy that we make contact with the parent before changing a child’s class. Our ESL teachers will often accompany classes to dismissal in order to speak to parents about the parent assurance forms. The same process is also used in the distribution of entitlement letters.

Historically, eighty percent of the parents at PS/IS 127 have selected ESL services for their children. We have noticed a trend that indicates that parents may be making these choices based on the programs that are currently being offered at the school. They are also making these choices based on the idea that ESL is a better program due to the “time on task” belief. We now realize that we need to go beyond the information that is offered on the DVD. Last year a substantial amount of parents requested a bilingual program at the Kindergarten level. The parents of these students were very satisfied with the program and we now offer a bilingual first grade class. In January we will begin planning for a Spanish dual language program. This will involve workshops with the parents at the pre kindergarten level. It will also involve careful consideration during reorganization and hiring.

Occasionally, some parents request Dual Language or Bilingual Programs in the lower incidence languages. We notify our ELL CPS about these requests, so that the Department of Education will be aware of the demand for that service, and so that there can be an alignment between parent choice and program offerings.

III ELL DEMOGRAPHICS

Programming and scheduling information

ELL Programs

Transitional Bilingual Education (Grades K and 1)

On the kindergarten and first grades we offer bilingual Spanish classes for students whose parents chose transitional bilingual education during the parent orientation sessions. Bilingually licensed early childhood teachers teach our Spanish bilingual classes. The students are instructed in English and Spanish according to the CR Part 154 regulations. The students in this class are usually at the beginning and intermediate level based on the LAB-R. The curriculum includes 162 minutes a day of native language instruction and 108 minutes of English language instruction.

Self Contained ESL (Grades K through six)

On the Kindergarten, first, second, third, fourth, fifth and sixth grade levels we offer self contained ESL classes taught by permanently certified ESL teachers. The students in these classes are at the beginning, intermediate, and advanced levels of ESL according to their LAB-R or NYSESLAT score. They receive ESL and or ELA instruction according to the CR Part 154 regulations. The teachers of these classes also implement ESL methodologies into their lessons. They also modify the balanced literacy and everyday mathematics curriculum as needed to suit the various levels of their students. A great emphasis is placed on developing social language as well as academic language to meet the NYS ESL and ELA standards. This setting will help bridge the gap between the student's English language proficiency level and the level of the curriculum.

Push In ESL (Grades K through 4, 7 and 8)

Our special education Ells in grades Kindergarten through four who are in CTT classes receive ESL services by licensed ESL teachers. These students are serviced in a push in setting. The students are served as per their Imps. If an ELL student in a CTT class has an IEP that states bilingual instruction and the CTT teachers do not have a bilingual certification, we provide these students with a translation paraprofessional. These students receive 360 minutes a week of ESL at the beginning and intermediate levels. The advanced level students receive 180 minutes of ESL in addition to 180 minutes of ELA instruction per week according to the CR Part 154 regulations.

In grades K, seven and eight we offer push in ESL services to those students who are in classes taught by teachers in the process of obtaining their permanent certification in ESL. We offer our teachers information regarding certification programs in ESL and Bilingual Education such as the Intensive Teacher Training Institute and the Fordham University ESL extension program. We encourage our teachers to take advantage of these programs in which tuition is subsidized by the institution.

Push-in ESL services are delivered by permanently licensed ESL teachers. The students receive ESL and or ELA instruction according to their ESL levels as per the CR Part 154 regulations. By having these students in a mainstream class they can work side by side with native speakers of English. At the seventh and eighth grade level the ELL students travel as a block and a licensed ESL teacher provides push in ESL services during ELA as well as the content areas. At the eighth grade level the students receive ELA from a dually licensed middle school ESL teacher and mathematics instruction for a licensed middle school mathematics teacher who has been trained in the QTEL methodology. This prepares the students for the mainstream class work, as well as the rigorous testing in the upper grades.

Transitional Spanish Bilingual Special Education (Grades 1 and 4/5)

Our school also offers two Spanish bilingual special education classes. One serves grade one and another serves grades 4 and 5. Licensed bilingual special education teachers teach these classes. The students in these classes have entitled LAB-R or NYSESLAT scores and are placed according to their Individualized Education Plans. These students receive instruction in English and Spanish according to their levels. These students also receive assistance from bilingual paraprofessionals to help them meet the ESL and ELA standards.

SIFE students are immediately identified through home language surveys, teacher reports and BESIS data collection. The school informs all teachers that these students do not have adequate literacy or writing skills in their native language to transfer over to the target language. The assessments and methods used for them are adjusted accordingly. In many cases it is necessary to provide basic phonics and mathematics computation lessons to these students in addition to immersing students in content area learning. Our SIFE students are also offered academic intervention services through our collaborative team teaching department. In some cases a SIFE student with little to no formal education may be referred to a school within the district that has a SIFE program at the appropriate grade level.

Newcomers in grades 6th, 7th, and 8th who are identified as SIFE may be referred to IS 235, a middle school solely for newcomers. Upon completion of one school year, they can return to PS/IS 127. Newcomers to PS/IS 127 develop English language skills as they are immersed in content area learning. Using scaffolds such as sheltered English, concrete materials, and prior knowledge, English language skills are taught through the content areas. The goal is to align English language learning with the content that is being taught in the classroom. This gives the students the support they need to participate fully in the classroom lessons. Since newcomers are tested in ELA after one year of being enrolled in an English Language School System, it is crucial that we use this short time period effectively. There is an emphasis on developing BICS (Basic Interpersonal Communication Skills) as rapidly as possible so that these students can begin to transition into learning academic language in English. Newcomers are also provided with support during the school day such as push in ESL, academic interventions through our CTT department, native language support and priority in after school and Saturday programs such as Title III and Title I.

Each year we identify students who have completed three years of ESL or bilingual services and are still not achieving proficiency through our extension of services report. We also identify students who are receiving services for five and six years through an RYOS report on ATS. We are aware that these students are in danger of being identified as Long Term ELLs in the near future. Our school inquiry team creates a sub team to analyze the data of these students. The team identifies that the school wide focus for these ELLs is ELA and that the sub skill is reading

comprehension. Our Team will use the Developmental Reading Assessment (DRA) as a baseline. The long-term goal is that our students will demonstrate at least one year's growth in reading comprehension. This will also be measured by the DRA.

Our inquiry team uses the results of the Acuity test to determine the learning targets and the short-term goals for these students. We look closely at the item analysis for each student to determine the areas in which they need to make gains on the ELA and NYSESLAT Exams. We have determined that the areas that our students need targeted instruction in are using context clues, distinguishing between fact and opinion and inferencing. We then consider the classroom and school level conditions for learning while planning for these students. We are looking closely at each and every provider that is instructing our targeted students. We then identify what is working to help these students make progress and then apply the same successful strategies to other sub groups in the ELL population.

Long term ELLs are usually proficient in listening and speaking but need to make gains in reading and writing in order to obtain proficiency. The instructional plan focuses on comprehension, inferencing, and writing mechanics. In some cases long term ELLs are unable to achieve proficiency due to a learning disability. In that situation, the school investigates, with each case handled on an individual basis. For Special Education ELLs, the IEP guides instruction. Students in the Special Education program receive instruction focused on developing their verbal skills, reading comprehension and writing skills. Students are placed into small groups and assisted during instruction by the classroom teacher, ESL teacher and paraprofessional. Since several teachers and specialists often service these students, all staff who service special education students must communicate on a regular basis regarding each student's progress.

Our ELLs identified as having special needs are in self-contained special education classes, Collaborative Team Teaching classes, SETTS, as well as a block model in the middle school that travels as a group. All teachers and providers who work with these students are provided with a copy of the student's IEP as per the Standard Operations Procedures Manual for Special Education. We then ensure that the instruction for these students is based on their data as well as their IEP goals. Students with learning disabilities are instructed with strategies such as previewing and reviewing information in a text, hands-on activities in the content areas, visual and auditory aids, peer tutoring to build confidence and native language support through providing text in the native language. In addition to these strategies our students with social or emotional disabilities are provided with counseling services through our 3 guidance counselors and SAPIS (Substance Abuse Prevention and Intervention Specialist) worker. Positive behavior is reinforced through a school wide system called PBIS, Positive Behavior Intervention Supports.

This year we are offering a wide range of targeted intervention programs for ELLs in ELA as well as the content areas. Our CTT cluster teachers and ESL push in teachers will provide targeted academic intervention to ELLs in grades three through eight through the content areas. We have strategically planned the preparation periods of these teachers to coincide with the preparation periods of the classroom teachers so that they can plan collaboratively for instruction. The push in teachers then plan for instruction by selecting strategies to use during the lessons to make them more comprehensible such as native language support through spoken language and written text (in all program models), explicit instruction in the unique grammatical features of a particular text, as well as explicit instruction on idioms, figurative language, and content area terminology. Our ELLs in all grades and organizational models are grouped heterogeneously with mixed proficiency levels in the same block or class. This allows the students to work with native speakers of English as well as advanced level students. Our ESL and bilingual teachers provide the students with opportunities to

develop their speaking and listening skills during the lessons. (eg. turn and talk) They also provide scaffolding techniques during the lessons so that the students can receive comprehensible input.

This year we are also implementing new programs in our bilingual and ESL classes. In addition to expanding our bilingual program to first grade, we are implementing the Estrellita Spanish phonics program in grades K and 1. The Estrellita program builds students' alphabet recognition skills, phonemic awareness skills, and word recognition skills in L1 through direct and explicit instruction. The students can then transfer the skills from L1 into English. We are also introducing a new program called Achieve 3000 to our ELLs and FELLs in grades three through eight. Achieve 3000 is a web based literacy program that allows teachers to differentiate instruction by creating targeted assessments and strategies for individual students based on their reading levels. This program also includes a Spanish component to support students who need native language support. Other programs we are currently using include Foundations Literacy program (K-2), English Now! (1-5), On Our Way to English (K-5), and Achieve 3000 (grades 6-8).

Our school offers a variety of after school and Saturday programs such as Title III, NYS Math Test Prep, NYS Social Studies Test Prep, NYS ELA Test Prep, NYSESLAT Test Prep, Saturday Academy, SES Tutoring Services through BiNet as part of Title I as well as chorus and recreational after school programs. We ensure that our ELLs get equal access to these programs in a number of ways. We make every effort to schedule these programs so that the students do not have to choose one over another. We also provide written notices and permission slips to parents for these programs in the native language. Bilingual staff members are available during these programs to assist students who are unable to communicate in English. Our bilingual office staff, which includes secretaries, and school aides are always available to answer questions from parents about these programs as well as provide follow up to parents if needed.

Once a student achieves proficiency, their progress is monitored. These students are often programmed to be in the classes with advanced ELLs so they may receive transitional services if needed. The school ensures that the mandated number of instructional minutes is provided according to proficiency levels, as deemed by the NYSESLAT or LAB-R. All ELLs receive explicit ESL instruction in all academic areas through the use of the four language skills within the content areas.

Professional Development and Support for School Staff

In 2009-2010 PS 127 will offer several staff development sessions for our ESL/Bilingual teachers as well as our monolingual staff. These sessions will take place on staff development days as well as the common preparation periods. There will be a series of ongoing workshops, which will include the following:

1. Introduction to the NYSESLAT
2. NYSESLAT components and test prep strategies
3. Using ARIS to access student data to drive instruction

4. Estrellita Spanish Phonics Program Training for Bilingual Teachers
5. Nuevo Siglo de Español Program Training for Bilingual Teachers

This year we have formed a professional development committee that consists of the entire administrative team, the literacy coach, the ELL Coordinator, the Collaborative Team teachers, as well as a full time school based mentor for new teachers. The team meets regularly and collaborates to provide support to all teachers with an emphasis on ELL and special education strategies. The team will streamline and organize all of the professional development activities that take place inside and outside of the school so that it suits teacher's needs. The PD committee also distributes surveys to staff so that they can determine the areas that teachers require professional development in. We also offer staff development to both monolingual teachers and teachers of ELLs on language transfer issues through workshops offered by the Department of Education, OELL, BETAC as well as universities such as Fordham. A system has been put into place to ensure that teachers who attend these workshops have the opportunity to turn key the information to the rest of the staff. The PD committee works with teachers in using ELL strategies, scaffolding, and language structures needed in order to transition students from social language proficiencies to academic language proficiencies. Differentiated professional development is offered to pedagogues in the form of model lessons targeting specific teacher needs. Demonstration lessons in the classroom are followed up by a debriefing session, highlighting best practices observed in the lesson, teacher feedback, possible follow-up classroom visits, and further coaching opportunities. Debriefing sessions are designed to create a foundation for collaborative teaching discussions that allow for pedagogues to connect the P.D. sessions offered to daily classroom practices. Open periods are also offered as an opportunity for teachers to request any additional resources, assistance, or support that may still be required. In addition to ELL staff development, our staff will receive further training through Teacher's College, and from our literacy coach and school based mentor. We also use our Title III funding to offer onsite ESL workshops to our teachers. This provides these staff members with the minimum of 7.5 hours of ELL training as per Jose P.

Plan for ELLs transitioning to middle school and high school

Since our school is pre-kindergarten through eighth grade we are able to offer our ELLs a seamless transition from the elementary grades into middle school. Our assistant principal Celina Senior has an extensive background in bilingualism and second language acquisition. She supervises the ELL program in grades K through eight, as well as the entire middle school. Our ELLs in the middle school receive ESL services from a licensed ESL provider. The students are programmed with FELLs and monolingual students, rather than in isolation. The ESL provider and classroom teacher work collaboratively in scaffolding the McDougal Littell literacy program. By having two teachers in the classroom the students are able to receive small group instruction. Through differentiated instruction there is an emphasis on vocabulary development to ensure academic rigor.

Our grade eight ELLs are also given support as they transition into high school. Our ELL Coordinator offers specialized high schools such as the Newcomers High School, to all ELLs who have been in the United States for less than one year. The ELL Coordinator also communicates with the receiving high schools to ensure that the graduating ELLs are placed and programmed appropriately. Our two guidance counselors offer our ELLs extensive support in the high school application process. Throughout the eighth grade our literacy coach, middle school teachers, AIS service providers and ELL providers plan for our grade eight ELLs with the demands and challenges of high school in mind.

Parent/Community Involvement

Our parent involvement begins with the parent orientation session and continues to extend much further. Many of the parents of our ELL students participate as volunteers in our school through the Learning Leaders Program. We also have a full time Parent Coordinator. The Parent Coordinator and the ELL Coordinator work collaboratively throughout the year organizing and conducting the workshops for parents of newly enrolled ELLs. The Parent Coordinator and ELL Coordinator also work collaboratively in scheduling workshops for ARIS parent link throughout the school year. During these workshops parents are given individualized attention on how to log on to ARIS and view their child's data. Parents are also provided with basic computer skills at this time if needed such as e mailing and web surfing. P.S. 127 also collaborates with several community-based organizations such as Vaughn College and Oasis. Several community groups offer their services to help our students socially and academically. Groups like Elmcot provide recreational, as well as, educational activities for the students in the community.

PS 127Q's Title III program will provide ELL parents with family literacy and language acquisition workshops so they can assist their children in learning English at home. This year we are offering workshops to provide information to parents to help them acquire a greater understanding of the standards and promotional criteria. The title 3 parent workshops are given by members of our staff who are bilingual so the native language can be used if needed. A series of three two-hour workshops will be held on different topics to accommodate the schedules of the parents. The topics of the workshops will be as follows.

The NYSESLAT Exam and its components: How to help your children make the gains in listening, speaking, reading and writing.

The New ELL promotional criteria: What is the multiple promotional criteria and how does it relate to the ELA, Mathematics and NLA standards?

NYS Mathematics Standards: How parents can help their children practice mathematics skills at home and in everyday situations.

Parent workshops will be facilitated by our Bilingual / ESL teachers. The sessions will be held after school and in the evenings to accommodate parental need and will run from December 2009 through March 2010.

IV ASSESSMENT ANALYSIS

ELL Periodic Assessments

Our school has opted to administer the ELL Periodic Assessment to students in grades three through eight. The ELL Periodic is administered three times a year before the NYSESLAT. We have sent several teachers to the ELL Periodic training and these teachers have then turn keyed the information to other staff members. Teachers can log in to see their class results. The data shows if the students are making interim progress in listening, reading and writing. There is also an item analysis that shows what specific areas a student may need more support in.

Upon analyzing our ELL Periodic data we have noticed that students are not making adequate gains in the listening sub test across all grades. We believe the reason for this is due to the unique format of the listening sub test. To help our students make gains in this area, teachers create lessons in which students listen to a question and listen to a passage in which the answer is embedded within extra information. The students are trained to listen carefully so that they can eliminate the distracting information and focus in on the answer to the question. This year we have several new ESL and bilingual teachers, so we will host a PD session by the Periodic Assessment team on interpreting the results of the ELL Periodic Assessment.

NYSESLAT RESULTS

The data patterns across proficiency and grade levels reveal that 29% of the students scored as Beginners, 37% as Intermediates, and 34 % as Advanced. Approximately 50% of the ESL Program Beginners are in the 1st grade and kindergarten. This is due to a rise in the number of newcomers to these grades, as well as previously identified ELLs transferring into our schools from other New York City Schools. Because the majority of the beginning level students are in grades K and 1, the focus needs to be on early literacy. Literacy programs need to be focused on strengthening student capabilities in all four modalities, with a specific focus on literacy instruction.

Another pattern at PS/IS 127 was that most of the advanced students are in the 2nd through 5th grades. This is mostly due to the targeted instruction students receive in grades K and 1 making students nearly proficient once reaching the 2nd through 5th grades. It is also due to the intensive test preparation and test prep programs made available to students in grades three through five. Another pattern is that Beginner and Intermediate students made more gains in listening and speaking than in reading and writing. The implications for the school's LAP and instruction are that Beginner and Intermediate students require more development of reading and writing capabilities. For this group of students, teachers can further develop their students' writing skills by modeling and scaffolding academic language, in order to facilitate language transference and the development of academic English mechanics and vocabulary. We have also used a new data analysis tool called CalcSoda. This tool automatically converts the raw subtest scores into proficiency levels for the combined modalities of listening/speaking as well as reading/writing. It also displays the percentage needed for the student to reach the next level of proficiency. It also displays the percentage needed for the student to reach the next level of proficiency.

Across the entire ELL population, reading and writing were the areas that needed the most improvement. To reach this aim, content and language objectives will be developed through all units of study, so that students, while developing strong listening, speaking, and writing capabilities, will also be able to increase literacy skills. In reading, teachers will focus more on data-driven instruction that focuses on the key reading skills in need of improvement. With targeted instruction, teachers will help students to build fluency and comprehension. Also, the program will focus on students having access to more high-interest, low-leveled books, in order to foster a desire to read and increase reading capabilities. We have also implemented the Read 180 program with our ELLs and FELLs and special education ELLs in grades four through eight. Read 180 from Scholastic is a literacy program that uses small group differentiated instruction, leveled texts, and individualized software to greatly expand the student's repertoire of reading and writing skills and increase comprehension. Read 180 also builds academic background knowledge around content area topics, builds academic vocabulary, increases fluency and promotes sight word recognition.

English Language Arts

All ELLs who are enrolled in an English language school system (ELSS) for less than one year are exempt from taking the New York State English Language Arts Exam. English Language Learners who are enrolled in an ELSS for at least one year must take the NYS ELA exam. The majority of our ELLs in grades 3 through 8 took the ELA exam. One pattern we noticed is that none of our ELLs who took the ELA exam received a score of level 4. We also noticed that the number of ELLs scoring a level 3 on the exam was 29%. This is a significant increase from last year when only 14% of the ELLs had achieved a level 3. The majority of our ELLs, fifty four percent, scored a level two on the ELA exam. Fifteen percent of our ELLs who took the exam scored a level one. This is an improvement over last year's data when 30% of our ELLs scored a level one. Most of the level one students were in an English Language School System for less than two years.

We attribute these gains by our ELLs on the ELA to the fact that there was an intense focus on the ELA for ELLs in grades three through eight by our school inquiry team. We carefully selected a target population by looking at the exam histories of our ELLs. We selected students that were not on grade level but had demonstrated potential for growth. We implemented a school wide focus on ELA and a sub skill focus on reading comprehension. By looking at data through Acuity we were able to see an item analysis that informed as to which skills the students needed strengthening in. We saw that generally the students scored low in using context clues, distinguishing between fact and opinion and inferencing. We informed all providers working with these students of the focus and provided them with professional development sessions on the inquiry process. We also provided parent workshops to assist parents in understanding the data and ways they can help their children in these areas at home. We also created an after school program for these students to specifically enhance the identified skills. We also identified student attendance as a factor in the data and put measures in place to improve the attendance of our ELLs. This year we will build upon our success by continuing this process and expanding it to reach other subgroups.

Mathematics

Upon analysis of the New York State Mathematics Test results we found that students' levels in mathematics usually coincided with their language levels. We noticed that only three students scored a level 4 on this exam. These students were in grades four and eight. We also noticed a low number of students scoring at a level three on grades five and seven. Most of the ELLs who did not score at or above level were Beginners. Overall, our students performed better on the NYS math exam than they did on the previous exam. Fifty six percent of our ELLs scored a level three, thirty two percent scored a level two, and ten percent scored a level one. One reason that the math scores are slightly higher than the ELA scores may be that students have the option to take the test in their native language. When analyzing the data of our ELLs who took the test in Spanish we noticed that taking the test in Spanish did not result in a level 4.

The implications for the LAP and instruction are that the beginning level students need academic native language vocabulary support throughout the Everyday Mathematics and Impact Mathematics programs. We are ensuring that students who need native language materials in mathematics such as textbooks, workbooks, glossaries and test preparation books have these materials. We are also ensuring that teachers are utilizing these materials in mathematics, as well as the content areas. Visuals and realia should also be used to support understanding of the main academic content. This can be achieved with the push in model of ESL instruction. We are also looking into hiring a dually certified Spanish bilingual math teacher for

the upper grades who will work primarily with Spanish speaking ELLs. We are also sending our mathematics teachers, as well as our content area teachers to the professional development sessions offered by OELL on ELLs and differentiated instruction. Differentiated instruction needs to be provided to the students to accommodate the ability levels and perceptual modalities. We can continue to improve the performance of the advanced students and increase the amount of students above the promotional criteria by scaffolding academic language in English to support students' understanding and gradually increasing the complexity of the language used in the classroom.

Social Studies

While analyzing the results of the NYS Social Studies tests, we noticed that our ELLs did not perform as well in this area as they did in other content areas. Twenty three percent of the ELLs who took the test scored at level and one of our ELLs received a level 4. We also noticed that forty four percent of the ELLs scored a level 1 and thirty three percent scored a level 2. Taking the test in the native language did not seem to impact the score. We relate this low performance to the fact that it takes around five to seven years for an ELL to develop academic language to be on par with their non-ELL peers. The implications for the LAP and instruction are that beginning and intermediate level students need academic native language vocabulary support within the content area of social studies. This involves activating prior knowledge and previewing information in the native language. Visuals and realia should also be used to support understanding of the academic content. Reviewing and re teaching should be implemented upon the completion of each unit and where necessary. We are providing these students with Social Studies native language materials during the extended day. We are also in the planning stages of providing them with bilingual instruction through the content areas. We are also sending our social studies teachers to workshops on enhancing academic language through the content areas. Rather than the traditional method of teaching social studies by lengthy lecturing and note taking, we will build academic vocabulary in social studies by having students actively engaged through discussions, debates, and role-playing.

Science

Upon analyzing the results of the NYS science tests, we noticed that our ELLs performed slightly better in this content area than in reading and mathematics. 59 % of the ELLs who took the test scored at or above grade level in science. One possible reason for this may be the frequency that visuals, realia and hands-on experiments are utilized in science classes and in the science labs. Taking the test in the native language did not appear to impact the score. We will continue to improve the performance of our beginning students in this area by providing native language academic vocabulary in addition to the hands-on experiments. A FOSS Science Kit was also purchased for Kindergarten through fifth grade students. The kit will be used with our ELL students to help develop both cognitive ability and science vocabulary. The ELLs in this group have a wide range of ability levels, so we will continue to create tasks and experiments to give students of mixed proficiency the time to interact with more proficient students. In addition, teachers will continue to use scaffolding techniques and hands on experiments, which proves to be successful when working with ELLs.

All of the advanced ELLs met promotional criteria in science and 100% scored above level. Upon analyzing the progress of ELLs in the content area of science, it became clear that there was a strong relationship between science and second language acquisition. The steps of the scientific

method are very similar to the steps in language learning. The implications for the LAP and instruction techniques are that it would be advantageous to apply the strategies used in science to other content areas as well.

This year we will be sending our four science teachers to professional development sessions on ELLs and the teaching of science offered by the Office of English Language Learners. These sessions will focus specifically on problem-based learning (PBL). PBL is an instructional approach, which enables learners to simultaneously develop problem solving strategies, disciplinary knowledge and research skills. This approach enables students to be more engaged in their learning and stimulates critical thinking. These skills can help our ELLs in science as well as other content areas. Our science teachers will implement the workshop training into their lessons as well as turnkey the information to the rest of our teachers.

ECLAS 2 Results

The ECLAS 2 assessment is administered to all ELLs in grades K through three. Upon analyzing this data by grade level we noticed that the vast majority of our Kindergarten ELLs scored at level 2 on this exam by the end of their first year. Approximately half of this group was at the beginning level of proficiency and half were at the intermediate level. By comparing the ECLAS 2 data to the proficiency level we identified the need to improve our Kindergarten student's performance. Since there were no Kindergarten students who scored at level three we implemented the Foundations program to strengthen our ELL students in the areas of phonemic awareness and letter recognition. A similar trend was seen with the first grade ELLs. The majority of our first grade ELLs who scored at a level 3 on ECLAS 2 were also mostly at the beginning and intermediate levels of proficiency. Foundations, a phonological/phonemic awareness, phonics and spelling program for the general education classroom was also implemented on this grade.

In grades 2 and 3 we noticed a similar pattern when analyzing the ECLAS 2 scores by proficiency level. We noticed that students in grades 2 and 3 who were scoring at level three on ECLAS 2 were at the beginning and intermediate levels of proficiency even though they had been in our school since pre k. We relate these low scores to an inconsistent bilingual program that previously ended at the Kindergarten level. We provide these students with intensive targeted instruction through the Wilson and Foundations programs. We have now expanded our transitional bilingual program into the first grade. We have also implemented the Estrellita Spanish reading program into our bilingual kindergarten and first grade, as well as our pre kindergarten. Our TBE program will expand again next year with the creation of a second grade transitional bilingual Spanish class.

El Sol Results

Our Spanish bilingual teachers at the Kindergarten and first grade levels administer the El Sol assessment to the ELLs in our bilingual program. We analyzed this data and noticed that the majority of Kindergarten ELLs have developed phonemic awareness by the end of school year. Their listening comprehension and verbal expression were adequate. However, most of these students (81%) were at reading level 1 and didn't develop an adequate amount of sight words. Fifty-eight percent of these students scored a level 1 on sight words and only 19% of the ELLs tested mastered grade level writing mechanics. We relate the low scores of reading and writing to the fact that the bilingual phonics program previously used at the Kindergarten level was inadequate. Currently we are implementing the Estrellita Spanish reading program into our bilingual kindergarten and first grade, and we are looking into the possibility of implementing this program into the pre-kindergarten.

ELE Results

Only forty one percent of our ELLs who took the ELE passed the exam. Upon further analysis of this, we identified several factors that contribute to this data. The majority of our ELE results come from two Spanish Bilingual Special Education classes. Approximately half of these students were not enrolled in a consistent bilingual education program. They had switched programs at times due to the fact they were in various schools. As a result of analyzing this data we are currently planning to make our bilingual education programs truly transitional. We have opened a first grade Spanish bilingual class and will open a second grade Spanish bilingual class next year. The program will be expanded to include an additional grade each year. We have also taken steps to ensure that our special education bilingual programs are truly transitional and that students do not switch programs from year to year based on program availability.

Evaluation of our programs for ELLs

We evaluate the success of our programs for ELLs in various ways. One way is by analyzing the years of service our ELLs receive across all programs. Seventy six percent of our ELLs are receiving ESL or bilingual services for three years or less. Twenty percent of our ELLs are in an ESL or bilingual program for four to six years and four percent are long term ELLs. This trend of upward mobility is one indication that our students are making adequate yearly progress on the NYSESLAT exam and achieving proficiency.

We also evaluate the success of our programs for ELLs by analyzing the assessment data, which includes the New York State English Language Arts Exam as well as the New York State Content Area Exams. Our students, particularly those in the subgroups of ELLs and special education students, made great gains in progress. Last year we received a report card grade of A in the area of student progress. Previously this score was a D. We also received an overall grade of A, and in the previous year this was a C. We attribute these gains to the fact that we are aligning our programs for ELLs based on their needs. We will continue to do so in the future by continuously expanding our bilingual program and creating a dual language program next year.

Evita Sanabria

Principal's name

Principal's signature

Date

DECEMBER 2009

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) PreK - 8 **Number of Students to be Served:** 376 LEP _____ Non-LEP

Number of Teachers 10 **Other Staff (Specify)** _____

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.

PS 127Q's Title III program provides ELLs with supplemental instruction in an ELL After School Program and an ELL Saturday Academy. Our instructional program will service students in grades 2-8 who have entitled LAB-R or NYSESLAT scores. The ELL After School Program will meet for a total of 50 sessions throughout the months of December 2009 through May 2010 from 3:00 pm to 5:00 pm. Group size will be maintained at 12-15 students per teacher. There will be a total of six classes servicing approximately 90 ELLs. The teachers providing this supplemental instruction will be fully ESL or bilingual state certified. The program will focus on ESL, literacy and mathematics to help students meet and exceed the city and state standards as well as achieve higher scores on all city and state assessments. Materials such as student textbooks will be purchased for this program. General instructional supplies such as paper, notebooks, pens and pencils will be purchased for this program.

The ELL Saturday Academy will meet for 15 sessions beginning in December 2009 until May 2010 from 9:00am to 1:00pm. This program will service 12-15 students per group. There will be a total of four classes servicing approximately 60 ELLs. The ELL Saturday Academy will specifically address the NYSESLAT standards. Instruction will be provided on test taking strategies addressing the 4 components of the NYSESLAT including listening, speaking, reading and writing. The teachers providing this instruction will be ESL or bilingual certified. Supplementary materials will be provided to augment instruction. Materials such as student workbooks and textbooks will be purchased for this program. General instructional supplies such as paper, pencils, pens and markers will also be purchased.

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.

PS 127Q’s Professional Development Program will focus on providing teachers with instructional strategies to be used with ELLs in the classroom. This year We will focus on a target audience of new as well as bilingual teachers. The sessions will provide our teachers with knowledge about second language acquisition to help them understand the challenges ELLs have in the classroom. The sessions will also address bilingualism and strengthening our bilingual program which has recently expanded. We will provide our teachers with professional development for the Estrellita Phonics Program. The Estrellita program is a supplemental, phonics-based, accelerated beginning Spanish reading program for bilingual classrooms. We will provide our teachers professional development on site with a trainer from Estrellita.

Form TIII – A (1)(b)

School: PS 127Q BEDS Code: 343000010127

**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)	\$38,125.84	Per session for 1 supervisor for ELL After School Program Per session for 6 teachers for ELL After School Program Per Session for 1 supervisor ELL Saturday program Per session for 5 teachers for ELL Saturday Program Per Session for 3 hours of Parent Workshops <u>Estrellita</u> Literacy Program training fees
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials	\$12,674.16	General instructional supplies for ELL after school program and ELL Saturday program which will include paper, notebooks, pens, pencils, student texts and workbooks
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$50,800.00	

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.
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.

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.
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.
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>.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$737,570	\$53,338	\$790,908
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$7,375.70		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$533.38	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$36,878.50		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$2,666.90	
6. Enter the anticipated 10% set-aside for Professional Development:	\$73,757		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$5,333.80	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year:
98.2%

9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.
- Allow Administrators and teachers to attend professional development seminars presented by the ASCD and IRA.
 - Canvass the Fellow Program's list and interview for teachers who will be trained and receive certification on a Transitional B License as a means of addressing appropriate qualifications in a shortage area.
 - Review the Open Hire list to review and interview for certified teachers.
 - Present an overview of the school and its programs for viable candidates.
 - Attend hiring fairs presented by the Region.
 - Post for vacancies with the Department of Education website.

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

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

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

School-Parent Involvement Policy

- I. School 127, in compliance with the Title I/PCEN mandates, has implemented a parent involvement policy strengthening the link between the school and the community. School 127's policy is designed to keep parents informed by actively involving them in planning and decision-making. Parents are encouraged to participate on school leadership teams, parents associations, and parent advisory councils, as trained volunteers and as members of the school professional development advisory council. Educational research has shown a positive correlation between parental involvement and student success.*

School 127 will encourage more school-level parental involvement by:

- Holding annual Parent Curriculum Conference*
- Maintaining parent participation in school leadership teams*
- Encouraging parents to become trained volunteers through Learning Leaders*
- Having written and verbal progress reports that are periodically given to keep parents abreast of their children's progress*
- Providing school planners for daily written communication between school/teacher and the home.*
- Parent Fairs where all parents are invited to attend formal presentations and workshops that address their parenting needs*

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

PS 127Q - PARENT COMPACT

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

The School Agrees

To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.

To offer a flexible number of meetings at various times, and if necessary, and if funds are available, to provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.

To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.

To provide parents with timely information about all programs.

To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.

To provide high quality curriculum and instruction.

To deal with communication issues between teachers and parents through:

- 1. Parent-teacher conferences at least annually*
- 2. Frequent reports to parents on their children's progress*
- 3. Reasonable access to staff*
- 4. Opportunities to volunteer and participate in their child's class*
- 5. Observation of classroom activities*

To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e., literacy classes, workshops on reading strategies.

The Parent/Guardian Agrees

To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.

To participate in or request technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies.

To work with his/her child/children on school work; and read to them for 15 to 30 minutes per day.

To monitor his/her child's/children's:

- 1. Attendance at school*
- 2. Homework*
- 3. Television watching*

To share the responsibility for improved student achievement.

To communicate with his/her child's/children's teachers about their educational needs.

To ask parents and parent groups to provide information to the school on the type of training for assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.

In addition, Parents can Support their child at home by:

- Continuing to have discussions with their child about their goals.*
- Have regular discussions with the teacher about your child's progress.*
- Ask questions about your child's strengths and areas in need of improvement*
- Have students in school on time.*
- Provide a location in the home environment that supports student learning.*

This Parent Involvement Policy (including the Parent-Parent Compact) was distributed for review by the SLT on December 14, 2009.

This Parent Involvement Policy was updated on December 17, 2009.

The final version of this document will be distributed to the school community on January 11, 2010 and will be available on file in the Parent Coordinator's office.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

Please see section IV, pages 10 – 15

Three-Year Trend Analysis of Performance in ELA

Over a three-year period from 2007 – 2009, the percentage of all students tested scoring a Level 1 on the ELA assessment decreased from 6.73% to 3.43%. The percentage of ELA scoring at a level 2 decreased from 36.19% to 30.86%. In addition, there was an increase in the percentage Level 3s from 57.10% to 54.46%. The percentage of students scoring a level 4 increased from 1.16% to 3.98% over the last 3 three years. An analysis of this three-year trend in ELA performance indicates an increase in levels 3 and 4 and a decrease in levels 1 and 2.

Three-Year Trend Analysis of Performance in Math

Over a three-year period from 2007 – 2009, the percentage of all students tested, scoring a Level 1 on the Math assessment decreased from 8.54% to 4.44%. The percentage of Math scoring at a Level 2 also decreased from 23.60% to 22.77%. In addition, there was an increase in the percentage Level 3s from 56.18% to 60.16%. The percentage of students scoring a level 4 increased from 11.69% to 12.63%. An analysis of this three-year trend in Math performance indicates an increase in levels 3 and 4 and a decrease in levels 1 and 2.

2. School wide reform strategies:

As the year progresses, we will examine effective strategies that will assist in school wide reform in order to provide opportunities for all children to meet the State's proficient and advanced levels. These would include but not be limited to:

- The Professional Development Team to provide teachers with opportunities for examining current practice and to share best practices within the grade as well as the school.
- Teachers will use formative data in order to set goals for students in core subject areas, these goals will be updated and revisited as the year progresses
- Teachers will continue setting **Interim Checkpoints** as a way of periodically assessing whether or not the student is on track to achieving their goal/s
- Reduction of class size in grades K-3.
- Instruction for early readers in phonemic awareness and phonics using Foundations
- A high quality, educational Preschool program for students.

- Supervisors conduct focused walk-throughs, informal visits and formal observations of all teachers and provide feedback to the teachers visited and the teaching staff as a whole.
- Coach to visit classrooms to observe and gather information, after which will be used to work collaboratively with teachers to model and foster best instructional practices.
- Continue to make strides towards the full implementation of the workshop model of instruction in literacy and mathematics, as reflected during our learning walks and in our formal and informal observations.
- Continue to make our AIS and extended day programs available to students deemed to be at risk during and after school hours.
- To provide a wide range of educational opportunities to meet the needs of our ELL students.
- To continue to provide mainstreaming opportunities for our students with IEPs as well as the subsequent grade level increase for our CTT classes.
- To continue to create and maintain a school culture that promotes a demanding performance standard with a focus on substantial student advancement such as maintaining portfolios, reviewing, analyzing and utilization of data.
- Emphasize homework policy/detention policy with school wide expectations for all students.
- To provide teachers with the implementation of the unified curriculum and workshop methodologies in Literacy, Mathematics and other core subject areas.
- To continue to supply teachers with the appropriate amount of leveled texts to support student growth.
- To continue to monitor the classroom to be reflective of the workshop model using literacy and mathematics portfolios, word walls, collaborative process/content charts, standards based bulletin boards and other materials that foster a child- friendly learning environment.
- To continue with our extended day programs to address the needs of our students in need of academic intervention, as well as test preparation programs.
- Continue to present professional development to teachers on an ongoing basis to support their instruction and practice for all students with varying academic needs.

3. Instruction by highly qualified staff.

As we continue to build upon the components of professional practice, we work to identify, assess, support and enhance the following domains:

- a. Planning and practice, the classroom environment, instruction, and professional responsibilities.
- b. To ensure the teachers have support in obtaining a comprehensive understanding of the content, skills, and outcomes.
- c. To support a strong understanding of student backgrounds and to plan and design effective instruction and assessment.

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

- Provide teachers with ongoing professional development in the areas of Standards, Standards based student work, the principles of learning
- Through informal and formal observations, the professional development team in conjunction with the coach and support staff will address teacher needs

- Take advantage of ISC's offerings of Professional Development
- Encourage administrators and teachers to attend professional development seminars presented various organizations such as UFT Teacher Center, ASCD and IRA.

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

- Canvass the Fellow Program's list and interview for teachers who will be trained and receive certification on a Transitional B License as a means of addressing appropriate qualifications in a shortage area.
- Review the Open Hire list to review and interview for certified teachers.
- Present an overview of the school and its programs for viable candidates.
- Attend hiring fairs presented by the Region.
- Post for vacancies with the Department of Education website.

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

- To showcase our students' learning through a variety of programs that are open to the entire school community, including our student science fair, exhibits, poetry slams, talent show, special programs and presentations throughout the school year.
- To initiate activities for parents that will encourage academic, social and cultural awareness.
- To actively involve the school community in school activities and in decision-making processes.
- To continue to train our Parent Coordinator to foster increased parental involvement and to be responsive to parental concerns.
- To disseminate our monthly calendar to inform our school community of school activities.
- To provide our ELL parents with designated workshops on Saturdays and during the school day.
- To offer parent workshops through EPIC using our 21st Century Grant.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

- State-run preschool program, to local elementary school programs.
- To obtain the support of the Parent Coordinator in establishing and maintaining a family room.
- To support parental based initiatives using the Parent Involvement Component unit.
- Staff development for Pre-K teachers, and support staff.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
 - Creation of grade level Inquiry Teams to support school-wide Inquiry Team work in order to meet the needs of all learners
 - To continue supporting various committees such as; Professional Development Team, Inquiry Team as well as ELL and Special Education Team meetings with lead teachers to disseminate information and provide for updates on student services with the emphasis on academic achievement
 - To provide feedback opportunities to all teachers during grade conferences as well as decision making criteria throughout the year
 - To include teachers in professional staff development which will allow for reflective practices which will result in the integration of new ideas and strategies to enhance the teaching/learning environment
 - Encourage teachers to share best practices as well as turn key strategies and instructional practices covered during training sessions

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
 - Teachers create and update academic goals for student in need of academic intervention
 - Teachers create group SMART goals for students in the core subject areas
 - Teachers work individually with students and keep conference notes, highlighting successes, strategies taught and next steps
 - To provide for intensive and ongoing support for our teachers.
 - To utilize staff members as well as consultants for staff development and mentoring.
 - To avail ourselves to the professional development discretionary funds which will enhance identified teachers and areas in need of development.
 - To provide for UFT course work as part of the new teacher staff development hours.
 - To identify strengths to build capacity for in house staff development.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
 - We have examined effective instructional practices that promote positive student outcomes
 - We will utilize the data analysis of standardized assessment, student work to drive instruction, curriculum planning and grouping, smaller class size and SETSS and AIS services to meet student needs as well as local programs and services
 - We plan to utilize all services to identify, target and recommend both AIS as well as enrichment programs for our students
 - To provide a wide range of programs to meet the needs of our ELL students in compliance with the Federal, State and City mandates

- To continue supporting the formation of various grade level, of our Collaborative Team Teaching class as we build on this initiative

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.

PS127 is not a Title I Targeted Assistance School

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: ELL/SWD: English Language Arts
Corrective Action Year 2 **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.
 - Teachers were not given enough Professional Development on Differentiated Instruction to address the individual learning styles
 - Inquiry Team participation was limited, not school-wide
 - Teachers were not properly trained on the use of data to address next steps in order to move students’ achievement
 - Our ELL population increased and we hired new teachers who needed Professional Development and experience in this area to move students effectively
 - Parental Involvement was low

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.
 - We will continue to use the Balanced Literacy Programs that were purchased last year, the teachers will deepen their understanding of the instructional strategies while becoming more familiar with the different components in the program that address our student population needs.

¹ School Under Registration Review (SURR)
DECEMBER 2009

- A PD Survey will be completed by all teachers identifying professional development opportunities in order to better serve our students in need of academic intervention, with a special focus on our SWDs and our ELLS
- A yearlong Professional Development Plan has been planned to address teachers' needs in Differentiated Instruction, use of data and working with small groups.
- Inquiry team will be formed at each grade to target at risk student and also move the entire population.
- Grade meetings will be used for teachers to review both formative and summative data in order to notice patterns and trends in student accomplishments and to discuss next steps.
- Classroom Libraries will be supplemented; books and materials will be purchased that will be used to meet the students needs. We will purchase 'just right' books at various levels, in addition to bilingual books.

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.

The 10% of Title I allocation is paying partial salary of Ms. Valerie DeMato, Middle School Literacy Coach. Allocation approved by ISC-Q Budget and Grants Officers.

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

The expected mentor/new teacher contact time during the school day is two periods per week or more. While mentors and beginning teachers' work together can be structured and accomplished in a variety of ways, a portion of the regularly scheduled contact time must include in-classroom support. Two of the weekly preparation periods for new teachers may be designated for mentoring. Mentors and new teachers may meet before and or after school and during professional periods.

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.

Parent will be notified about the school's identification for school improvement in the following ways:

- Parent Teacher Association meeting (with translators).
- School Newsletters in English and Spanish
- School messenger in English and Spanish.

- Parent workshops in English and Spanish.
- Invited speakers of the LSO/ICI with translators.

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.

A school-based committee was formed to assess whether Finding 1A was relevant to our school's educational program. Committee members included a parent, the principal, the data specialist and the school leadership team which includes one member from our inquiry team. During these meetings components of Key Findings will be addressed. The committee reviewed our CEP and evaluated school data to look for gaps in our written curriculum, the effectiveness of our curriculum maps, the taught curriculum in ELA especially for ELLs and SWD and our teaching materials. The results of this assessment process was shared at an SLT meeting, with parents at a PTA meeting, with the staff at a faculty conference and with our SAF and Network Leader.

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?

We believe the finding to be Not Applicable for the following reasons:

Last year we adopted two new ELA curriculums, namely *Literacy by Design* (grades K – 5) and *McDougall-Littell* (grades 6 – 8). While the program of *Literacy by Design* addresses the reading component thematically, the writing component did not meet the needs of our students. Therefore, our school formed a Literacy Team for the purpose of writing a curriculum based on the design of Teachers College, utilizing the Workshop model. The Team works together to provide suggested Teaching Points, strategies, suggested books and differentiated writing instruction into the workshop model.

Our Inquiry Team worked to breakdown our curriculum maps into skills and strategies for our students to achieve each month or unit as well as unit goals. Throughout the school, teachers implement various strategies within the Workshop Model to support the curriculum; such as turn and talk to provide accountability for what is a learned, oral presentation in which students express and explain learned concepts. Teachers provide test sophistication based upon ongoing assessments, such as Acuity, ITA, running records, and unit tests. Extended day, the OASIS program, BINET and our after-school test sophistication program are all aligned to support the taught curriculum. Teachers and students regularly confer to articulate goals and benchmarks.

Our teachers rely upon a variety of resources to support the curriculum, such as, classroom libraries including leveled books and various genres in which the students have open access. *Literacy by Design* provides multiple copies of books to use in small groups for strategy lessons and guided reading. *Literacy by Design* and *McDougall-Littell* also provide overhead transparencies for reinforcement of lessons. In addition, the *Academic Workout* is used to provide essential ELA strategies for our mandated students.

Our teachers received professional development on the components of the NYSELAT exam for the purpose of aligning skills that are found on the ELA exam. Therefore, our teachers, in designing their teaching points incorporate the skills tested on both the NYSELAT and ELA exams. The needs of our ELLs are being met with the implementation of the differentiated-based *Read 180* and Achieve 3000 programs. In addition, the ELL students participate in the ELL predicative exam to aid in identification of areas of need.

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

N/A

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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

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

A school-based committee was formed and met regularly in order to assess whether Finding 1B was or was not relevant to our school's educational program. Committee members included a parent, the principal, the data specialist, a member from our Inquiry Team and members from the School Leadership Team. During each meeting components of Key Finding 1B were addressed. The committee reviewed our CEP, especially the needs assessment section and evaluated the most current school data to determine if there were gaps in our written curriculum, the effectiveness of our curriculum maps, the taught curriculum in ELA especially for ELLs/SWD and our materials. The committee determined that Finding 1B was not relevant to our school's educational program. Questions 1B.2, 1B.3 and 1B.4 were be completed. Additionally, the school will indicate whether additional support from central will be needed in order to address this issue.

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?

Students have met their AYP for Math in the preceding years. Classroom teachers are supported in the following manner:

- Grades 3-5 Push –In AIS for small group instruction
- Teachers are aligning lessons to updated pre and post May strands.

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.

A school-based committee was formed and met regularly in order to assess whether Finding 2A was relevant to our school's educational program. Committee members included a parent, the principal, the data specialist, and a member from our Inquiry Team and members from the School Leadership Team. During each meeting components of Key Finding 2A were addressed. The committee reviewed our CEP, especially the needs assessment section and evaluated the most current school data to determine if there were gaps in our written curriculum, the effectiveness of our curriculum maps, the taught curriculum in ELA especially for ELLs/SWD and our materials. The committee determined Finding 2A was not relevant to our school's educational program.

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

Not 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?

At this time, we believe, that using the workshop model, including whole groups, guided reading, small group, individual instruction, and, peer interactions, our teachers meet the needs of our students. Our teachers utilize teacher generated tests, predicative assessments, Acuity, unit tests, conferences, running records, DRAs, and student goals to drive instruction. The *Literacy by Design* program is based on a learning continuum which gradually releases the teacher driven-instruction and places the learning responsibility on each individual student. Supervisors discuss instructional practices and hold ongoing meetings in conjunction with the Literacy Coach to improve teacher best practices.

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:

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

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

A school-based committee was formed and met regularly in order to assess whether Finding 2B is or is not relevant to our school's educational program. Committee members included a parent, the principal, the data specialist, a member from our Inquiry Team and members from the School Leadership Team. During each meeting components of Key Finding 2B was addressed. The committee reviewed our CEP especially the needs assessment section and evaluated the most current school data to determine if there were gaps in our written curriculum, the effectiveness of our curriculum maps, the taught curriculum in Math especially for ELLs/SWD and our materials. The committee determined Finding 2B is not relevant to our school's educational program. Additionally, the school will indicate whether additional support from central will be needed in order to address this issue.

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?

- Implementing EDM with its spiral based curriculum and which emphasizes the use of manipulatives
- K-2 Cluster teacher hired to provide differentiated instruction using hands on math activities
- AIS Math provider services grade 3- 5
- As part of our Balanced Math program students work in small differentiated groups while teacher confers and provides one to one instruction to those students most in need
- Use of SMART boards in all 6 – 8 classes
- Teachers attend Title Math Grant training session
- Teachers attending Lehman College Math Partnership
- Teachers attending Channel 13 Technology Workshop

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

N/A

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.

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?

- There are 17 newly hired teachers for the 2009 – 2010 school year
- The increase in the number of self-contained ELL classes necessitates a need for highly qualified teachers with dual certification
- The increase in the number of ICTS classes necessitates a need for an additional teacher in each of the classes

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.

- Canvass the Fellow Program's list and interview for teachers who will be trained and receive certification on a Transitional B License as a means of addressing appropriate qualifications in a shortage area.
- Review the Open Hire list to review and interview for certified teachers.
- Attend hiring fairs presented by the Region.
- Post for vacancies with the Department of Education website.
- As we continue to build upon the components of professional practice, we will work to identify, assess, support and enhance the following domains: Planning and practice, the classroom environment, instruction, and professional responsibilities.
- To ensure the teachers have support in obtaining a comprehensive understanding of the content, skills, and outcomes.
- Through informal and formal observations, the professional development team in conjunction with the coaches and support staff will address teacher needs
- UFT Teacher Center monthly New Teacher Network meetings
- All teachers complete a PD preference sheet in order to individualize development opportunities
- Full Time School Based Mentor

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.

A school-based committee was formed and met regularly in order to assess whether Finding 4 was or was not relevant to our English Language Learner Program. Committee members included a parent, the principal, the data specialist, and a member from our Inquiry Team and members from the School Leadership Team. During each meeting components of Key Finding 4 were addressed. The committee reviewed our CEP especially the needs assessment section and evaluated the most current school data to determine if there are gaps in our written curriculum, the effectiveness of our curriculum maps, the taught curriculum in ELA/Math especially for ELLs. The team focused on the professional development opportunities that were offered last year.

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?

Only a limited number of teachers have attended TESOL conferences or have gone to training at Fordham University's BETAC.

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.

Our PD Team has surveyed teachers of ELLs as well as reviewed data in order to determine where the strongest area of need lies with regards to staff development. A majority of teachers asked to work closely with creating goals to meet the needs of ELLS. In addition, many teachers felt that they needed more classroom materials in order to better meet the needs of their students. Currently, selected teachers are sent to various professional development seminars for the purpose of engaging ELLs in Social Studies and technology. In

addition, the *Achieve 3000* program has been implemented for our ELLs and PD has been provided for the ELL teachers. We will continue to reach out to the

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

A school-based committee was formed and met regularly in order to assess whether Finding 5 was or was not relevant to our English Language Learner Program. Committee members included a parent, the principal, the data specialist, and a member from our Inquiry Team and members from the School Leadership Team. During each meeting components of Key Finding 5 were addressed. The committee reviewed our CEP especially the needs assessment section and evaluated the most current school data to determine if there are gaps in our written curriculum, the effectiveness of our curriculum maps, the taught curriculum in ELA/Math especially for ELLs.

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?

ELL academic progress is closely monitored at our school by test data from the LAB-R, NYSELAT, and ELL Predictive. The school wide Inquiry team has focused on research and strategy implementation for this subgroup of our population. All findings are available to school and parent communities through ARIS,

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

N/A

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

A school-based committee was formed and met regularly in order to assess whether Finding 6 was or was not relevant to our school's educational program. Committee members included a parent, the principal, the data specialist, and a member from our Inquiry Team and members from the School Leadership Team. During each meeting components of Key Finding 6 were addressed. The committee reviewed our CEP, especially the needs assessment section and evaluated the most current school data to determine if there were gaps in our written curriculum, the effectiveness of our curriculum maps, the taught curriculum in ELA especially for SWD. The committee determined that Finding 6 was relevant to our 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?

Teachers have attended limited training in meeting the needs of SWDs. In order to close the achievement gap and meet the needs of our SWDs we make sure that all of our teachers are familiar with their IEPs. We are focusing on meeting their needs in the area of ELA, because we have only made limited growth in that area. Our teachers are aware of the modifications and adaptations that are needed in order to support our learners.

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.

The administration and the Professional Development Team have been working closely in order to make sure that the teachers of SWDs are trained in current methodologies and adaptations of curriculum. The teachers are being identified in order to attend training sessions and conferences. Teachers who attend professional development sessions are then required to turn key strategies gained at these sessions. Teachers are encouraged to plan together and plan inter-visitations whenever feasible. New teachers of SWDs work closely with their mentor in order to become familiar with different types of instructional approaches that will help to increase student performance.

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.

A school-based committee was formed and met regularly in order to assess whether Finding 7 was or was not relevant to our school's educational program. Committee members included a parent, the principal, the data specialist, and a member from our Inquiry Team and members from the School Leadership Team. During each meeting components of Key Finding 7 were addressed. The committee reviewed our CEP especially the needs assessment section and evaluated the most current school data to determine if there are gaps in our written curriculum, the effectiveness of our curriculum maps, the taught curriculum in ELA especially for SWD and our materials. The committee determined that Finding 7 is relevant to our school's educational program. Additionally, the school will indicate whether additional support from central will be needed in order to address this issue.

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?

- Implementation of accommodations and modifications in classroom setting is evolving

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.

-All members of school community working with SWD are responsible to be familiar with the students IEPs

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

We currently have 25 students in Temporary Housing.

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

We set out to meet the needs of our students in temporary housing. We do this in many ways; first and foremost, all students in temporary housing receive fair and comparable services.

- Basic and emergency supplies available
- Counseling services
- Liaison
- Academic Support Services offered
- Parent workshops
- Transportation provided