



**PRIMARY SCHOOL 128 QUEENS**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: 24Q128**

**ADDRESS: 69-10 65 DRIVE, MIDDLE VILLAGE NY 11379**

**TELEPHONE: (718) 326-6210**

**FAX: (718) 326-6080**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 24Q128      **SCHOOL NAME:** Primary School 128 Queens

**SCHOOL ADDRESS:** 69-10 65 Drive Middle Village NY 11379

**SCHOOL TELEPHONE:** 718 326 6210      **FAX:** 718 326 6080

**SCHOOL CONTACT PERSON:** David Abbott      **EMAIL ADDRESS:** Dabbott@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** JoAnn Sansivieri

**PRINCIPAL:** John Lavelle

**UFT CHAPTER LEADER:** JoAnn Sansivieri

**PARENTS' ASSOCIATION PRESIDENT:** Dawn Camus

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

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

**DISTRICT:** 24Q      **SSO NAME:** Empowerment Network One

**SSO NETWORK LEADER:** Sandy Litrico

**SUPERINTENDENT:** Madeline Taub-Chan

## 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
John Lavelle	*Principal or Designee	<b>FAXED</b>
Jo Ann Sansivieri	*UFT Chapter Chairperson or Designee	
Dawn Camus	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
David Abbott	Assistant Principal	
Cindy Monti	Teacher	
Nancy Barvels	Teacher	
Bonnie Piller	Parent	
Maureen Zovich	Parent	
RoseAnn Szabo	Parent	
Tara Krebs	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.

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Our school's vision is to prepare our students to become productive, successful and caring members of society. Students will effectively grow in all skills including, but not limited to, critical thinking, correct decision making and communication. Teachers will provide our students with rich academic skills. They will also strive to develop confidence and high self-esteem in students. Parents/Guardians will work together with teachers to strengthen children's positive social experiences and educational decisions. Our community will have opportunities to enrich our school with knowledge and growth. Reaching our vision will allow our students to achieve their greatest potential.

Our school's mission is to enable each student to attain his or her highest potential. We firmly believe that all children can reach their full potential when the proper environment is established. We recognize that we must provide every student, including all sub-groups a variety of productive educational activities. We will continue our collaboration with parents and community to fulfill these goals. We have the responsibility to safeguard all the children we serve while they are at school.

P.S. 128Q is located in Middle Village, New York. It has 547 (Up by 107 since last year) children in grades K through 6, 19.4% of these are eligible for free or reduced lunch. The school population comprises 1% Black, 17.39% Hispanic, 74.9% White, and 5.6% Asian. The average attendance rate was 95%.

In September 2009 we occupied a new building. This new building is a five story structure which also serves as a campus site for a District 75 program. With the exception of two specialty classrooms, P.S. 255 (D75) occupies the second floor of the new building. P.S. 128Q is scheduled to grow to K to 8 over the next three years. Therefore, this school year is the first year we have sixth grade students. Virtually 100% of our fifth grade students from last year remained with us to become our sixth grade. For the 2010-2011 school year, our population will not fit into our building. We have to plan for this development.

We are challenging our sixth grade students by utilizing content specialty teachers to teach ELA/Social Studies and Math/Science. We further accommodate the needs of our students through various enrichment activities after school as well as a Saturday program.

At Primary School 128Q we are very proud of our academic achievement. In 2009, 95.9% scored level 3 and 4 on the NYS ELA Assessment and 99% scored level 3 and 4 on the NYS Math Assessment. The percentage of students receiving 3 and 4 on the NYS Science Assessment (Grade 4) was 100%. On the NYS Social Studies Assessment (Grade 5) 96 % scored level 3 and 4.

The staff consists of (1) principal, (1) assistant principal, (1) parent coordinator, (23) classroom teachers, (2) 12:1:1 special education teachers, (1) literacy coach/data specialist (3) paraprofessionals,

(1) music consultant (1day), (1) technology teacher/data specialist, (1) social studies teacher, (1) science teacher, (1) physical education teacher, (1)art teacher, (1) SETTS/IEP teacher, (1) project friend instructor (1 day), (1) guidance counselor, (2) SBST members (2days), (1.4) speech teacher, (1) ELL teacher, (1) part time adaptive physical education teacher, (1) full time occupational therapist,(1)part time occupational therapist, (1) part time physical therapist, (5) full time school aides, (2) lunch aides, (1) school nurse, (2) school safety officers, (4) custodial staff, and (1) secretary.

Due to the nurturing relationship P.S.128Q has fostered with the community, the staff has developed a rapport that allows for a daily open discussion of educational programs and issues. Senior teachers are always available for in school collaboration when needed. Teachers are programmed with a common prep period to allow for professional growth and common planning. Our literacy coach provides professional development to teachers through Learning Lunches as well as during some of the common prep periods. Technology is infused in each classroom with the use of table top computers, laptops, and Smart Boards.

Many staff members are familiar with a large number of our students. This helps enable the staff to help every child reach his or her full potential socially and academically. The school provides a very safe atmosphere. It is wonderful to watch our incoming kindergarteners grow into young adults. We are very proud of our accomplishments and the performance of our students.

Every year the principal establishes and discusses the School Wide Goals and Objectives, which are the overall guiding principles of the school. The Goals and Objectives for the 2009-2010 school year are:

- To actively engage all students in “Accountable Conversation” throughout the broad curriculum. To encourage students to listen to and learn from one another. To assure students understand the importance of conversation as a means of communication.
- To utilize a wide array of data in order to ensure that each child reaches their full potential, and to provide individualization and differentiated instruction in order to accomplish this.
- To expand the existing home/school link by providing additional measures of communication, including reciprocal communication, on an ongoing basis.

It is our belief that these goals and objectives will enable the school to reach the more specific and measurable goals that we detail in the action plan.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot**

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
<b>School Name:</b>	Primary School 128 Queens			
<b>District:</b>	24	<b>DBN #:</b>	24q128	<b>School BEDS Code #:</b>

DEMOGRAPHICS									
<b>Grades Served in 2008-09:</b>	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended</b>					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K					94	94	95.9		
Kindergarten	83	73	82						
Grade 1	67	83	73						
Grade 2	52	71	81						
Grade 3	55	57	75						
Grade 4	50	54	61						
Grade 5	70	48	56						
Grade 6			52						
Grade 7									
Grade 8									
Grade 9									
Grade 10									
Grade 11									
Grade 12									
Ungraded	14	9	12						
Total	391	395	440						
<b>Note: Current register is 548.</b>									
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes	12	12	12	Principal Suspensions	0	0	3		
No. in Collaborative Team Teaching (CTT) Classes	0	0	0						

DEMOGRAPHICS							
Number all others				Superintendent Suspensions			2
<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(BESIS Survey)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants			
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants			
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only		11	16	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs		1	1	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers			
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals			
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals			
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school			95
American Indian or Alaska Native	0%	0%	0	Percent more than two years teaching in this school			84
Black or African American	1%	1%	1	Percent more than five years teaching anywhere			90
Hispanic or Latino	12%	17%	20	Percent Masters Degree or higher			92
Asian or Native Hawaiian/Other Pacific Isl.	6%	5%	6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)			95
White	81%	77%	73				
Multi-racial	0%	0%	0				
<b>Male</b>							
<b>Female</b>							

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
<b>SURR School:</b> Yes No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:		
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>			
<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2	

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____
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*\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.*

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

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

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

#### Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

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

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	UPF See Needs Assessment
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment (Comprises 15% of the Overall Score)	A	Quality Statement 2: Plan and Set Goals	UPF
School Performance (Comprises 30% of the Overall Score)	A	Quality Statement 3: Align Instructional Strategy to Goals	P
Student Progress (Comprises 55% of the Overall Score)	A	Quality Statement 4: Align Capacity Building to Goals	P
Additional Credit	0.8	Quality Statement 5: Monitor and Revise	UPF

## 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?
- 

A review of all of the data about P.S. 128 shows many different trends depending on the type of data in the report. During the past few years the school has been reflecting on the many findings from various sources and as a result has continued to make adjustments in its educational programs to ensure that all of our students meet their full potential as detailed in our mission statement.

As detailed in the 2008-09 New York State School Report Card we continue to meet and exceed our AYP in ELA, Math, and Science. We have always been a school in Good Standing based on the percentage of students in grades 3, 4, and 5 who attain either a 3 or a 4 on the NYS ELA, Math, and Science assessments.

### Student Performance/ELA

Grade	% 3 + 4s 05/06	% 3 + 4s 06/07	% 3 + 4s 07/08	% 3 + 4s 08/09
3	86.8	92.5	88.9	96
4	92.5	95.9	92.5	95
5	94.4	87.0	95.9	100

### Student Performance/Math

Grade	% 3 + 4s 05/06	% 3 + 4s 06/07	% 3 + 4s 07/08	% 3 + 4s 08/09
3	96.3	98.2	96.8	99
4	97.1	96.9	98.2	100
5	98.2	88.6	97.6	100

### Student Performance/Science

Grade	% 3 + 4s 05/06	% 3 + 4s 06/07	% 3 + 4s 07/08%	% 3 + 4s 08/09
4	100	100	96	95.2

Student performance remains high. There are no significant differences for males and females. Our general education and special education students, as well as our economically disadvantaged and not disadvantaged students performed well. The results are very close in these various groups. The conclusion that can be drawn from these findings is that there are no differences in the performance

of these subgroups in meeting the State Standards on the NYS assessments in ELA, Math and Science. However, a larger percentage of boys than girls received a 4 on the NYS Science Assessment. This is an issue that we will review. We consistently demonstrate high student performance in ELA, Math, and Science.

On the New York City Progress Report the findings are broken down into three areas. In both 06/07, 07/08 and 08/09 we received high marks in the area of School Environment. These findings are consistent with the Quality Review reports that noted that "Leadership is highly collaborative and works very well with staff to develop whole-school, grade level and classroom plans"(08) and also that "All stakeholders share the mission to achieve success through a nurturing academically rich program" (07). Both Quality Reviews yielded an overall grade of Well Developed. However, in 08/09 the school was rated UPF. One of the persons present for the review, Peter Lewis, focused a very significant of time on the issue of whether the school was properly accommodating the needs of students participating in the Catholic Release Time program. This despite the clear fact that the school was in compliance with Chancellor's Regulation A-630. He persisted in focusing on the "Catholic Religion Release Time" issue and many staff members believed this issue clouded the results of the Quality Review. He also referred to students as "Bagladeshi boat people" and "Bangladeshis right off the boat." The other reviewer Sumita Kaufhold took no exception to this language.

In the area of Student Performance we also received high grades. Our average performance in ELA and Math improved in 07/08 and again in 08/09. These findings are consistent with the NYS Report Card.

In the area of student progress, 61.6% of our students made one year of progress in ELA and 79.9% made one year of progress in Math. These percentages are higher than either of the two previous years.

As a result of these statistics the Inquiry Team is targeting students in grade 6 because it is a new grade in the school and we have selected ELA as the subject area to improve. In addition, we are still maintaining a secondary focus on Math so as not to lose the progress we made. In grade Inquiry, we have targeted 12 to 15 children per grade for developing strategies for advanced study.

Based on the findings of the Quality Reviews and the Inquiry Team Process, the school continues to refine the academic programs, data collection and the analysis of data by the staff. In the last two years we have initiated a greater emphasis on differentiated instruction. It has been one of the school goals for the last few years and we have made significant progress in this area during this time. Over the past three years, we have brought in outside consultants in both Math and ELA to work with teachers in grades 3, 4, and 5 to provide support. This year we have added a Literacy Coach and will have two Math consultants working with us. Additional materials have been purchased to support the changes. The Every Day Mathematics program was introduced one grade at a time and has now reached Fifth grade. We continue to refine and enhance our balanced literacy program by introducing guided reading in all grades and enhancing classroom libraries with leveled books for independent reading and sets of books for literacy circles.

An area in need of improvement that was noted in the Quality Review Report was data collection and how we were using the data to drive instruction. As the Inquiry Team began to review school wide data and classroom practices (through low inference observations) we saw the need to streamline and unify data collection throughout the grades, as well as providing information to the next grade when the children were promoted. The school wide practices initiated by the Inquiry Team are:

- Revised and more user friendly ELA conference notes
- Reading level sheet indicating two yearly benchmarks for independent reading and student sheet to follow through the grades
- New organization of Math binder and improved use of data and benchmarks

These changes were implemented this year and we are in the process of developing a form to use to determine math performance levels to follow the student through the grades.

We have tried to use the Inquiry Team process as an opportunity to be reflective on the things that we do well and what needs to be improved so that P.S.128 continues to fulfill its mission to provide an environment where all students reach their potential. Our Inquiry Team includes a representative of primary and upper grade classroom teachers, a special education teacher, the data specialist, and the parent coordinator, so that the team can always have a home/school link. Classroom teachers are invited to attend and often attend these meetings. They contribute additional insight and information to the ongoing, school wide inquiry process. In addition, to facilitate ongoing communication across grades, teachers are conducting peer observations in either the grade above or below the one they teach. This will provide the staff with an opportunity to learn new strategies from their peers and to share best practices. Analyzing the data with all members of the school community has enabled us to work collaboratively to reach the goals outlined in our CEP.

## 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.

Goals	Description
<b>Goal 1:</b> By June 2010, all students will be actively engaged in “Accountable Conversation” throughout the broad curriculum as measured by informal observations.	Based on conversations with SLT members, it was determined that students should be encouraged to listen to and learn from one another. To assure students understand the importance of conversation as a means of communication, this will be an annual goal.
<b>Goal 2:</b> By June 2010, teams of teachers will utilize a wide array of data to inform differentiated instruction and set academic goals in order to ensure that each child reaches his/her full potential as measured by 90% participation at Grade Inquiry Meetings.	Based on Quality Review findings, it was determined that there is a need to set measurable interim and end of year goals in all core subjects. Through this goal, our school will use the inquiry process to drive differentiated instructional practices and to assess the comparative performance of all sub-groups. Ultimately, this process will enhance school-wide planning, actions and strategies to accelerate student success. Outcomes of this will be communicated to the entire school community.
<b>Goal 3:</b> By June 2010, the home/school link will be even further strengthened by providing additional means of communication, as measured by a score higher than the 50th percentile in comparison to the City Horizon on the 2009-10 School Progress Report.	While communication in our school is excellent based on the Learning Environment Survey. However, this is a priority since strong home/school communication leads to addressing both the academic <i>and</i> social needs of our students.

## SECTION VI: ACTION PLAN

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

**Subject/Area (where relevant):** Accountable Conversation

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Goal 1:</b> By June 2010, all students will be actively engaged in “Accountable Conversation” throughout the broad curriculum as measured by informal observations.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• The focus will be on enrichment through conversation in all subject areas. The entire staff is responsible and the measurable objective will be the observation of student conversations throughout the grade.</li> <li>• Professional Development will be provided on engagement of all students in a varied heterogeneous class.</li> <li>• Lesson plans will reflect a strategy on the engagement of ELL students.</li> <li>• This topic will be addressed at parent meetings to continue this process into the home.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>We added a Literacy Coach and will expand our Saturday program. This action plan is being funded through Fair Student Funding.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Interval (frequency) of Periodic Review:</b> Monthly <b>Instrument of Measure:</b> Informal Observations <b>Projected Gains:</b> Students will be better able to reference comments from classmates and constructively criticize them or build upon them.</p>



<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>This action plan is being funded through Fair Student Funding.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Interval (frequency) of Periodic Review:</b> November, March and June  <b>Instrument of Measure:</b> Participation at Grade Inquiry Meetings  <b>Projected Gains:</b> Teams of Teachers will devise strategies to further differentiate instruction and student use of research in all subject areas.</p>

## 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):** Communication

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal 3:</b> By June 2010, the home/school link will be even further strengthened by providing additional means of communication, as measured by a score higher than the 50th percentile in comparison to the City Horizon on the 2009-10 School Progress Report.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Conduct daytime and parent workshops on the use of ARIS as an informational tool.</li> <li>• Carry out ongoing in school technical support for parents with regard to ARIS.</li> <li>• Early in September conduct an evening Meet The Teacher Night where each classroom teacher discusses school and individual regulations, policies and practices.</li> <li>• In September, conduct a daytime “information sharing fair” where parents (open to all) and school staff members can exchange ideas and help plot the school direction and course.</li> <li>• Seek out and recruit a person capable of setting up <i>and</i> maintaining a school website.</li> <li>• Celebrate school activities with invitations to parents and other community members and leaders.</li> <li>• Continue the use of the Parent Coordinator rapid response email system to keep parents updated on school events and other important and timely matters (For example, the Swine Flu issue).</li> <li>• Initiate a “24/7” telephone announcement system so that parents and others can access information about upcoming and important events just by dialing the school. This will address the need for an at home information source for parents and others who may not have a computer.</li> </ul>

	<ul style="list-style-type: none"> <li>• Have staff present at all PA meetings and work as a resource and support for the PA.</li> <li>• Send individual goals to families in Reading, Writing and Math. These goals include next steps and request for feedback.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>This action plan is being funded through Fair Student Funding.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Interval (frequency) of Periodic Review:</b> November, March and June  <b>Instrument of Measure:</b> Family participation in response to goals and attendance at school meetings and functions.  <b>Projected Gains:</b> At least 70% of families will respond to core curriculum monthly goals for their children.</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	28	27	N/A	N/A	1			6
1	25	25	N/A	N/A	2			5
2	24	24	N/A	N/A	2			4
3	22	22	N/A	N/A	2			3
4	20	20	20	20	1			2
5	20	20	20	20	1			3
6	12	12	12	12	3			1
7								
8								
9								
10								
11								
12								

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

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

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	Treasures, Guided Reading. Pull out AIS program. Small group instruction. In class grouping, after school and Saturday small group instruction..
<b>Mathematics:</b>	EDM in grades K through 5 and Impact Math in grade 6. Pull out AIS program. Small group instruction. In class grouping, after school and Saturday small group instruction.
<b>Science:</b>	Writing Journals, Peer Tutoring, Content area strategies.
<b>Social Studies:</b>	Writing Journals, Peer Tutoring, Content area strategies.
<b>At-risk Services Provided by the Guidance Counselor:</b>	Individual and small group.
<b>At-risk Services Provided by the School Psychologist:</b>	
<b>At-risk Services Provided by the Social Worker:</b>	
<b>At-risk Health-related Services:</b>	Asthma training & follow-up. Proper timing and use of medications.

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

NCLB/SED requirement for all schools **SEE ATTACHED LAP FOR ANSWERS TO NEXT FEW PAGES**

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

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

**Form TIII – A (1)(a)** \_\_\_\_\_ **SEE ATTACHED LAP**

**Grade Level(s)** \_\_\_\_\_ **Number of Students to be Served:** \_\_\_\_\_ **LEP** \_\_\_\_\_ **Non-LEP**

**Number of Teachers** \_\_\_\_\_ **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.

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**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.

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**Form TIII – A (1)(b)**

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

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

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

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

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

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

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

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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. We use the HLIS survey and personal contacts with parents
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. We need to access the NYCDOE translation services for Arabic and Polish. We can accommodate Spanish at the school.

#### **Part B: Strategies and Activities**

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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. We translate many letters into Spanish and access the NYCDOE translation services for Polish & Spanish.
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. As noted above.
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>. We will do so by utilizing contracted vendors, staff members and the NYCDOE translation services.

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

**Not Applicable**

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

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

## **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.

### **2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.**

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

## **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.

2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.
    - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
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.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
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.
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.
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.

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.

#### **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

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

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

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

### **Not Applicable**

*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:** \_\_\_\_\_ **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement**

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

### **Part B: For Title I Schools Identified for Improvement**

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

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<sup>1</sup> School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

**Not Applicable**

**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.

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

**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.

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

***1A. English Language Arts***

**Background**

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

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

### ELA Alignment Issues:

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

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

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

We reviewed the results of this finding at meetings with SLT, cabinet, and the inquiry team to assess whether this finding was relevant to our school's educational program. This various committees reviewed our CEP and evaluated our school's data to look for gaps in our written curriculum, the effectiveness of our curriculum maps, the taught curriculum in ELA especially for ELLs and our current teaching materials. Members of our SLT, cabinet and inquiry team determined that the Curriculum Audit findings were relevant to our school's educational program in the areas of ELL instruction.

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

X 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?

All of our sub groups made AYP.

Our committees found that although our curriculum and lessons in the ELL classrooms do follow the state standards, teachers could use more familiarization with ESL standards and how to address them in their lessons. Classroom instruction needs to be differentiated based on language proficiency levels.

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.

We will provide professional development on incorporating state ESL standards in daily lessons for ELL classroom teachers as well as support staff. We will particularly focus on teachers of ELL students that do not have certification in ESL. Although these classes do receive one to two periods of a push in or pull out ESL specialist they could use additional support for other periods throughout the day. In addition, we will provide more congruence time for ELL specialists and ELL classroom teachers to plan instruction and differentiate their lessons. Last year, to further support this initiative, we contacted our Empowerment Network to provide additional support to our ELL staff and support teachers and plan to do this again this year.

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## **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.

Studied student progress performance and individual skill analysis.

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?

All of our sub groups made AYP.

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.

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## **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.

Studied Progress Report and ARIS

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

Applicable  Not Applicable

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

All of our sub groups made AYP.

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.

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## **2B – Mathematics Instruction**

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

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

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

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

Studied Progress Report and ARIS.

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?

All of our sub groups made AYP.

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.

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**KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

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

Our turnover rate is small.

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?

Based on BEDS survey.

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.

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**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.

Studied Subgroup information on Progress Report.

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

Applicable  X Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

All subgroups made their AYP.

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

**KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

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

Please respond to the following questions for Key Finding 5:

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

Studied data used in evaluating ELL students, including teacher assessments, Lab-R results, and Progress Report.

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?

No measurable ELL Subgroup and all identified subgroups made AYP.

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.

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**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.

Studied ARIS, IEPs and Progress Report.

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?

As evidenced by Progress Report. All of our sub groups made AYP.

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.

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**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.

Studies ARIS, IEPs, Portfolios and Progress Report.

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?

All of our sub groups made AYP.

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

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

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

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

We have none right now.

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

We have none right now.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.

We did not receive any funds at all.

# Primary School 128 Queens

## 2009-2010

### Language Allocation Policy - Narrative

#### **Part I: School Profile**

Public School 128Q is a K-6 school with a total population of 556. This year we have 23 ELLs across the grade levels. The ELLs as a share of Total Student Population are 4.32 %. We have a freestanding ESL program with one teacher who is fully certified as and ESL/Common Branches teacher.

Our LAP team is comprised of 8 members:

- John Lavelle-Principal
- David Abbott-Assistant Principal
- Melissa Phillips-Parent Coordinator
- Erin Kilbride-ESL teacher
- Pam Petraccione-Physical Education/ESL certified
- Corrina Sabatacos-Literacy Coach
- Irene Papatsos-Guidance Counselor
- Ana Oliveros-SETTS teacher

#### **Part II: ELL Identification**

(Questions 1-6)

When new students enroll at P.S. 128 the identification process begins with an informal interview with the family. During the intake process, the parent coordinator and/or ESL teacher's job is to gather information about the child. When the coordinator or ESL teacher is not available, there are alternate staff members who are trained to assist with this process. Furthermore, we have teachers fluent in Italian, Greek, and Arabic. They can help translate information for parents when necessary. When we do not have staff fluent in a particular language, we rely on the Translation Unit. These staff members are trained to speak with families about the child's language and school experience. We explain the HLIS form to parents and discuss its' purpose: to obtain information that will help us best meet the needs of their child. In order to promote academic success in school we need to place the child in the appropriate setting. We ask parents to fill out the HLIS form with us so we can accurately determine the student's dominate home language. Students whose

dominate language is other than English are administered the LAB-R within 10 day of the admission date. Raw scores are calculated by hand and if the student falls within the range of Beginner, Intermediate, or Advanced, the placement process begins.

Parents have the right to choose a placement for their child, so next we hold a parent orientation meeting. The purpose of this meeting is to inform parents of their rights and provide a description of the 3 program choices provided by the Department of Education-Dual Language, freestanding ESL, and Transitional Bilingual Education. The invitation to this event is sent home in the parents' home languages, so they understand their role at this meeting and the importance of their attendance. In the initial months of school the orientation is held a few weeks after the conclusion of the LAB-R testing period, when raw scores have been calculated. We hold other orientations during the year as needed. The day of the orientation, parents listen to a brief introduction and watch a video detailing the 3 program choices. The information is disseminated in three ways: visually with a graphic organizer, a brochure in the parents' languages, and a video provided by the Department of Education.

Before previewing the video we provide an overview of the three program choices. One choice parents have is Bilingual Transitional Education. The goal of a Transitional Bilingual program is for students to learn conceptual skills in their native language while learning English. Students receive English as a Second Language instruction, content instruction, in both English and the native language, and Native Language Arts-promoting proficiency in the native language.

The idea is that students will transfer the knowledge and skills from the native language to English. That is why during a student's first year in TBE the ratio of native language to English is 75:25. As the child develops a greater proficiency of English that number decreases until the child is ready for a monolingual class. If a parent would like to choose this option for their child, we have a prepared list of NYC schools that have established TBE classes.

The second option for parents is the Dual Language program. The goal of this program is for students to become bilingual, biliterate, and bicultural. In this model, EP (English proficient) students also have the opportunity to learn a second language. The idea is that both groups of students will provide good language models for their counterparts. Students are taught content and literacy in both languages. Instructional time spent on each language is 50% English and 50% in the other language. Students may alternate language instruction day by day or in cycles.

The third option is a Freestanding ESL program. In an ESL program, the majority of instruction is in English. Students are taught English by means of ESL methodologies and are immersed in English for most of the day. That is not to say that the native language is not supported in the ESL classroom. Students' native languages are validated by being encouraged to use their language when needed. Students may clarify information with other students or teachers who speak the same language, use bilingual dictionaries/books, or rely on cognates as a means of comprehension. However, the goal in this setting is English proficiency. There are three program models: pull-out, push-in and self-contained. In the pull-out and push-in models, ESL teachers and mainstreamed teachers collaborate to determine language and content needs of students. Students who participate in a pull-out program are brought together from various classes and work in a

location separate from their homerooms. Conversely, in the push-in model the ESL teacher is a co-teacher during lessons in the students' homeroom classes.

Once parents have the opportunity to ask questions, consult about their child, and evaluate their choices, they are asked to fill out the Parent Survey and Program selection forms. We feel the Parent Orientation is the optimal time for parents to select a program because we can ensure the forms are returned and parents can ask questions as they make the best choice based on their child's language needs. Since the default program for students is the Bilingual Education program, follow-up letters and contact is made for parents who are not able to attend the meeting.

During our parent orientation this year, all parents selected Freestanding ESL as their first option. We revisit parent selection forms yearly to keep track of the trends in parent choices. This year we reviewed our previously enrolled ESL students' parent selection forms and noticed one Polish parent chose a TBE as a first choice. We will continue to keep this information on file and when there are 15 or more students in consecutive grade levels that request a Polish bilingual class, we will comply accordingly. Parents will be notified when this choice becomes available here at P.S. 128Q. Therefore, at this time there is insufficient number of students to create a bilingual class. As a result, we only offer a Freestanding ESL program for the 2009-2010 school year.

Once students are enrolled in the ESL program, they are required to take the NYSESLAT to track their progress as an English Language Learner. All students who fall into the category of Beginner, Intermediate and Advanced Language Learners take this exam annually in the spring. We use the ATS document-RLER to account for all students who are eligible to take this exam. The data from this exam provides insight into the students' strengths and weaknesses among the modalities of language and gives a baseline of what kinds of instruction the student needs in order to achieve proficiency in English.

### **Part III: Demographics**

(Questions 1-13)

Our Freestanding ESL program provides instruction in English emphasizing English language acquisition. There are a total of 23 students this year. Our students come from various native-language backgrounds-Spanish (8), Polish (6), Arabic (4), Chinese (2), Albanian (1), Romanian (1), and Portuguese (1). In addition, 22 of these students are considered Newcomers (ELL's receiving 0-3 years of service). Only one student has begun to receive their 4<sup>th</sup> year of English instruction. Therefore, students usually test out within 3 years of English instruction.

### **Programming and Scheduling:**

At P.S. 128Q we follow both a pull-out and push-in model and adhere to all CR Part 154 mandates. ELL's spend most of their day in an all-English homeroom and are brought together from various classes for English acquisition focused instruction. The scheduling of students depends on their grade and proficiency levels. Students are placed in groups of similar, but different grades (K-1, 1-2, and 3-6) and are of mixed proficiency levels. We only have a few ESL students per grade, so that is why most students are participating in the pull-out model and are in ungraded and heterogeneous groups. Next year, we can attempt to have more students participate in the preferred push-in model by placing ESL students in the same homeroom class. The number of instructional minutes students receive are calculated by their proficiency levels determined by LAB-R and NYSESLAT exams. Beginners and Intermediates receive 360 minutes of ESL instruction, while their Advanced counterparts receive 180 minutes of ESL instruction.

Several factors are considered when planning for those instructional minutes. ESL instruction is based on the idea that students require development of BIC's and CALP's. Therefore, students receive both language and content instruction. In the beginning, LAB-R and NYSESLAT results are used to determine the linguistic needs of the students. In addition, New York State ELA Standards, New York State ESL standards, and grade level content curriculums are used to provide a framework for content instruction. ESL lesson plans and learning experiences are aligned with these standards and expectations at each grade level; therefore, Language Arts, Science and Social Studies are covered in our ESL periods, and are the vehicle for instruction. We use the methods from the Sheltered English approach to deliver instruction because it is an optimal recipe for language development: standards, goals, multidimensional assessment and flexible grouping. Content lessons are based on grade-level curriculum and language instruction is centered around the linguistic demands/functions of a topic. Students are taught both academic functions (analyzing, describing, comparing/contrasting, etc..) and social functions (agreeing/disagreeing, giving instructions, expressing feelings, etc..). Language lessons provide a way for grammar instruction to be taught within a natural, meaningful context. A variety of assessments are used to track progress and drive instruction. We use data from the NYSESLAT, LAB-R, ELA, Math, and ECLAS as formal assessments as well as informal assessments-running records, conference notes, and portfolios. Often, we look at these assessments to create goals, in all areas of language development, for our ESL students. Parents are also included in the assessment process. Each month parents receive a progress report explaining the students' goals and steps we are taking to meet those goals. They are encouraged to comment and help support the learning of their child-providing a bridge between home and school.

Students of all proficiency levels participate in an academically rigorous program. All students are expected to participate in grade-level lessons, and are exposed to grade level content, regardless of their proficiency level. We accomplish this by differentiating instruction based on proficiency level and needs. Newcomers who are beginners and intermediates are placed in flexible groups (heterogeneous and homogeneous), so they can listen to the modeled language of more advanced students while completing tasks within the zone of proximal development. Examples of differentiation at the beginner and intermediate levels are evident in all areas of language development. Oral/Aural strategies such as providing language stems and barrier games for speaking and listening provide students with a scaffold,

while requiring students to communicate in order to complete a meaningful task. During Writing students use various scaffolds such as sentence builders, mapping and cloze activities. Reading scaffolds include: age-appropriate picture and pattern books, story mapping, anticipatory guides (both picture and words), as well as Directed Listening/Reading-Thinking activities. These strategies provide Beginners and Intermediates with support while challenging them to learn content, problem solve and think critically appropriate to their grade level.

Another way to make information comprehensible is by choosing materials from a variety of sources. Students are encouraged to use their native language as a reference point for learning new concepts. They may rely on a classroom buddy, or print material in their own language. They are taught to look for connections, such as cognates, in their home language while gaining proficiency in English. We do this because understanding content is just as important as language development. When materials are not available in the native language, technology plays a role in making content comprehensible-images, games, and web quests are a way we support comprehension of content material.

There is an added benefit to teaching ESL through content and differentiating instruction: this form of instruction inadvertently prepares newcomers for the New York State exams. Teaching content to all levels of proficiencies while exposing them to a variety of literature exposes students to all genres-fiction, non-fiction, poetry, etc... By the time they encounter the ELA for the first time, they have examined and read stories from all genres and have been taught about the features unique to each type of genre as well. Since content instruction is aligned to grade expectations, they are learning the information needed to take the state Math, Science, and Social Studies exams. We do realize state exams measure knowledge of content areas. Therefore, if a student is very new to the country and has more background knowledge of the content in their home language, they will be provided with a way to express that in their language by means of a test in their native language or a translator. Lastly, ESL students receiving content instruction will have an easier time transitioning to the push-in model because they have background knowledge of the vocabulary taught in the various subject areas and will be able to participate in lessons alongside their homeroom peers.

Although newcomers who are beginners and intermediates, make up a majority of our ESL population, we have 5 Advanced ELL's who are a mix of newcomers and one 4<sup>th</sup> year student. Four out of five of these students passed the Listening/Speaking portion of the NYSESLAT exam in the spring. Therefore, this year, we plan on emphasizing their reading and writing development in English. The plan for these students is to connect reading and writing by carefully examining the various literature genres. Students will focus on features that make each genre unique by looking at areas such as organization, style, vocabulary, and author's purpose. The idea is that understanding how a genre "functions" will facilitate writing in that genre as well. This method is taken from the "Curriculum Cycle" as described in Pauline Gibbons' book, Scaffolding Language, Scaffolding Learning. Students will be provided with opportunities to explore and discuss a genre before being asked to write about it. Then, through shared experiences, students write a joint text with the teacher, and finally, students will write on their own.

These students will also continue to develop and enhance their Aural/Oral language development by learning more advanced ways to use the linguistic functions. They will continue to give their opinions, compare and contrast, give directions, etc. in both social and academic conversations as a way of using new vocabulary and experimenting with the English language. They will still be provided with some scaffolds, but will rely mostly on each other, via discussions, to learn new vocabulary and ways of expressing similar ideas.

Transitional students who have passed the NYSESLAT in the last 2 years will continue to receive support as they become full-time members of the mainstreamed classroom. Teachers of these students will be able to receive support and guidance from the ESL teacher to ensure that they continue to develop their English proficiency. She can suggest strategies to continue developing all modalities of language. Periodic assessments, state exams, and teacher observations will be used to track and monitor their progress. AIS periods have been designated to assist students who need additional support in various areas of the curriculum. Students who have transitioned into the mainstream classroom will also be given an opportunity to receive time-and-a-half on state exams. These students will be given these modifications as needed. If students need additional support, they will be invited to attend a Saturday program that will help them prepare for the New York State exams.

Lastly, we do have 4 Kindergarten students who are in a self-contained Special Education class. After administration of the LAB-R in the fall, it was determined that they are eligible for ESL services. The ESL teacher and SBST team met to determine the best way to provide services for these students. Since they are receiving speech and OT services in addition to ESL services, they will be participating in a push-in model. This will benefit students because the teachers will be team teaching using both Special Education and ESL methodologies.

Most of the intervention services occur within the school day. Our Beginners make up a majority of our ESL population. Although our Beginners range from 0-3 years of ESL, we were able to determine from various sources that that they all need support in early Literacy skills-in particular sight words, decoding, and basic comprehension skills. Therefore, during the 37 1/2 minutes we are using Foundations methodology and small group instruction to provide additional opportunities for word work and reading comprehension.

### **Professional Development and Support for School Staff:**

(Questions 1-3)

ELL professionals are given every opportunity to enhance their knowledge in the field of Teaching English as a Second Language. The Office of ELLs conducts workshops that reflect current needs in the area of English as a Second Language instruction. The administration encourages its' ESL teachers to take advantage of all professional development opportunities related to ESL pedagogy and compliance. Since the beginning of the 2009-2010 school year the ESL teacher has participated in 4 workshops related to ELLs:

- LAP workshop presented by the Office of ELL's at the UFT building in NYC in August 2009.

- A Comprehensive Approach to Vocabulary Development by Robert Marzano at Fordham University in October 2009.
- Differentiating Instruction Across Content Areas Writing and Differentiation: Developing Content at the UFT building in NYC in October 2009.
- LAP/Compliance training with Wladimir Pierre, ELL Compliance Performance Specialist for ESO, October 2009.

In addition, Barbara Marcisak visited P.S. 128 for a Test Administration Meeting in September to address testing needs and modifications of our school. She also spoke to the testing coordinators and ESL teacher about the LAB-R, NYSESLAT, and ESL modifications for state examinations.

Workshops attended by the ESL teacher are a benefit to all classroom teachers. The ESL population at P.S. 128Q is growing, so teachers seek support to meet the needs of these students. One of their concerns is how to incorporate Beginners in their lessons and how to differentiate instruction for them. Since the ESL teacher has attended workshops addressing these needs, she is then able to turn-key strategies and methods to the classroom teachers. Most of the information is disseminated during grade-level and faculty conference meetings.

In order for teachers to differentiate instruction in their classrooms, they need to be aware of the characteristics of the various proficiency levels. When teachers receive the ESL schedule for their students, they are provided with some information about them. The ESL teacher gives each teacher a “grouping sheet” that indicates how the child was grouped and the other students they will be working with. This grouping sheet also states the child’s proficiency level and the areas in need of support (reading, writing, speaking, and listening). Teachers also receive an ESL rubric that provides some indicators for each proficiency level and how it correlates to the language modalities. They can also use the rubric to create reading, writing, speaking and listening goals for their ESL student. This particular rubric is also used by the ESL teacher, so there is a level of consistency between the homeroom and the ESL classroom.

### **Parent Involvement:**

(Questions 1-4)

At P.S. 128 we encourage and witness parental involvement starting at the initial interview and parent orientation. Parents even take the initiative to bring translators with them during parent/teacher meetings. When speaking with parents, we notice that most of them are concerned about their child’s education and are willing to participate in any way they can. However, parents who are not proficient English speakers feel they are limited by their ability and have expressed an interest in becoming English language learner themselves. As a way to meet the needs of these parents, we have begun to plan for an Adult ESL class for our parents. Until then, we have found other

ways to inform parents and provide strategies for them to use at home. As mentioned earlier, a monthly goal sheet is sent home with steps we are using meet the goal. Parents are encouraged to use these same strategies when working with their child at home.

Our parent coordinator is dedicated to her role as a liaison between home and school. At times, parents do not respond to notices or requests to meet. Our parent coordinator has made visits to parents at their place of business or home, ensuring parents receive important information from school.

## **Part IV: Assessment Analysis**

(Questions 1-5)

In the spring of the 2008-2009 students took the NYSESLAT exam to measure progress in the various modalities of English: listening, speaking, reading, and writing. In addition, new students were administered the LAB-R exam in September 2009. As a result, the breakdown the grades and proficiency levels for this school year are as follows:

### **Grade Levels:**

- Kindergarten- 9 students
- First Grade – 4 students
- Second Grade – 1 student
- Third Grade – 2 students
- Fourth Grade – 2 students
- Fifth Grade – 3 students
- Sixth Grade -2 students

### **Proficiency Levels:**

- Beginners- 12 students (6 Kindergarteners, 3 First Graders, 2 Fifth Graders, and 1=Sixth Grader)
- Intermediates- 2 students (1 Kindergartener and 1 Second Grader)
- Advanced- 9 students (2 Kindergarteners, 1 First Grader, 2 Third Graders, 2 Fourth Graders, 1 Fifth Grader, and 1 Sixth Grader)

A closer look at the data reveals that the majority of our students fall into the Beginner and Advanced level of English Language proficiency. We have the least amount of students at the Intermediate level of proficiency.

### **Beginners:**

Although we have many Beginners this school year, these students are comprised of Kindergarteners and upper grade students who are recent arrivals to the United States. Four out of 5 of our 5<sup>th</sup> and 6<sup>th</sup> grade students arrived to this country in the spring of 2009. The remaining Beginners are in Grade 1 and have only received one year of ESL. In sum, although our Beginners a mix of students from Grade 1-6, the common thread that ties them together is that they are newcomers with 0-3 years of ESL instruction.

**Intermediates:**

We only have 2 students at the Intermediate level of English proficiency. 1 Kindergarten student and 1 Second Grader make up this group. Our Second Grader is at the 3<sup>rd</sup> year of English language instruction and is in danger of becoming a Long Term ELL.

**Advanced:**

The students in this group are mainly from upper grade classes: 6 out of 9 students are in grades 3-6. All, but one, of these students are newcomers. However, ½ of these students are beginning their 3<sup>rd</sup> year of ESL and are in danger of becoming a Long Term ELL in the next school year. Our Advanced First Grader is in his second year of ESL.

After reviewing the data from LAB-R and NYSESLAT it is evident that our Beginners, Intermediates and Advanced students performed better in the Listening and Speaking strands of these exams. Four of our Advanced students passed this portion of the NYSESLAT exam. Most students, regardless of proficiency level, need additional support in Writing and Reading and the scores indicate that some students are even at the lower range of Advanced in these areas. These findings will affect our instructional decisions and how we plan instruction for these students.

Findings from the ELA and Math state exams support the same findings. Three of our current ESL students took these exams during the 2009-2010 school year. Two of these students were in Grade 3 and 1 student in Grade 4. However, all of them scored a Level 3 on these exams. Two of the three students performed better on the state Math Exam.

Therefore, efforts have been made to ensure ESL instructional minutes emphasize Reading and Writing. In the Programming and Scheduling section of the LAP, we discussed the Curriculum Cycle of teaching writing. Our plan for these students is to make strong connections between reading and writing. Furthermore, we will look at the linguistic demands of each type of genre and extend those topics in Speaking and Listening activities.

**Evaluation of the success of the program:**

The first measure of success is a review of the NYSESLAT data from the last 3 years. The RNMR report provides data on students' exam scores beginning from the 2007 NYSESLAT exam. For students in First grade we compare the LAB-R results to NYSESLAT results to examine progress.

10 of our students took the NYSESLAT exam in the spring of 2009. We also looked at state exam scores to find correlations.

Areas of success:

- 3 students went from Beginner proficiency in 2008 to Advanced proficiency in 2009.
- No students dropped a proficiency level.
- Our upper grade students all received a Level 3 or higher on ELA, Social Studies, Science, and Math exams.
- All, but 1 of our students is a newcomer, receiving 0-3 years of ESL instruction.
- 3 Advanced students remain as Advanced students from 2008-2009. However, all students made gains in scale scores from one administration of the NYSESLAT to the next. They also have received Proficient scores in Speaking and Listening.

Areas of improvement:

- 3 Beginner students who took the LAB-R in the fall as Kindergarteners in 2008 remain as Beginner students as a result of the NYSESLAT in the spring of 2009.
- 1 Intermediate student remained at the Intermediate proficiency level from 2008-2009. However, this child's scale scores improved, showing progress as an Intermediate ELL.
- 5 of our students are in danger of becoming Long Term ELL's.

We will continue to use new data to track and develop our ELL's proficiency. As we receive new data we will modify instruction based on their current needs to develop their English language skills-both academically and socially.



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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

SSO/District <b>24</b>	School <b>P.S. 128</b>
Principal <b>John Lavelle</b>	Assistant Principal <b>David Abbott</b>
Coach <b>Corrina Sabatacos</b>	Coach
ESL Teacher <b>Erin Kilbride</b>	Guidance Counselor <b>Irene Papatsos</b>
Teacher/Subject Area <b>Pam Petraccione</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Melissa Phillips</b>
Related Service Provider <b>Ana Oliveros</b>	SAF <b>type here</b>
Network Leader <b>type here</b>	Other <b>type here</b>

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>2</b>	Number of Certified Bilingual Teachers		Number of Certified NLA/FL Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

### C. School Demographics

Total Number of Students in School	<b>548</b>	Total Number of ELLs	<b>23</b>	ELLs as Share of Total Student Population (%)	<b>4.14%</b>
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## Part II: ELL Identification Process

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

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

## Part III: ELL Demographics

### A. ELL Programs

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

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
<b>Transitional Bilingual Education</b> <small>(50%:40% → 50%:50% → 75%:25%)</small>										0
<b>Dual Language</b> <small>(50%:50%)</small>										0
<b>Freestanding ESL</b>										
<b>Self-Contained</b>										0
<b>Push-In/Pull-Out</b>	2	2	2	1	1	2	2			12
<b>Total</b>	2	2	2	1	1	2	2	0	0	12

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	23	Newcomers (ELLs receiving service 0-3 years)	22	Special Education	4
SIFE		ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	22		4	1						23
<b>Total</b>	<b>22</b>	<b>0</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>23</b>

Number of ELLs in a TBE program who are in alternate placement:     

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish										0
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
<b>TOTAL</b>	<b>0</b>									

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

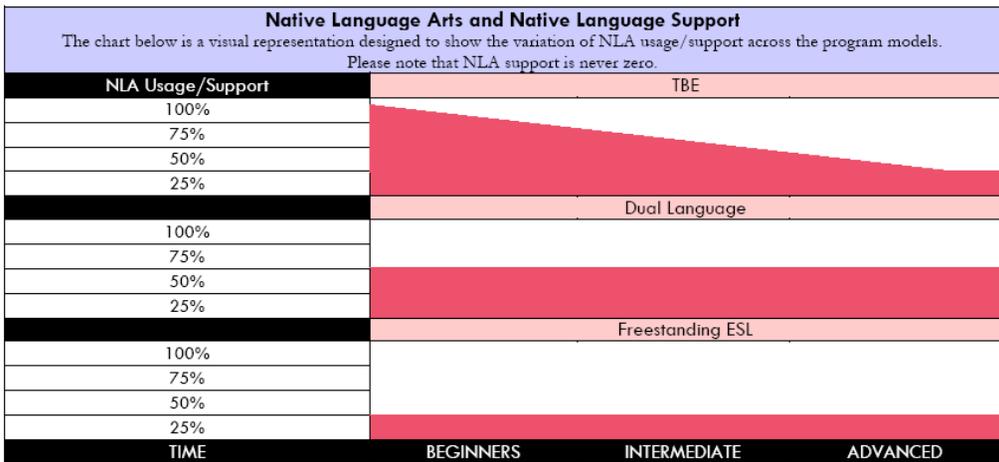
This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u>    </u>	Number of third language speakers: <u>    </u>
Ethnic breakdown of EPs (Number)	
African-American: <u>    </u>	Asian: <u>    </u>
Native American: <u>    </u>	White (Non-Hispanic/Latino): <u>    </u>
	Hispanic/Latino: <u>    </u>
	Other: <u>    </u>

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	6			1	1					8
Chinese		1				1				2
Russian										0
Bengali										0
Urdu										0
Arabic	1					2	1			4
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish	1	2	1		1		1			6
Albanian		1								1
Other	1			1						2

Programming and Scheduling Information										
<b>TOTAL</b>	<b>9</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>23</b>

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
<b>FOR ALL PROGRAM MODELS</b>			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS</b>			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day



### Programming and Scheduling Information—Continued

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

### Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

### Professional Development and Support for School Staff

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

### Parental Involvement

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

## Part IV: Assessment Analysis

### A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality. If there is a test your school uses that is not listed below, attach your analysis of the results to this worksheet.

OVERALL NYSESLAT® PROFICIENCY RESULTS (®LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	6	3				2	1			12
Intermediate(I)	1		1							2
Advanced (A)	2	1		2	2	1	1			9
Total Tested	9	4	1	2	2	3	2	0	0	23

NYSESLAT Modality Analysis										
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8
LISTENING/ SPEAKING	B	1								
	I									
	A	3	1		1					
READING/ WRITING	B	3								
	I		1							
	A			2	2		1			

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					1				1
8									0

NYSAA Bilingual Spe Ed									0
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NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4							1		1
8									0
NYSAA Bilingual Spe Ed									0

ECLAS-2						
	Level I	Level II	Level III	Level IV	Level V	Level VI
K						
1				1		
2						2
3						

EL SOL						
	Level I	Level II	Level III	Level IV	Level V	Level VI
K						
1						
2						
3						

NATIVE LANGUAGE READING TESTS		
	Percent of ELLs Passing Test (based on number of ELLs tested)	(For Dual Language) Percent of EPs Passing Test (based on number of EPs tested)
ELE (Spanish Reading Test)	%	%
Chinese Reading Test	%	%

<b>B. After reviewing and analyzing the assessment data, answer the following</b>	
1.	What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
2.	How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
3.	For each program, answer the following: <ul style="list-style-type: none"> <li>a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?</li> <li>b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.</li> <li>c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?</li> </ul>
4.	For dual language programs, answer the following: <ul style="list-style-type: none"> <li>a. How are the English Proficient students (EPs) assessed in the second (target) language?</li> <li>b. What is the level of language proficiency in the second (target) language for EPs?</li> <li>c. How are EPs performing on State and City Assessments?</li> </ul>
5.	Describe how you evaluate the success of your programs for ELLs.

## Part V: LAP Team Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
	Other		
	Other		
<b>Signatures</b>			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

