



P.S. 131 ABIGAIL ADAMS ELEMENTARY SCHOOL

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

SCHOOL: 29Q131

ADDRESS: 170-45 84TH AVENUE, JAMAICA, NY 11432

TELEPHONE: (718) 739-4229

FAX: (718) 658-5690

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Part B. School Demographics and Accountability Snapshot

SECTION IV: NEEDS ASSESSMENT

SECTION V: ANNUAL SCHOOL GOALS

SECTION VI: ACTION PLAN

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

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

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

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

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 131 **SCHOOL NAME:** P.S. 131 Abigail Adams Elementary School

SCHOOL ADDRESS: 170-45 84th Avenue, Jamaica, NY 11432

SCHOOL TELEPHONE: (718) 739-4229 **FAX:** (718) 658-5690

SCHOOL CONTACT PERSON: Mr. Randolph A. Ford **EMAIL ADDRESS:** rford@schools.ny
c.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Mr. Randolph Ford

PRINCIPAL: Mr. Randolph Ford

UFT CHAPTER LEADER: Mrs. Adelaide Cohen

PARENTS' ASSOCIATION PRESIDENT: Ms. Sharla Khargi

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

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 29 **SSO NAME:** CFN4

SSO NETWORK LEADER: Dr. Charlene Smith

SUPERINTENDENT: Mr. Lenon Murray

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
Mr. Randolph A. Ford	*Principal or Designee	
Mrs. Adelaide Cohen	*UFT Chapter Chairperson or Designee	
Ms. Sharla Khargi	*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	
Laura Kent	Member/Teacher	
Mary Minnick	Member/Teacher	
Gloria Sealy	Member/Teacher	
Akilah Folami	Member/Parent	
Nyree Whittaker	Member/Parent	
Jamal Hamza	Member/Parent	
Charmian Pope	Member/Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The Abigail Adams School is a multinational, multilingual, kindergarten through fifth grade school that is driven by the mission of "Excellence for All." Our mission is predicated on the belief that differentiated standard-based instruction can provide all children the opportunity to achieve the state and city standards.

In order to meet our mission, we have formulated a Comprehensive Education Plan that differentiates the needs of all children and addresses the specific needs for all subgroups, including race, gender and income. Our ultimate goal is to provide equal access and equal success for all children.

The community has experienced a variety of ethnic shifts in the last decade. The school profile has moved from a dominant monolingual population to a multicultural and multilingual school. In the past, we have experienced a wave of immigration from China, India and South America. More recently, our students have arrived from Bangladesh and Pakistan. The immigration pattern has caused a constant realignment of the needs of the school. During the last decade, we have grown from a school population, just under 600 children to almost 785 children.

The Abigail Adams School is a Title I school with a diverse population of over twenty-five languages. We have leveraged our diversity to become one of top schools in District 29.

Through the building of grade-level teams, designating wings of the building for each grade, providing two additional periods per month for grade teams to plan collaboratively, providing intensive longitudinal professional development on inter-personal relationships (Meyers-Briggs) and inspiring and modeling high expectations of bi-directional collaborative work at every level we have led our school to an evolving consensus of higher expectations of achievement for every adult and child in the building. Grade teams write curriculum maps that are aligned with the standards, while at the same time have a built-in flexibility to make changes based on student data on the grade and class level. Teachers implement various forms of data driven instruction based on predictive assessments, interim assessments, in-house assessments, The Teachers College Reading Assessment, standardized tests, DIBELS (Dynamic Indicators of Basic Early Literacy Skills), Reading 3D, MClass:Math, conference notes, and portfolios.

Our partnership with L.E.A.P. (Learning through an Expanded Arts Program) for the past six years has enabled all of our students to learn through hands on arts based approach to teaching the academic curriculum. This partnership has enabled our teachers to work with resident artists in all branches of the arts to enrich our students' learning, while at the same time raising their academic achievement. For example, our arts and phonics program in first grade has led to both a richer curriculum and higher DIBELS scores, particularly for our English Language Learners (ELL). We have also received hundreds of thousands of dollars in grants to fund strategic partnerships with Reso A, Carnegie Hall,

Lincoln Center, CenterStage, Arts Connection, Queens Theatre in the Park, Music Outreach, Imagine Learning English software for our English Language Learners and St. John's University.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

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

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	P.S. 131 Abigail Adams						
District:	29	DBN:	29Q131	School BEDS Code:	342900010131		
DEMOGRAPHICS							
Grades Served:	Pre-K		3	√	7		11
	K	√	4	√	8		12
	1	√	5	√	9		Ungraded
	2	√	6		10		
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	0	0	0		94.2	94.6	94.9
Kindergarten	112	100	132				
Grade 1	96	138	110	Student Stability - % of Enrollment:			
Grade 2	98	112	152	(As of June 30)	2006-07	2007-08	2008-09
Grade 3	116	139	109		90.7	93.4	92.8
Grade 4	98	139	109	Poverty Rate - % of Enrollment:			
Grade 5	137	101	148	(As of October 31)	2006-07	2007-08	2008-09
Grade 6	0	0	0		72.2	79.9	73.0
Grade 7	0	0	0	Students in Temporary Housing - Total Number:			
Grade 8	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 9	0	0	0		2	8	32
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 12	0	0	0		6	6	3
Ungraded	0	1	0	Special Education Enrollment:			
Total	657	694	778	(As of October 31)	2006-07	2007-08	2008-09
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	11	22	24	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	7	7	11	Superintendent Suspensions	0	0	1
Number all others	16	17	23	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09
				CTE Program Participants	0	0	0
				Early College HS Program Participants	0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Teachers	42	51	54
# receiving ESL services only	175	197	223				

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	3	0	2	Number of Administrators and Other Professionals	5	9	11
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	2	2
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	69.0	62.7	70.4
				% more than 5 years teaching anywhere	64.3	52.9	64.8
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	93.0	90.0	96.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	95.8	98.3
American Indian or Alaska Native	0.5	0.3	0.3				
Black or African American	18.3	18.0	13.9				
Hispanic or Latino	9.7	8.6	9.4				
Asian or Native Hawaiian/Other Pacific Isl.	63.3	63.7	66.3				
White	8.2	9.4	9.3				
Male	49.8	47.8	49.7				
Female	50.2	52.2	50.3				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

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

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native		-	-				
Black or African American		√	√	-			
Hispanic or Latino		√	√	-			
Asian or Native Hawaiian/Other Pacific Islander		√	√	√			
White		-	-	-			
Other Groups							
Students with Disabilities		-	-	-			
Limited English Proficient		X	√	-			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		5	6	3	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	B			Overall Evaluation:	NR		
Overall Score:	62.3			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	9.3			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	20.5			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	31.7						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	0.8						

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

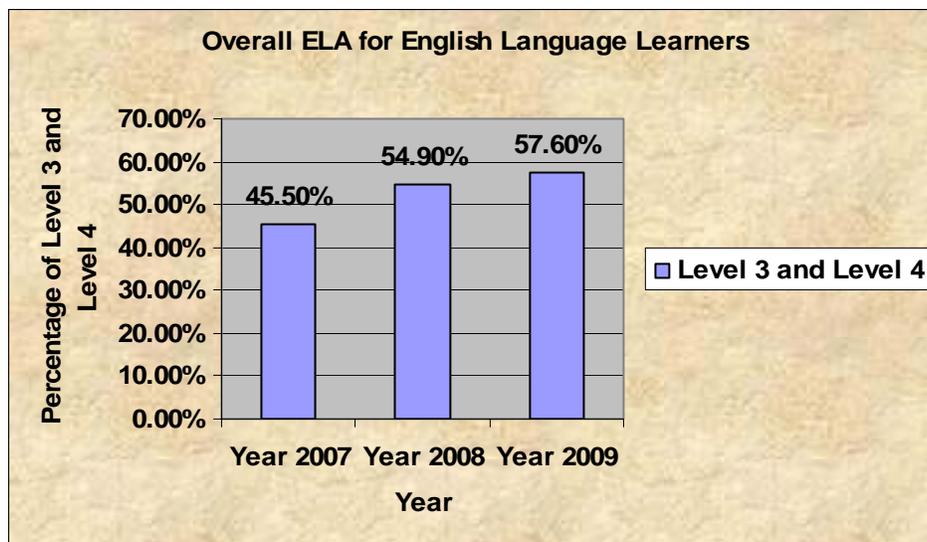
- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Trends:

1. Our data has shown a steady increase in overall performance of our English Language Learners in ELA over the past three years. Student performance has increased 12.1% from 2007 to 2009.

Overall ELA for English Language Learners

Total	2007	45.5%
Total	2008	54.9%
Total	2009	57.6%



2. Our data has shown a steady increase in overall performance in math over the past three years. Student performance has increased 4.2% from 2007 to 2009.

Overall Math

Total	2007	93.2%
Total	2008	96.5%
Total	2009	97.4%



Strengths:

Our school consistently meets or exceeds state standards in mathematics. Specifically, as mentioned above, our overall math scores have increased in the past 3 years, remaining above the 90th percentile. In the 2008-2009 school year, our students with disabilities took the statewide exams for the first time and 97% of this subgroup scored on or above grade level.

In our 2008-2009 CEP, one of our goals was to increase the average change in student proficiency for our level 1 and level 2 students on the ELA. In our progress report, it was noted that we were successful in meeting this goal. In 2008, our school score in this category was .30 and in 2009, our score increased to .40. Relative to our peer horizon, we outperformed 66.7% of our peers and we also outperformed 70.6% of the city horizon.

These accomplishments can be attributed to a number of factors such as, the building of grade level teams, providing additional time for grade teams to plan collaboratively, providing two additional periods per month for grade teams to plan collaboratively, providing intensive longitudinal professional development on inter-personal relationships as well as inspiring and modeling high expectations of bi-directional collaborative work at every level of the school: administration-teachers, teachers-teachers (teachers on the same grade level and across grade levels), student-student, teachers-students, parents-teachers, and parents-students. These collaborations have led our school to an evolving consensus of higher expectations of achievement for every adult and child in the building. Grade teams write curriculum maps that are aligned with the standards, while at the same time have a built-in flexibility to make changes based on student data on the grade. These maps raise the level of student expectations and help our students succeed through differentiated instruction.

Consistency and common language in the way data is understood and presented across the grades. Teachers have created data binders to aid in gathering and analyzing data. This binder is a tool to gather student information, plan strategy groups and differentiate instruction based on curriculum maps. These data binders are available for all support staff working with students.

Highly trained inquiry team members provide immediate in-house data results and analysis, as well as, trained members, coaches and staff provide in-house professional development to all teachers.

Barriers:

In our 2009 Progress Report it was noted that in comparison to our 2008 Progress Report, the percentage of students making one year's progress in ELA decreased from 57.7% in 2008 to 55.3% in 2009.

Another barrier is that our overall ELA scores decreased from 86.1% in 2008 to 83.8% in 2009. Upon reviewing the 2009 subgroup results, we noticed that although the general education population scored 86% (of 332 students tested) in 2008 and 87% (of 337 students tested) in 2009, the drop in our scores was due to the increase in the number of students with disabilities that were tested (from 4 students tested in 2008 to 30 students tested in 2009).

Year	School-wide ELA Level 3 and Level 4	Percentage of General Education Students that Received Level 3 and Level 4	Total Number of General Students Tested	Percentage of Students with Disabilities that Received Level 3 and Level 4
2008	86%	86%	332	50%
2009	83%	87%	337	43%

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.

1. Goal: By June 2010, the percentage of students making at least one year of progress in English Language Arts will increase from 55.3% to 58% on the Progress Report.

Description: Our needs assessment indicates the following: In 2008, 57.7% of students made at least one year of progress in ELA. However, in 2009, the percentage went down to 55.3%. Therefore, in 2010 our goal is to increase the percentage of students making at least one year of progress in English Language Arts to 58%.

2. Goal: By June 2010, students in grades 3, 4, and 5 will increase overall English Language Arts performance from 83.8% to 85% based on the New York State English Language Arts Exam.

Description: Our needs assessment indicates the following: In 2008, 86.1% of third, fourth, and fifth grade students met or exceeded the standard. However, in 2009, 83.8% of students in third, fourth, and fifth grade met or exceeded the standard. Therefore, in 2010 our goal is for the same target population to increase the overall English Language Arts performance to 85%.

3. Goal: By June 2010, the teacher participation rate will increase from 51% to 55% on the Learning Environment Survey.

Description: The Learning Environment Survey indicates the citywide average for teacher participation rate is 73%. The teacher participation rate has increased each year, however, is still below the city average.

2007 – 39%
2008 – 40%
2009 – 51%
2010 – 55%

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal #1 - By June 2010, the percentage of students making at least one year of progress in English Language Arts will increase from 55.3% to 58% on the Progress Report.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Target Population: Grade 5 Staff: Principal, Assistant Principal, Intern, Data Specialist, Reading Teachers, Literacy and Math Coaches, Grade Teams for fifth grade, SETSS Teacher, ELL Teachers</p> <ul style="list-style-type: none"> • Awareness: Provide professional development on the Progress Report, Annual Yearly Progress (AYP) Goals and student progress for staff and parents. Present information at faculty conferences, grade team meetings and parent workshops. • Gather baseline data with data specialists to identify students in grade 5 who did not make at least one year of progress from 2009. • Administrators, intern, and coaches will meet with the fifth grade team to identify students, analyze data and form extended day groups based on level (October-June, 4X a week for 37.5 minutes each day). Baseline data will be gathered on these students to align instruction based on strengths and weaknesses. • Administrators and coaches will work with all teachers and support staff to differentiate classroom instruction to meet the needs of all students. • Based on gathered data, create an ELA Extended Day Program for fifth graders who did not make at least one year of progress (Monday-Thursday 8:00am-8:37am).
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Hire a full-time literacy coach to support teachers and provide professional development. • Re-hire an additional F-status literacy coach to support teachers and provide professional development • Provide in-house professional development with administrators, intern and data specialists to analyze data. • Re-hire an F-status ELL teacher will work one-on-one with SIFE students who are taking the ELA

	<p>exam (November – June) All support staff will push-in to grade 3-5 classrooms to assist in differentiating instruction (February-May – 1 to 2 periods per day)</p> <ul style="list-style-type: none"> • Re-hire 3 certified reading teachers to push in to each 3-5 classroom (one per grade) • All support staff will push-in to grade 3-5 classrooms to assist in differentiating instruction (February-May – 1 to 2 periods per day) • Allocate funds to purchase test preparation materials and support materials • Teachers will attend professional development through Protraxx and Children First Network
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Classroom teachers and push-in teachers will have a data binder with planned strategy groups based on data. • Extended day instruction in grade 5 classrooms will use in-house assessments, Predictive assessments and Teachers College Reading Running Records to progress monitor and drive individual instruction. • The targeted students will increase proficiency levels on assessments mentioned above. • ELA standardized exam

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal #2- By June 2010, students in grades 3, 4, and 5 will increase overall English Language Arts performance from 83.8% to 85% based on the New York State English Language Arts Exam.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Target Population: Grades 3-5 Staff: Principal, Assistant Principal, Principal Intern, Data Specialist, Reading Teachers, Literacy Coach, 2-5 classroom teachers, ATR teachers, SETSS Teacher, ELL Teachers. SBST</p> <ul style="list-style-type: none"> • Gather baseline data using Fountas and Pinnell reading levels for each grade (3-5) • Based on the gathered data, we will create an ELA Test Preparation after school program for students below mid-year benchmark levels (February 2010-April 2010, M and T- 3:15-4:15) • Use of extended day to target specific skills • Implement remedial Wilson Program during extended day to strengthen phonemic skills (M, T, W, TH – 1 hour a day)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Hire an Evaluation Remediation Skills Cluster Teacher to analyze data and support skills instruction in grades 2 and 3, with an emphasis on our students with disabilities in grade 4. • Re-hire an F-status ELL teacher will work one-on-one with SIFE students who are taking the ELA exam (November – June) • All support staff will push-in to grade 3-5 classrooms to assist in differentiating instruction (February-May – 1 to 2 periods per day) • Re-hire 3 certified reading teachers to push in to each 3-5 classroom (one per grade) • Re-hire an F-status literacy coach to support teachers and provide professional development. • Hire a full-time literacy coach to support teachers and provide professional development. • Assistant Principal and Coaches will conduct weekly training on analyzing data and looking at student work at morning meetings and common preps • Teachers attend literacy workshops through Protraxx and Children First Network • Allocate funds to purchase leveled test prep materials for the students with disabilities • Purchase additional leveled libraries, Foundations and Wilson materials

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none">• Teachers College Reading Assessment (reading levels)• Acuity data• Interim assessment data• In-house assessment data• Conference notes• Student work• Standardized exam

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal #3 - By June 2010, the teacher participation rate will increase from 51% to 55% on the Learning Environment Survey.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The data specialists will provide after school professional development on the use of the online tool to complete the Learning Environment Survey.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Allocate per session funds for teachers and trainers.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>The survey coordinator will track the teacher participation rate as it is emailed to measure whether we are meeting or exceeding our target goal.</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	28	N/A	N/A	1	As needed	1	0
1	35	35	N/A	N/A	1	As needed	0	0
2	34	34	N/A	N/A	3	As needed	1	0
3	31	3	N/A	N/A	2	As needed	0	0
4	43	6	43	43	3	As needed	0	0
5	30	5	30	30	1	As needed	0	0
6								
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)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>Extended Day: Mon-Thurs 8:00-8:37am: Small group instruction provided before school</p> <p>Daily: During the school day: Small group instruction by Reading Teachers, push-in model</p> <p>At Risk, SETSS provided by SETSS Teacher 5 days per week during the school day.</p> <p>Extended Day Wilson Program: Mon-Thurs 8:00-8:37am: One-to-one for students in grades 3 and 5</p> <p>Daily: During the School Day: Foundations in all K-2 classrooms</p> <p>Extended Day: Mon-Thurs 8:00-8:37am: Double dose of Foundations with ESL teachers</p> <p>Daily: During the school day: Foundations in 2 self-contained special education classes</p> <p>After School Program: 3x per week from 3:15-4:15pm: Imagine Learning Program for ELL students in grades K-5 (January-April)</p> <p>After School Program: 4x per week from 3:15-4:15pm: Test Preparation for level 1 and 2 students in grades 3-5</p>
Mathematics:	<p>Extended Day: Mon-Thurs 8:00-8:37am: Small group instruction provided before school for AIS students in grades K-5</p> <p>Daily: During the School Day: At Risk, SETSS provided by SETSS Teacher for students in grades K-5</p> <p>After School Program: 3x per week from 3:15-4:15pm: Imagine Learning Program for ELL students in grades K-5 (January-April)</p> <p>After School Program: 4x per week from 3:15-4:15pm: Test Preparation for level 1 and 2 students in grades 3-5</p>
Science:	<p>During the School Day: 2x per week: FOSS Program: Small group instruction by classroom teachers, science cluster teachers and Reading teachers during content area reading</p>
Social Studies:	<p>During the School Day: 2x per week: FOSS Program: Small group instruction by classroom teachers, science cluster teachers and Reading teachers during content area reading</p>

At-risk Services Provided by the Guidance Counselor:	Extended Day: Mon-Thurs 8:00-8:37am: Small group instruction in literacy and math provided before school for at-risk students in grade 4 During the School Day: 1x per week: Small group and one-to-one counseling provided for at-risk students
At-risk Services Provided by the School Psychologist:	One-to-one counseling provided during the school day based on a pull out model, as needed
At-risk Services Provided by the Social Worker:	One-to-one counseling provided during the school day based on a push-in or pull out model
At-risk Health-related Services:	None

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

NCLB/SED requirement for all schools

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

Language Allocation Policy

29Q131, Abigail Adams

2009 – 2010 School Year

Part I: School ELL Profile

A. Language Allocation Team Composition

The Language Allocation Policy Team is composed of the following members of the P.S. 131 school community located in District 29 and part of the CFN 4 SSO:

Principal: Randolph Ford - *Randolph Ford 10/30/09*

Assistant Principal: Veronica DePaolo - *Veronica De Paolo 10/30/09*

Parent Coordinator: Pauline Isaacs - *Pauline Isaacs 10/30/09*

Guidance Counselor: Frank Zarb - *Frank Zarb 10/30/09*

Literacy Coach: Julie Roberto - *Julie Roberto 10/30/09*

Math Coach: Diana Lagnese - *Diana Lagnese 10/30/09*

General Education Teacher: Alicia Marcinkowski - *Alicia Marcinkowski 10/30/09*

ESL Teachers: Jaclyn Adamson, Deborah Biscardi, Stephanie Ferrotti, Ana Izquierdo, Chetal Patel and

Patricia Mingozi - *Jaclyn Adamson, Deborah Biscardi, Stephanie Ferrotti, Ana Izquierdo, Chetal Patel, Patricia Mingozi 10/30/09*

SETTS Teacher: Evelyn Franklin - *Evelyn Franklin 10/30/09*

*The original signature page along with the LAP and LAP Worksheet is kept on file in the school's ELL Binder.

B. Teacher Qualifications

There are six certified, full-time ESL instructors at P.S. 131 for the 2009-2010 academic year. Six teachers work with students in grades K-5, and one ESL teacher is employed two days a week to provide supplemental ESL services through Title III Funding.

C. School Demographics

PS 131 has a total of 773 students currently enrolled. There are a total of 197 ELL students in grades K - 5. ELL's comprise 25.49% of the school population

Part II: ELL Identification Process

PS 131 hired an ESL Coordinator, Deborah Biscardi, to help meet the demands of registration. The ESL Coordinator position was filled by a senior, qualified teacher with over 15 years of experience in the license area of TESOL. The ESL Coordinator works with the Pupil Accounting Secretary to assist with registration. The ESL Coordinator meets with the parents/guardians of the students for initial identification and makes certain that the correct Home Language Identification Survey was administered. All parents/guardians are interviewed to determine if a language other than English is spoken in the home. The students are also informally interviewed by the ESL Coordinator to ascertain whether or not the student is able to answer basic questions about themselves. If they are able to answer basic questions, the ESL Coordinator uses other academically-based questions to further ensure whether or not students may possibly be entitled to services. Many parents bring a family member who can help them with the registration process, but translators (Nishi Bhatnagar (Bengali, Urdu), School Aide; Rosalie Maldonado (Spanish), Secretary; and Yvette Sosa (Spanish), School Safety) are available for the predominant languages spoken in the building. If a parent's native language does not have an available translator, the translation and interpretation unit is utilized.

All the HLIS were carefully analyzed by the ESL coordinator and the ESL team for accuracy and for any notes made indicating any discrepancies in the parent information or the ESL Coordinators assessment of the Home Language. After a student had been identified as eligible for LAB-R testing, the ESL team, comprised of fully certified teachers, tested the students with the LAB-R within the 10 days allowed for identification of ELLs. If students are entitled to ESL services then entitlement letters are sent home. Entitlement letters are also sent to students who took the NYSESLAT the previous year and did not pass the exam. The combination of these two groups comprises the current year's caseload.

Each year the ELLs are administered the NYSESLAT to determine continued eligibility for services. The school initially uses the RLER from ATS to check who is eligible for the NYSESLAT. A testing schedule is formed based on room eligibility, students with testing modifications, and the total number of students for each level of NYSESLAT. Students are tested in small groups by the ESL teachers or individually for the Speaking portion of the test. Classroom teachers are made aware of the importance of the test and given copies of the schedule for their class.

At the initial Parent Orientation Meeting, the ESL teachers, the Parent Coordinator and the Administration along with translators discuss what the meeting is about. They are told of the three choices available to them. They are informed about the Bilingual, Dual Language and Freestanding ESL programs before showing the Orientation Video. The parents are also told that the decision is theirs and that they are in control of their child's education. The parents are then divided into language preference groups and given time to view the DOE Orientation Video in full. They are then brought back together to discuss how to fill out the Parent Program Selection Surveys. Any questions the parents have are answered fully. Parents are then given time to fill out the surveys or to return them within the next week if they need more time to make a decision. The Parent Orientation meeting is planned with the school availability in mind. We inform the parents of the meeting by letter, in both their native language and English. Attached to the initial invitation, is a tear-off sheet that allows the parent to let us know if they can and will attend the meeting, or if they would like to meet at a more opportune time. Every effort is made to accommodate the parents' schedules. One-on-one meetings are conducted if necessary. If parents do not respond to the invitations, we follow up with phone calls to their homes. Translators are also used if the parental preference for oral communication is their native language. PS 131 strives to place the ELL students in the program that parents would prefer that their child attends. Parents are given the opportunity to decide which form they would prefer to use.

To ensure that each Parent Survey and Program Selection form is returned to us, we reach out to the parents in many ways. We send notices in English and the native language. We follow up with phone calls by translators. We also meet at whatever time the parent is available, before or after school. Our goal is 100% form returns. Home visits are also an option we are willing to explore. If we still get no response, letters are sent home to tell parents that their child is going to be put into a transitional bilingual education program as per CR Part 154 in both English and the Parents' home languages. Once the forms are returned, placement letters are then sent out to parents in both English and the home language. Students are placed in the program that their parent selected, within the 10 day frame.

The trend at PS 131 has been that parents have overwhelmingly chosen ESL as their first choice as a program selection. We realize that we have the numbers to create a Bengali bilingual program or a Bengali Dual Language program. We are not opposed to doing so, but finding a qualified and certified Bengali Bilingual Teacher has been a fruitless endeavor. Opening a Bilingual program without a qualified person to teach it would be counterproductive. For the 2003 – 2004 school year, of the 74 Parent Surveys returned to the school, 65 chose ESL first, 6 chose bilingual first, and 3 chose Dual Language first. For the 2004 – 2005 school year, of the 40 Parent Surveys returned to us, 37 chose ESL and 3 chose Bilingual. For the 2005-2006 school year, of the 55 Parent Surveys returned to us, all 55 of the parents chose ESL as their first choice. For the 2006-2007 school year, of the 65 Parent Surveys returned to us, 51 chose Freestanding ESL as their first choice, 10 parents chose Bilingual as their first choice, and 4 parents chose Dual Language as their first choice. For the 2007-2008 school year, of the 51 Parent Surveys returned to us, 47 chose Freestanding ESL as their first choice, 4 parents chose Bilingual as their first choice, and 0 parents chose Dual Language as their first choice. For the 2008-2009 school year, of the 56 Parent Surveys returned to us, 49 chose Freestanding ESL as their first choice, 6 parents chose Bilingual as their first choice, and 1 parent chose Dual Language as their first choice. For the 2009 – 2010 school year, of the 43 forms returned, 42 parents chose Freestanding ESL as their first choice. One survey was returned with a first request for a Dual Language Program and the second choice was Free Standing ESL. For any of the parents interested in a bilingual program as their first choice, letters were sent to notify them of available bilingual programs within the district. However the parents chose to have their children remain at P.S 131, receiving freestanding ESL services. The overwhelming majority of parents are getting the choice that they requested.

At the beginning of each school year the ELL students and the newly former ELL students are given Continuous Entitlement and Non-Entitlement letters respectively to bring home to their parents in both English and their native languages. Parents want their child to remain in the same program for the benefit of child because they are told that research supports remaining in one program. Parents have only contacted us to verify whether or not their child is still eligible for services.

Part III ELL Demographics

A. ELL Programs

A sixth ESL teacher was hired at the end of the 2008 – 2009 school year to make the ESL Freestanding Push – In/Pull – Out program more effective. There is one ESL teacher per grade. Students were strategically placed equally and heterogeneously into classes based on their 'possible' NYSESLAT score, which was determined by the ESL teachers after students took the Spring 2009 NYSESLAT. This placement allows the ESL teachers to maintain a 100% push-in for the Advanced Level ELL students and a 50% pull-out /50% push – in for the Intermediate and Beginner Level ELL students. Intermediate and Beginner Level ELL students receive one push – in period a day for content based instruction. The pull – out period for Intermediate and Beginner Level ELL students is where explicit ESL instruction is delivered.

There are 4 classes on the Kindergarten level that contain ELL students. One ESL teacher pushes into each class 4 periods a week. The Kindergarten pull-out is divided into two groups 1 beginner group and 1 intermediate group receiving 4 periods of ESL each. There are 4 classes on the first grade level that contain ELL students. One ESL teacher pushes into each class 4 periods a week. The first grade pull-out is divided into three groups 1 beginner group and 2 intermediate groups receiving 4 periods of ESL each. There are 4 classes on the second grade level that contain ELL students. One ESL teacher pushes into each class 4 periods a week. The second grade pull-out is divided into two groups 1 beginner group and 1 intermediate group receiving 4 periods of ESL each. There are 5 classes on the third grade that have ELL students, 4 regular education classes and 1 Special Education class. One ESL teacher pushes into each regular education class 4 periods a week. The Special Education class is pulled out 8 periods (4 with the other beginner/intermediate group and the other 4 with the first grade group). The beginner and intermediate students in third grade are pulled out together for 4 periods. There are 5 classes on the fourth grade that contain ELL students, one of those classes has only 1 advanced level S.E. student who is included in the pull-out group. One ESL teacher pushes into each regular education class 4 periods a week. The fourth grade pull-out is divided into two groups 1 beginner group and 1 intermediate group receiving 4 periods of ESL each. There are 3 classes on the fifth grade that contain ELL students. The fifth grade classes each get 4 push-in periods. The beginner and intermediate 5th grade students are pulled together in one group for 4 periods.

B. ELL Years of Service and Programs

There are 197 ELLs attending PS 131 who are receiving Free-Standing ESL services. Of these 197 ELLs, 157 are Newcomers (Ells receiving service 0-3 years), and 40 are ELLs receiving service 4 – 6 years. There are no Long – Term ELL students currently attending PS 131. Eight ELLs have been identified as SIFE. There are 4 ELLs in self-contained full day Special Education. Of these 4, 2 students have an IEP that call for a TBE program and are in alternate placement.

There are 120 ELL students in grades K – 2. All are Newcomers except for 2. These 2 students are pre-long term ELLs. There are 77 ELL students in grades 3 – 5. Of these 77 students, 39 are newcomers and 38 are pre-long term ELLs. Of the 39 Newcomers, 30 are here one year or less.

C. Home Language Breakdown and ELL Programs

There are 20 total ELL students whose home language is Spanish. Of these 20 Spanish ELL students, 6 are in kindergarten, 4 are in first grade, 1 is in second grade, 3 are in third grade, 5 are in fourth grade and 1 is in fifth grade. There are 5 total ELL students whose home language is Chinese. Of these 5 Chinese ELL students, 1 is in kindergarten, none are in first grade, 1 is in second grade, 1 is in third grade, 2 are in fourth grade and none are in fifth grade. There are 3 total ELL students whose home language Russian. Of these 3 Russian ELL students, 1 is in kindergarten, none are in first grade, 2 are in second grade, none are in third, fourth , or fifth grade. There are a total of 117 ELL students whose home language is Bengali. Of these 117 ELL students, 24 are in kindergarten, 28 are in first grade, 21 are in second grade, 14 are in third grade, 20 are in fourth grade, and 10 are in fifth grade. There are a total of 13 ELL students whose home language is Urdu. Of these 13 students, 1 is in kindergarten, 3 are in first grade, 3 are in second grade, 2 are in third grade, 4 are in fourth grade and none are in fifth. There are 7 ELL students whose home language is Arabic. Of these 7 Arabic students, 1 is in kindergarten, 1 is in first grade, 3 are in second grade, 2 are in third, and none are in fourth or fifth grade. There are 16 ELL students whose home language is Punjabi. Of these 16 Punjabi ELL students, 5 are in

kindergarten, 4 are in first grade, 2 are in second grade, 2 are in third grade, 2 are in fourth grade and 2 are in fifth grade. There is only 1 ELL student in the fifth grade whose home language is Haitian Creole. There are 14 students in grades K – 5 whose home languages are other than the ones mentioned. Of these 14, 2 are in kindergarten, 2 are in first grade, 4 are in second grade, 2 are in third grade, 2 are in fourth grade, and 2 are in fifth grade. These 14 students' home languages include: Gujarati, Hindi, Pilipino, Tamil, Pashto, and Romanian.

Programming and Scheduling Information

1. a. The organizational model utilized in PS 131 is a combination of push – in (co – teaching) and pull – out Free – standing ESL. The pull – out program is only for beginner and intermediate level ELLs who receive 180 minutes of pull – out instruction that compliments and elaborates on the curriculum that is being taught in the regular classroom using flexible grouping strategies.

b. The pull – out groups range from mixed ability levels on a grade to homogeneous ability levels on a grade. The push – in classes are heterogeneously grouped with all levels of proficiencies included, even former ELLs.
2. All the ESL teachers are placed with one grade. This ensures that a push – in/pull – out program will fully serve all the ELL students. Classroom teachers also receive an in-depth snapshot of their ELL students in the form of a detailed ESL profile sheet. This sheet includes information on each child including their NYSESLAT scale scores and proficiency levels by modalities, minutes of instruction, and the recommendations for instruction.

a. All students receive the mandated number of minutes of instruction as per NYS CR Part 154. Beginner level and intermediate level students receive 360 minutes of explicit ESL instruction per week. Half of that time is in the push – in program and the other half is in the pull – out program. Advanced Level students receive 180 minutes of explicit ESL instruction within the push - in program as well as 180 minutes of ELA instruction per week.
3. The content areas are delivered using a co-teaching model. The classrooms teachers and the ESL teachers meet bi-monthly for curriculum planning at grade level meetings. During these meetings ESL teachers and the classroom teachers discuss the curriculum and how it can be appropriately modified to support ELLs. In the content area of math, ESL teachers help teachers plan lessons keeping the math standards and performance indicators in mind, the proficiency levels of their students, the academic language needed, the cognitive demand level of the task, the tools and skills necessary, the necessary and useful language the student will need, and allowing students to work alone, in pairs, small groups, or whole group. Flexible strategy groups are formed to differentiate instruction for ELLs. For the content areas of social studies and science, the academic language necessary to understand the topics and lessons are explored. Teachers work together in an effort to make the reading material comprehensible by activating prior knowledge, building background knowledge, using a variety of graphic organizers and presenting material using newly acquired Smart Boards. Reading in the content areas is supported by addressing the challenges that ELLs encounter while reading idioms and figurative language, unfamiliar vocabulary, grammar usage, word order, syntax, sentence structure, and unfamiliarity with connotative and denotative meaning of words to name a few. Modeling skills and equipping ELLs with scaffolds to work independently are areas the ESL teachers assist classroom teachers with. There is a high level of native language support given to all languages. Students in grades 3 – 5 are given the math, science, and social studies glossaries that are available on the ALBETAC website. The school has received a small selection (we plan to increase the number of books and titles available) bilingual books in the most predominant languages in the school. These

books are in the ESL classroom, the library, and a set is available in each grade leader's classroom. Native language is also supported using buddies, allowing students to write and read in their home language if they are literate in that language, translators are used during standardized testing, and paraprofessionals and teachers are also used to enrich native language instruction. Many teachers are fluent in a variety of languages.

4. Differentiating instruction for ELLs is also discussed and planned during grade meetings.

a. SIFE students are helped in various ways. ELL students who have been identified as SIFE are given extra academic support. As a supplement to their mandated ESL minutes, they work in very small groups (no more than 3) with a fully certified, highly qualified ESL teacher 2 times a week using Title III funding. They are offered extended day instruction in either Foundations or the Wilson phonics programs. They are invited and encouraged to attend afterschool Title III programs. Periodic ESL Assessments are utilized to analyze these students' strengths and areas of improvement.

b. Since newcomers are the largest of our ELL population, we decided to focus on newcomers for our ELL Success Grant last year. Our plan for newcomers depends on the grade in which they are admitted into. Our plan for the K – 2 newcomers in the push – in model is to provide scaffolding and support in the classroom. During reading and writing workshop the ESL teachers work with small strategy groups to emphasize the skills needed. Also the ESL teachers often reteach the mini-lesson to ensure the ELLs understand the concept of the lesson taught by the classroom teacher. One-on-one conferencing provides the ESL teacher an opportunity to listen to and assess the students' oral and written language ability. This enables the ESL teacher to teach specifically to the students' needs. In the beginning of the 2009-2010 school year, the ESL teacher labeled objects in the classrooms to provide a print rich environment for the ELLs. Letter-sound relationships are reinforced during the classroom teachers' foundations lessons. The New York Math connects program is used in PS 131. During math push-in lessons the ESL teachers differentiate instruction according to their ELLs level of language acquisition. Our plan for K – 2 newcomers in the pull-out model is to use explicit ESL methodologies focusing on the reading, writing, listening, and speaking modalities. Several ESL book series are utilized to deliver instruction to our beginner and intermediate ELLs. These are: Cornerstone, Prentice Hall ESL and the Oxford Open Sesame Series. The ESL teachers also make use of the internet by using the Reading A – Z website. The beginner and intermediate ELLs are provided with “double dose” foundations, including letter-key word- sound drills, vowel extensions, word tapping, and review of trick words. Other types of approaches and materials which are used with the beginner and intermediate ELLs are: read alouds, shared reading with chants and poems, books on tape, flannel board stories for sequencing, picture cards, and games to reinforce vocabulary, sight words, rhyming words and alphabet. For grades 3 – 5, in the push-in program students are given language support to aid in comprehending lessons. This is done through scaffolding, graphic organizers, rephrasing questions, differentiating how the student can respond by offering different tools and acceptable response types, and providing explicit vocabulary development by previewing new words and highlighting its meaning and usage. In addition to these strategies, in the pull-out program, we focus on building prior knowledge to fill content area gaps that ELLs need to know in order to meet grade level standards. The pull – out program uses the Longman Cornerstone program is designed to accelerate language acquisition, reading comprehension, vocabulary, and oral and written communication skills.

- c. Our data indicates that there are 40 students who fall into the pre-long-term ELL category. PS 131's plan for ELLs receiving 4 – 6 years of service is to create a data inquiry team project that will focus on accelerating English language acquisition for all modalities in English. In addition to what we already do in our push-in\pull – out, we will be including these students in an afterschool program in which will build or increase their CALP skills in order to achieve English language proficiency. We plan on using the Imagine Learning English software with this group after school to enhance their academic language vocabulary. The Imagine Learning English program will also explicitly teach reading comprehension strategies such as main idea, details, and inference skills.
- d. Even though we currently do not have any long-term ELLs, our plan for long term ELLs is to give them small group instruction supplemental to their mandated minutes. This instruction will be data-driven and tailored to meet their needs.
- e. ELLs that have been identified as having special needs are serviced according to their learning goals from their IEPs. They are provided with services such as bilingual paraprofessionals and other related services.
5. PS 131's targeted intervention plan for ELLs in ELA, Math, Science and Social Studies is taking an "all hands on deck" approach. The classroom teachers, reading specialists and ESL teachers align their schedules so that there are at least 3 pedagogues in each class during test prep periods. Test-taking skills and strategies are modeled and then the class is divided into 3 groups so that these skills can be practiced and monitored. Students are given immediate feedback and they are encouraged to find strategies that work for them. Students are also invited to afterschool programs that are designed to help with test-taking skills and strategies. The interventions are provided in English during the school day but students are given bilingual glossaries in their home languages. When applicable, students are also given exams in their native language as support.
6. Supporting ELLs who reach proficiency on the NYSESLAT includes push – in classroom support from the ESL teacher, support from the reading specialist, and allowing the students to have extra time on standardized state exams. Through ARIS, educators are aware of a students' ELL status and they know to provide extra support and services to these students. Classroom teachers are made aware of the fact that NYSESLAT proficiency is not the end of language acquisition for these students.
7. For the upcoming school year, PS 131 will continue the Imagine Learning English software program. The pull – out program will use the Longman Cornerstone program. Technology will become helpful with the Smart Boards, use of Google Docs, and e-mail accounts. The addition of an ESL coordinator will help to make registration and documentation more concise. An additional pull-out classroom space has alleviated scheduling conflicts and sub-par teaching locations i.e. staircases, hallways, and the cafeteria. We are currently looking to put into place either a Bengali bilingual program or a Bengali Dual-Language Program for the next school year, providing we can locate and hire a highly qualified, certified bilingual instructor.
8. PS 131 will not discontinue any programs or services for ELLs.
9. ELLs are afforded equal access to all school programs. They are invited to all afterschool and in school programs and most ELL students participate in these programs. They are included in the school chorus and orchestra. They go on all trips and are included in the Learning Through an

Expanded Arts Program (LEAP) in grades K-5. The ESL pull out programs are scheduled so they do not interfere with the LEAP Program.

10. PS 131 has a variety of materials and technology to support ELLs. The school received a technology grant with over \$350,000 worth of materials which includes 2 Interactive white boards for the ESL program, 2 projectors, a printer, a Mac laptop and 2 document cameras. As previously mentioned we use the following: Longman Cornerstone, Imagine Learning English software, Foundations, ESL Prentice Hall program, English at Your Command as well as, Oxford Open Sesame Series.
11. Instructional materials that are used in the content areas are: Wilson Reading Program, Foundations for ELA, differentiated instruction tailored to ELLs in math, bilingual glossaries in students home languages for science, social studies, and math.
12. For the Free Standing ESL program, native language support is delivered through the ESL Success Grant for the 2008 – 2009 school year. The grant allowed the school to purchase the Imagine Learning English software which was up and running in March 2009. The 191 program licenses are available for one year. The school plans to buy more licenses once these expire. This program supports students in their native languages. Students are given time on these It provides strong support to those students who need it and support decreases as the student shows more proficiency in English. The school has ordered and received bilingual books in the most predominant languages in the school. These books are in the ESL classroom, the library, and a set is available in each grade leader's classroom. Students are set up with classroom buddies who speak the same language and students are allowed and encouraged to read and respond to work in their native language.
13. Required services and resources correspond to ELL's ages and grade levels by aligning curriculum to proficiency level and all teachers are certified to teach the elementary level.
14. The activities in place to assist newly enrolled ELL students before the beginning of the year are not applicable to our school at this time.

Professional Development and Support for School Staff

The E.S.L. Coordinator will provide 7.5 hours of E.S.L. professional development to classroom teachers once a month during their common grade level preparation period. Topics to be discussed will be: how ELLs are identified, testing modifications for ELLs, data profile sheets, cultural awareness, test- preparation activities for the NYSESLAT, stages of language acquisition (BICS and CALP),and ESL methodologies. Students in Grade 5 who are going to Middle School, meet with Middle School Guidance Counselors to provide articulation about all students. This articulation also encompasses a students ELL status and level. All personnel who work with ELLs are encouraged to attend any workshops that are offered by Protraxx through the NYC Office of English Language Learners.

In the past, such workshops included how to teach ELLs in the content areas and linguistic concerns when teaching math to ELLs. ESL teachers and classroom teachers attended these workshops in the past and have expressed interest in attending more workshops.

Parental Involvement

Parents in our school are very involved. The Parent Association holds numerous fundraisers to raise money for the school. They participate in after school activities such as Family Math Game Night and the Reading Pajama Jam. The PA also runs the Annual Talent Show as well as participating in our after school program "Making Books Sing." Parents of ELLs participate in all of the above. For those parents who are new to our school community we encourage them to attend a Saturday ESL class for parents and learn how to participate and utilize community resources.

Part IV: Assessment Analysis

A. Assessment Analysis

1. The data for overall NYSESLAT Proficiency and LAB-R for new admits reveals that there are 13 beginner ELLs, 2 intermediate ELLs, and 26 advanced ELLs in kindergarten. There are 10 beginner ELLs, 21 intermediate ELLs, and 11 advanced ELLs in first grade. There are 7 beginner ELLs, 9 intermediate ELLs, and 21 advanced ELLs in second grade. There are 2 beginner ELLs, 11 intermediate ELLs, and 13 advanced ELLs in third grade. There are 6 beginner ELLs, 4 intermediate ELLs, and 25 advanced ELLs in fourth grade. There are 2 beginner ELLs, 6 intermediate ELLs, and 8 advanced ELLs in fifth grade. Overall there are 40 beginner ELLs, 53 intermediate ELLs and 104 advanced ELLs in PS 131. This reveals that more than half of the ELL population is at the advanced level of English language proficiency.

The assessment tools used to assess early literacy skills are: Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Reading 3-D, and The Teachers College Running Record. DIBELS allows us to see where our ELLs are in terms of initial sound fluency, letter recognition, and decoding. Reading 3D and The Teachers College Running Record measure the reading comprehension of our ELLs. The results of these assessments allow us to differentiate instruction by grouping the students not only according to their NYSESLAT levels, but also by skill and proficiency levels.

2. Patterns across 2009 NYSESLAT modalities according to the RNMR on ATS reveal that there are 3 ELLs who scored at the beginner level, 14 ELLs who scored at the intermediate level and 76 ELLs who scored at the advanced level for the Listening/Speaking proficiency levels across grades K - 5. 43 students scored at the proficient level for listening/speaking. Of the 17 students who are at the beginner/intermediate levels, all but two are new arrivals (1 year or less). Of the 2 students who have been here more than 1 year, one is in full day special education and the other exhibits behavior that seems to indicate the student is a selective mute. The Reading/Writing modality levels are as follows: 20 ELLs scored at the beginning proficiency level, 44 ELLs scored at the intermediate proficiency level, 55 scored at the advanced proficiency level, while 23 scored at the proficient level. These findings indicate that ELL students in grade 1 have more difficulty with the listening and speaking modalities of the NYSESLAT (19 students are proficient in reading and writing in first grade, but are still LEP due to their listening/speaking scores), while second grade ELLs have more difficulty with the reading and writing modalities of the NYSESLAT (there are no current ELLs who are proficient in reading or writing). The

implications for kindergarten and first grade instruction are to begin listening test prep, listening to taped books and answer questions that encompass all reading and comprehension skills, and read alouds with accountable talk. The implications for second grade instructions would be to begin reading and writing test prep, listening to taped books and answer questions that encompass all reading and comprehension skills, read alouds with accountable talk, and use the Reading A-Z website.

3. The pattern for the NYS ELA seems to indicate that our current ELLs have room for improvement. Two students scored a level 2 in third grade. One of these students is a full-time special education student and the other is a student who has been held over for another year. The eight students who scored a 2 will need extra services provided by extended day, afterschool and the reading specialist on the fourth grade. For the 10 students who scored at level 3 on the ELA, the school will provide services aimed to ensure that they make 1 year gains and to invite these students into the ELL Title III afterschool program. No students scored a level 1 in fourth grade and 4 students scored a level 2. Of these students, 2 are in SETTS, one is SIFE and the last will be brought up for receiving at risk SETTS. The 9 students who scored a level 3 will be invited to the Title III afterschool program. The pattern for the NYS Math exam seems to indicate that are ELLs are doing better. In grade 3, 27 out of 28 scored level 3 or 4. In grade 4, 10 of 13 scored level 3 or 4. In both grades, the students who scored level 1 and 2, two of the students were recent newcomers who came to the country a month before the test. The other two students were at risk students who have subsequently been placed in SETTS. The pattern for the NYS Science exam shows that this content area is difficult for newcomer students even with translators. Half of the students scored at or above grade level, while the other half scored below grade level. The ELL periodic assessments administered in October and March are used to drive ESL instruction. Results help ESL teachers differentiate instruction based on the strengths and weaknesses the students exhibit in the modalities. Also, these results are shared with classroom teachers across school, the periodic assessments are helpful because they give us an ongoing snapshot of our ELL students' progress as opposed to relying on the year end NYSESLAT results to determine our students' language proficiency levels.

Filename: 29Q131 Language Allocation Policy 2009-10_
Final.doc
Directory: G:\CM-DIGI\2010\03_Mar_10\030510\CEP
Batch15\Process\CEP_Q131
Template: C:\Documents and Settings\partha\Application
Data\Microsoft\Templates\Normal.dot
Title: Language Allocation Policy
Subject:
Author: NYCDOE
Keywords:
Comments:
Creation Date: 12/22/2009 3:00:00 PM
Change Number: 5
Last Saved On: 12/23/2009 4:54:00 PM
Last Saved By: Frank
Total Editing Time: 162 Minutes
Last Printed On: 3/9/2010 12:26:00 PM
As of Last Complete Printing
Number of Pages: 10
Number of Words: 5,296 (approx.)
Number of Characters: 30,188 (approx.)

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 CFN 4/29	School PS 131 Abigail Adams
Principal Mr. Randolph Ford	Assistant Principal Mrs. Veronica DePaolo
Coach Mrs. Julie Roberto, Literacy	Coach Mrs. Diana Lagnese, Math
ESL Teacher Mrs. Deborah Biscardi	Guidance Counselor Mr. Frank Zarb
Teacher/Subject Area Ms. Alicia Marcinkowski	Parent
Teacher/Subject Area	Parent Coordinator Mrs. Pauline Isaacs
Related Service Provider Mrs. Evelyn Franklin	SAF
Network Leader	Other

B. Teacher Qualifications

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

Number of Certified ESL Teachers	6	Number of Certified Bilingual Teachers	0	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	773	Total Number of ELLs	197	ELLs as Share of Total Student Population (%)	25.49%
------------------------------------	------------	----------------------	------------	---	---------------

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
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0				0
Dual Language (50%:50%)	0	0	0	0	0	0				0
Freestanding ESL										
Self-Contained	0	0	0	0	0	0				0
Push-In/Pull-Out	2	2	2	2	2	2				12
Total	2	2	2	2	2	2	0	0	0	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

All ELLs	197	Newcomers (ELLs receiving service 0-3 years)	157	Special Education	4
SIFE	8	ELLs receiving service 4-6 years	40	Long-Term (completed 6 years)	0

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	157	8	0	40	0	4	0	0	0	197
Total	157	8	0	40	0	4	0	0	0	197

Number of ELLs in a TBE program who are in alternate placement: 2

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
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
TOTAL	0									

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both

Number of third language speakers:

languages): ____	
Ethnic breakdown of EPs (Number)	
African-American: ____	Asian: ____
	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Other: ____

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	6	4	1	3	5	1				20
Chinese	1	0	1	1	2	0				5
Russian	1	0	2	0	0	0				3
Bengali	24	28	21	14	20	10				117
Urdu	1	3	3	2	4	0				13
Arabic	1	1	3	2	0	0				7
Haitian Creole	0	0	0	0	0	1				1
French	0	0	0	0	0	0				0
Korean	0	0	0	0	0	0				0
Punjabi	5	4	2	2	2	2				17
Polish	0	0	0	0	0	0				0
Albanian	0	0	0	0	0	0				0
Other	2	2	4	2	2	2				14

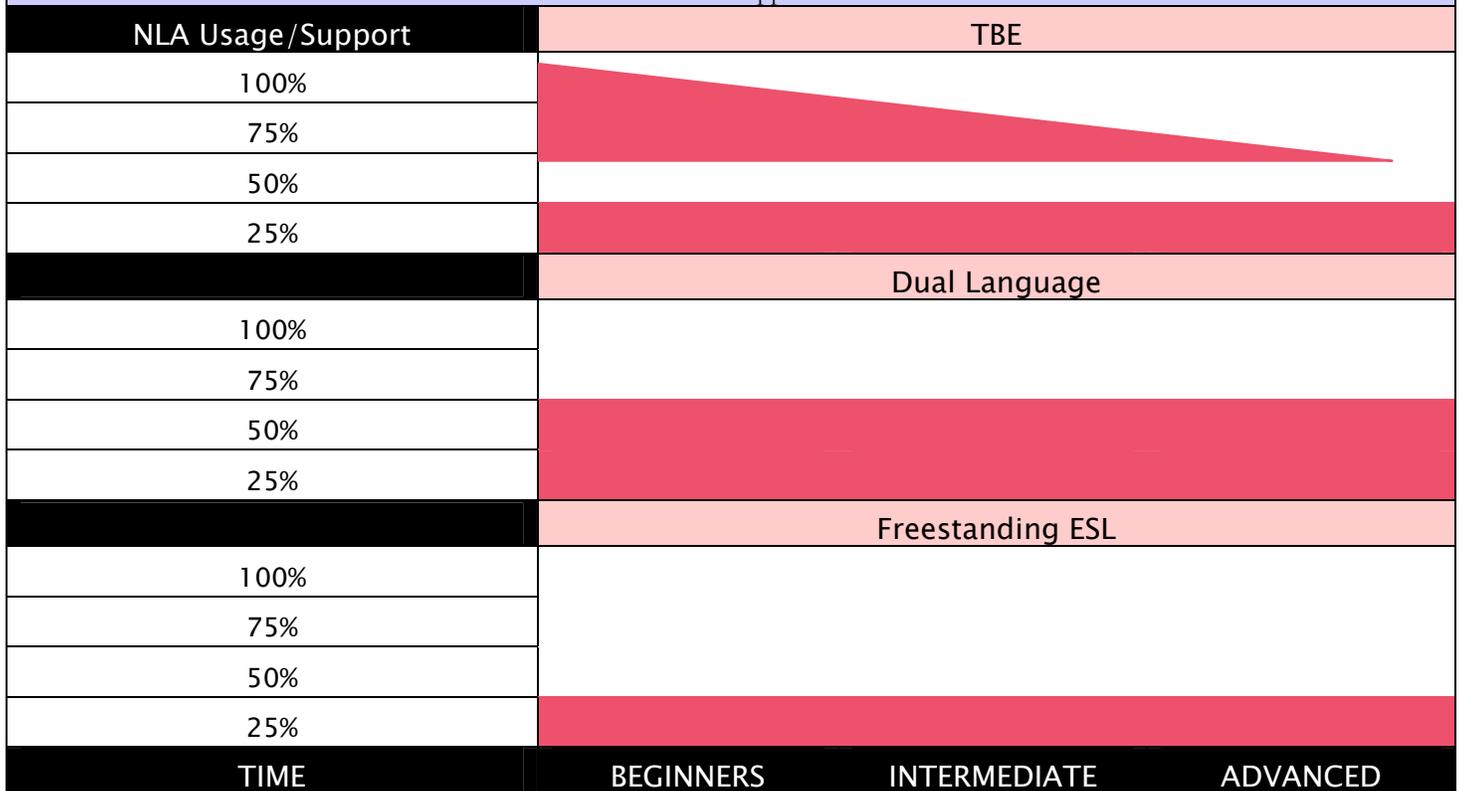
Programming and Scheduling Information										
<p>1. How is instruction delivered?</p> <ol style="list-style-type: none"> What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? If pull-out, specify the length of time, group, and plans for moving these students into a push-in model. 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])? <p>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)?</p> <ol style="list-style-type: none"> How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)? <p>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.</p> <p>4. How do you differentiate instruction for ELL subgroups?</p> <ol style="list-style-type: none"> Describe your instructional plan for SIFE. 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. Describe your plan for ELLs receiving service 4 to 6 years. Describe your plan for Long-Term ELLs (completed 6 years). Describe your plan for ELLs identified as having special needs. 										
TOTAL	41	42	37	26	35	16	0	0	0	197

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

	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for <i>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
FOR TBE /DL PROGRAMS			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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



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)	13	10	7	2	6	2				40
Intermediate(I)	2	21	9	11	4	6				53
Advanced (A)	26	11	21	13	25	8				104
Total Tested	41	42	37	26	35	16	0	0	0	197

4	2		3		6		1		12
8									0
NYSAA Bilingual Spe Ed									0

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

ECLAS-2							
	Level I	Level II	Level III	Level IV	Level V	Level VI	
K							
1							
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. After reviewing and analyzing the assessment data, answer the following

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:
 - 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
4. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
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)
Veronica DePaolo	Assistant Principal		10/29/09
Pauline Isaacs	Parent Coordinator		10/29/09
Deborah Biscardi	ESL Teacher		10/29/09
	Parent		
Alicia Marcinkowski	Teacher/Subject Area		
	Teacher/Subject Area		
Diana Lagnese	Coach		10/29/09
Julie Roberto	Coach		10/29/09
Frank Zarb	Guidance Counselor		10/29/09
	School Achievement Facilitator		
	Network Leader		
	Other		
	Other		

Signatures			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

Filename: 29Q131 LAPWorksheetFORM 2009-10_ Final.doc
Directory: G:\CM-DIGI\2010\03_Mar_10\030510\CEP
Batch15\Process\CEP_Q131
Template: C:\Documents and Settings\partha\Application
Data\Microsoft\Templates\Normal.dot
Title: OFFICE OF ENGLISH LANGUAGE LEARNERS
Subject:
Author: rbellis
Keywords:
Comments:
Creation Date: 7/28/2009 11:17:00 AM
Change Number: 57
Last Saved On: 10/29/2009 5:03:00 PM
Last Saved By: Frank
Total Editing Time: 882 Minutes
Last Printed On: 3/9/2010 12:27:00 PM
As of Last Complete Printing
Number of Pages: 10
Number of Words: 5,828 (approx.)
Number of Characters: 33,220 (approx.)

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

Form TIII – A (1)(a)

Grade Level(s) K - 5 Number of Students to be Served: 75 LEP 0 Non-LEP

Number of Teachers 5 Other Staff (Specify) One Certified F-Status ESL Teacher

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.

At P.S. 131Q, it is our mission to ensure that each child achieves a high level of proficiency in the English language. With 6 fully certified ESL teachers, Title III instruction will be delivered at follows:

SIFE and Newcomer Grades 3-5 During the Regular School Day with an F-Status Teacher 2 Days a Week

To supplement services for our newcomer and SIFE and newcomer ELLs in grades 3 - 5, a certified ESL Teacher will be hired to reduce class size and to target the unique needs of SIFE and newcomer students in grades 3 through 5. There are currently 15 students that fall into this category. This teacher will pull-out and work with these students within small groups of 1 – 3 students a period a day for two days a week for 20 weeks. The students will be scheduled for pull-out activities with this ESL teacher above and beyond the mandated minutes they are already receiving. The F-status teacher will focus on developing students' literacy skills by emphasizing vocabulary development, phonics, reading comprehension, and building writing skills. The purpose of this program will be to accelerate English language literacy acquisition in order to allow students to participate meaningfully in classroom activities. This grouping is highly interactive and is received well by the students. They look forward to the individualized attention and support. Programs to be used are Santillana Intensive English for grades 3 -5, Scott Foresman ESL for grades 3 – 5, and Prentice Hall Regents ESL program. Funding for the program will be utilized for the payment of this F-status teacher. The cost of this service will be 1 fully-certified ESL teacher x 2 days a week x 20 weeks x \$331.66 per day = \$13,266.40. This program is set to commence on December 1, 2009 and will continue through April 28th, 2010. The F-status certified ESL teacher will come in every Tuesday and Thursday. This ESL teacher's program will be as follows:

Tuesday	Thursday
Per. 1 Prep	Per. 1. Group 2
Per. 2 Group 2	Per. 2 Prep
Per. 3 Group 3	Per. 3 Group 3
Per. 4 Group 1	Per. 4 Group1
Per. 5 Group 5	Per. 5 Lunch
Per. 6 Lunch	Per. 6 Group 4
Per. 7 Group 4	Per. 7 Group 5

This schedule carefully takes into account all lunches, prep periods, ESL teacher push – in and pulls – out periods. There is no overlapping of mandated and supplemental services to these students. Students will receive this program during the school day above and beyond the mandated minutes of instruction.

Imagine Learning English Afterschool Program for grades 3 – 5 for 3 days a week

Additional services will be provided through an after-school program for pre-long-term ELLs. These ELLs will most likely continue to require ESL services and become long-term ELLs if there is no intervention. The data inquiry team has analyzed all the data to justify the use of Imagine Learning English as an appropriate program for this group. The program will focus on developing students' literacy skills by emphasizing vocabulary development, phonics, reading comprehension, and building writing skills. The purpose of this program will be to accelerate English language literacy acquisition in order to allow students to participate meaningfully in classroom activities. This grouping is highly interactive and is received well by the students. They look forward to the individualized attention and support. Programs to be used are Imagine Learning English. This group is comprised of 30 ELLs in grades 3 -5. Additionally 15 more 3-5 newcomer ELL and SIFE students will be invited to attend this afterschool program which will operate Tuesdays, Wednesdays and Thursdays from 3:15 until 4:15pm for a total of 45 students. Teachers will focus on building these students' literacy skills three days a week during the after-school program. This program will supplement English language acquisition for the ELLs who have been receiving ESL services for 3-6 years and newcomer / SIFE ELLs. The program to be used will be Imagine Learning English software program which has proven to be effective in accelerating English language acquisition. Imagine Learning teaches vocabulary development, including academic language, listening and speaking skills, phonemic awareness, emergent literacy, and school readiness. This program begins in the students' native language, if available, and gradually increases English exposure as the child progresses. It achieves this through the use of music and art where students receive one-on-one differentiated instruction, designed to meet the needs of each child. This program has been used successfully in this school and the data suggests the more time spent on the program, the higher student gains are made in letter knowledge, vocabulary, phonemic awareness, and oral production. For the 4 months that the program was in effect at our school last year, the ELLs showed significant gains in listening comprehension (41.9%), conversational phrases (46.5%), basic vocabulary (25.4%) and academic language (50%). Literacy development has also been measured and we have found that reading comprehension has increased 62.1% for leveled texts. Our hope is that this program will help our students succeed in acquiring the English they need to excel in school and meet the reading demands and tasks of standardized testing. The afterschool program will operate Tuesdays through Thursdays for one-hour sessions. Four fully certified ESL teachers will facilitate the program in four small groups of 10 students each. Funding from the program will go towards per-session payment for the 4 fully-certified ESL teachers. The cost of this program will be 4 teachers x 49 one-hour sessions x \$49.89 per hour = \$9,747.08. The program will commence on January 5th, 2010 and continue until May 13th, 2010. This amount will pay for direct instruction. The data inquiry team will evaluate the program at no cost to Title III.

Imagine Learning English Afterschool Program Grades K – 2 for 1 day a week

As another area of need, we notice that early childhood students in grades K-2 who have been in the school system since kindergarten don't seem to achieve proficiency on the NYSESLAT specifically on the reading and writing modalities. We will offer 15 students from this category to utilize Imagine Learning software as a means to gaining earlier proficiency. Most early childhood students seem to need more opportunities to speak in English and listen to spoken English. Imagine Learning will assist the students to score higher not only on the listening and speaking modalities but also on reading and writing modalities of the NYSESLAT. Two fully-certified ESL teachers will select a group of 15 students from grades K - 2. That afterschool program will operate Thursdays for one-hour sessions from 3:15 to 4:15 pm. The cost of this program will be 2 certified ESL teachers x 17 sessions x \$49.89 per hour = \$1,696.26. The program will commence on January 7th, 2010 and continue until May 13th, 2010.

PS 131 currently has 191 Imagine Learning English software licenses at no cost to Title III. These licenses are set to expire at the end of February 2010. By purchasing 47 new licenses, we will be able to continue our afterschool program without interruption and this will allow our students the full benefit of Imagine Learning English. The cost of this software would be 47 new licenses X \$150 = \$7,050.

Additional supplies are necessary for the Imagine Learning Software program. Students get additional support when they do not understand certain books and concepts. There are print outs that are part of the program to enhance learning and give the teacher an opportunity to go over concepts individually with students. For this activity copy paper and toner for the computer printouts the students will be using will be purchased at the cost of \$368.90.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

The professional development program for Title III teachers and other staff will promote the use of data analysis that Imagine Learning English provides for each student. The professional development will expand on the existing support program to enable teachers to provide individualized instruction tailored to their students' literacy and English language acquisition needs. This would be obtained through contracting Imagine Learning English software experts to provide day long in school professional development for two days in January. The two workshops are titled "Best

Practices Training” and “Using Data to Effectively Enhance Instruction”. Title III will be used to fund these workshops. The cost of these workshops are 2 workshops x \$1,500 = \$3,000.

Form TIII – A (1)(b)

School: PS 131 BEDS Code: 342900010131

Title III LEP Program

School Building Budget Summary

Allocation Amount: \$35,160.00		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session	\$24,741.10	One F-status certified ESL Teacher will be hired for the day program to target the needs of ELL-SIFE and newcomers in grades 3 through 5 for two days a week, for 20 weeks. • 1 teacher x 20 weeks x 2 days x \$331.66 = <i>\$13,266.40</i> Three certified ESL teachers will provide supplemental services to ELLs in grades 3 through 5 in 40 one-hour sessions After-school program. • 4 teachers x 49 sessions x \$49.89 per hour = <i>\$9,778.44</i> Two certified ESL teachers will provide supplemental services to ELLs in grades K and 2 in 16 one-hour sessions afterschool program. • 2 teachers x 17 sessions x \$49.89 per hour = <i>\$1,696.26</i>
Purchased services - High quality staff and curriculum development contracts.	\$3,000	Imagine Learning English software training provided by Imagine Learning English expert, Noah Eyre for data analysis and best practices. • 2 workshops x \$1,500 = \$3,000
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$368.90	Supplies for Programs Paper Toner

Educational Software (Object Code 199)	\$7,050	47 Imagine Learning Licenses \$150 each = \$7,050
Travel		
Other		
TOTAL	\$35,160.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Information from each Home Language Survey is entered into ATS by the pupil personnel secretary and the data is summarized by the ELL Team, data specialists, and administrative team to determine the language preferences for communicating with all parents. All documents sent home are available in the various languages spoken by our parents. All teachers receive a copy of the report which indicates the parent language preference. School report cards are sent home in the home language (that the DOE provides) indicated on the home language survey.

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.

Yearly language surveys are conducted by our ESL teachers. The findings are reported to the school community by our newsletters, notices and posted on our school stats which are available on the NYC Department of Education website. Also, the ESL coordinator and translator interview all new admits to the school and gathers information from the parents and students about the home language.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Written translations are provided by the Department of Education as well as school staff and parent volunteers.

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

Oral interpretation is provided by an external source as well as our school staff and parent volunteers.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Language services, oral and written, are provided at parent meetings and workshops. We will continue to conduct school language surveys which will be distributed for completion to each family in our. We will also provide translators to assist our parents with the completion of the surveys. We will also continue to provide our parents translated notices in the various languages spoken within our school community.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$510,984	\$22,859	\$533,843
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,110		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$229	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$25,549		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$1,143	
6. Enter the anticipated 10% set-aside for Professional Development:	\$51,098		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$2,286	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 98.3%
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.

We are reviewing the possibility of assigning the out of field teacher to a classroom more aligned with his/her license. The teacher receives professional development throughout the school year. The teacher is being provided with intense professional development by literacy and math coaches as well as, DOE professional development opportunities. The teacher works closely with his/her grade team to align curriculum, homework and classroom strategies.

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.

Part I General Expectations

Note: Each school level Parental Involvement Policy must establish the school expectation for parental based upon Section 1118 – Parental Involvement – (a) Local Educational Agency Written Policy of ESEA.

The Abigail Adams School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities, and procedures for parental involvement of all parents of Title I eligible students consistent with Section 1118 – Parental Involvement of the Elementary and Secondary Act (ESEA) programs, activities and procedures will be planned and operated with meeting in consultation with parents of participating children.
- In carrying out the Title I, Part A parental involvement requirements, the school will provide full opportunities for the participation of parents with limited English proficiency and parents with disabilities. This will include providing information and school reports under Section 111-State Plans of the ESEA in an understandable format and, including alternate formats upon request.
- The school will involve the parents of children served in Title I, Part A program the decision about how the Title I, Part A funds reserved for parental involvement will be used.
- The school will carry out programs, activities and procedure in accordance to the definition of parental involvement:

Parental involvement means the participation of parents in regular, meaningful communication involving student academic learning and other activities, including-

1. that parents play an integral role in assisting their child's learning;
2. that parents are encouraged to be actively involved in their child's education in school;
3. that parents are full partners in their child's education and are included, appropriate, in decision-making and on advisory committees to assist in the education of their child.

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

Note: The School Parental Involvement Policy must include a description of how the school will implement or accomplish each of the following components. [Section 1118-Parental Involvement-(a) Local Educational Agency Policy (b) written policy

1. The Abigail Adams School will take the following actions to involve parents in joint development of the plan under Section 1112-Local Educational Agency ESEA:
 - Involve parents in discussions regarding the parental involvement Title I, Part A funds at PTA meetings
2. The Abigail Adams School will take the following actions to involve parents in the process of the school review and improvement under Section 1116-Academic and Local Educational Agency and School Improvement of the ESEA:
 - Parent members of the school leadership team will meet monthly to discuss the needs for the school
 - Parents will be interviewed as part of the school's Quality Review
 - Parent surveys will be a vital part of the School's Progress Report process
3. The Abigail Adams School will take the following actions to conduct, with involvement of parent, an annual survey of the success, popularity, and growing need of the parental involvement funds.
4. The Abigail Adams School will build parents' capacity for strong parental involvement, in order to ensure effective involvement of parents to improve student academic achievement, through the following activities specified below:
 - The school will provide assistance to parents of children served, in understanding topics such as the following:
 - a) the State's academic content standards;
 - b) the State's student academic achievement standards;
 - c) the State's and academic assessments
 - d) the requirements of Title I, Part A
 - e) how to monitor their child's progress and
 - f) how to work with educators.
 - The school will provide materials and training to help parents work with their students and to improve their children's academic achievement, such as literacy training, math training, technology, as appropriate, to foster parental involvement, by:

- a) providing parents with training on strategies to teach math at home using the new curriculum – Math Game Night
- b) providing parents with training on strategies to teach comprehension skills to their children

c) providing parent workshops and dealing with computer training on analyzing Acuity data and using the ed performance website to assign their children work at home, learning to logon to ARIS home link, and learning to logon to Mclass home link.

d) Saturday weekend ESL class for parents of English Language Learners

- The school will educate staff in how to reach out to communicate with and work with parents, and build ties between parents by:
 - a) Teachers will have daily access to phone translation to communicate with parents who speak other languages
- The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with The Teachers College Reading and Writing Project, Math Connects, Foundations, Reading 3-D, and in the content areas by:
 - a) involving parents in the regular activities of the school (writing and reading celebrations)
 - b) involving parents in the Student of the Month award ceremony
- The school will take the following actions to ensure that information related to school and parent programs, meetings and other activities, is sent to the Title I participation children in an understandable format, upon request, in a language they can understand:
 - a) letters are sent home in their native language when applicable
 - b) Translation services information are posted in the school lobby and classrooms
 - c) Translators and interpreters will be provided at parent workshops involved in Title I, Part A funding

Part IV

Department of Education of the City of New York
Public School 131
The Abigail Adams School

Randolph A. Ford, Principal

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

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

other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

School Parent Compact 2009-2010

The Abigail Adams School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share that responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

School Responsibilities

The Abigail Adams School will:

- **provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

Each student will have a full program as mandated by New York State Department of Education.

- **hold parent-teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**

Parent teacher conferences are held twice annually.

- **provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**

Student report cards are distributed 3 times a year and student promotion-in-doubt letters are sent home a minimum of twice a year.

Kindergarten report cards are sent home 2 times a year. In grades 3-5, Acuity test results will be sent home so parents can address the needs of their child.

- **provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**

Teachers are available for parents at two parent teacher conferences each year. Teachers are also available to meet with parents during professional time on a daily basis with an appointment.

- **provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**

The PTA hosts a number of events each year that allow parents the opportunity to be involved directly in school activities. Classroom teachers invite parents for curriculum celebrations. Parents are invited to the annual school science fair and concerts.

Parent Responsibilities

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

- making sure my child is on time and prepared everyday for school;
 - monitoring attendance;
 - talking with my child about his/her school activities everyday;
 - scheduling daily homework time;
 - providing an environment conducive for study;
 - making sure that homework is completed;
 - monitoring the amount of television my children watch;
-
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate;
 - reading together with my child every day;
 - providing my child with a library card;
 - communicating positive values and character traits, such as respect, hard work and responsibility;
 - respecting the cultural differences of others;

- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;
- supporting the school discipline policy;
- express high expectations and offer praise and encouragement or achievement.

The Abigail Adams School will:

- involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;
- involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way;
- hold an annual meeting to inform parents of the school's participation in Title I Part A programs, and to explain the Title I Part A requirements, and the right of parents to be involved in Title I Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I Part A programs and will encourage them to attend;
- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practical, in a language that parents can understand;
- provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- provide to parents an individual student report about the performance of their child on the State assessment in least English language arts and mathematics.

Mr. Randolph A. Ford, Principal

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

Please see Section IV – Needs Assessment

2. Schoolwide reform strategies that:

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

P.S. 131's motto is "Excellence For All". Through Title I funding our school had the ability to hire 3 certified reading specialists, 1 math coach, and 1 F-status literacy coach to work with students in K-5. The reading specialists push-in to grade 3-5 classrooms to support teachers and students during reading, writing and content area curriculum. Students work in data-driven small groups to meet the State's proficient and advanced levels of academic achievement. The coaches support teachers in all grades in math and literacy and classroom management.

- 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.
- Our test preparation after school programs are based on data analyzed by our data specialist. Every student/class is analyzed based on reading benchmark levels. All students below the grade benchmark are recommended for our test preparation after school programs.
 - Our grade 5 extended day and afterschool program is based on our needs assessment and will target those students who did not make at least one year's progress.

- Every classroom is provided with an enriched accelerated curriculum established by grade teams. Grade teams and coaches meet weekly to create curriculum maps in literacy, math, science, and social studies. At grade level meetings differentiated instruction is discussed to meet the needs of all students. Modifications and enrichment activities are implemented in each lesson.
- LEAP artists and Carnegie Hall musicians are educational consultants who work with each class in our school. LEAP is a data-driven thematic program implemented in select 3rd, 4th and 5th grade classrooms through a grant. Artists visit each pilot class two hours a week to work with the students on various projects integrating arts through curriculum. Teachers are an integral part of the LEAP program. They attend monthly professional development sessions and submit Fountas and Pinnell data three times per year to be assessed by LEAP analysts.

Carnegie Hall is a part of our PS 131 culture. This is our third year partnering with Carnegie Hall. A resident musician is in our school for almost the entire year working in unison with our music teacher. They plan, and implement all lessons together and prepare the students for a performance at Carnegie Hall. Select students will visit and perform at Carnegie Hall this year.

Making Books Sing is an organization that unites professional theatre, children's literature and theatre education. Their mission is to empower children to experience literature and theatre as vehicles for their imaginations, artistic expression and learning. Differentiating instruction is a schoolwide initiative that Making Books Sing will support. The resident artists will meet with the teachers involved in the program and plan instruction based on the needs of each class. Every program will have a total of four sessions which include playwriting, drama, lyric writing and career development depending of the age of the children. Each class will be included in a class trip to see a performance based on a book read in the program.

- P.S. 131 hired a full time guidance counselor to meet the unique needs of every individual student in our school. The guidance counselor facilitates a weekly Intervention Services (IS) meeting. This meeting addresses students who need extra support academically and or emotionally. The IS team consists of the guidance counselor, School Based Support Team, English as a Second Language (ESL) team, reading specialists, and administrative team. The entire team works collaboratively to discuss appropriate tier interventions and continuously follow up with students addressed at the meeting to possibly revise the intervention plan in place.

3. Instruction by highly qualified staff.

The No Child Left Behind Act states all teachers must be highly qualified in his/her teaching area. The staff consists of highly qualified general education teachers, special education teachers, ESL teachers, and reading specialists. The cluster positions consist of a highly qualified physical educator, music teacher, social studies teacher, science teachers and technology teacher.

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.

- Title I funding has enabled our school to hire a full time math coach and part time literacy coach. The coaches provide daily professional development to all teachers. The grade teams, coaches and administrative team meet every week for morning meetings and bimonthly to curriculum map and analyze data.
 - Title I funding also enables Making Books Sing resident artists to work with teachers on various differentiated instruction strategies in literacy. These professional development opportunities are integral to planning and curriculum mapping in literacy.
 - Professional development opportunities are emailed to all staff, written in the weekly circular, and shared with grade leaders to be discussed at meetings. Protraxx now gives all staff the opportunity to browse from a large menu of professional development sessions. An email was sent to all staff on how to use Protraxx.
 - Parent workshops are held by the parent coordinator, coaches, teachers and administrative team. Workshops on analyzing Acuity results, understanding the state exams, and how to teach math and reading strategies to your child will be offered this year. Parent feedback from the Parent Advisory Council (PAC) meeting will drive future parent workshops.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
- The Abigail Adams School has a strong partnership with St. John's University. We accept student teachers for Fall, Spring and Summer sessions. We welcome student observers as well as America Reads students from St. John's University as well. An overwhelming number of former student teachers submit their application for vacancies at P.S. 131.
 - Our partnerships with LEAP, Carnegie Hall, and Making Books Sing continue to attract highly qualified professionals.
6. Strategies to increase parental involvement through means such as family literacy services.
- P.S. 131 will offer parents opportunities to work with our ELL team to learn English and strategies to support their children at home. Parent Math Game night will invite parents to work with teachers on how to play math games aligned with the curriculum with their children. Interpreters will be hired to translate in Bengali, Hindi, and Urdu. Making Books Sing will provide literacy strategies to work with their children at home. This funding also allows our ESL teachers to provide Saturday classes for non-English speaking parents to learn how to read and write in English.
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.

N/A

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.
 - In the 2007-2008 school year, P.S. 131 piloted many different types of assessment tools for both K-2 and 3-5. K-2 implemented E-CLAS, Dibels, Bebop Reading Assessment and self-created interim assessments. Grades 3-5 implemented the TC Reading Record, Acuity, interim assessments, and self-created interim assessments. In June of 2008 the coaches and the administrative team discussed the success and/or concerns with each assessment. Feedback was then received through grade leaders and decisions were made with schoolwide input. Currently, K-2 is using palm pilots to administer Dibels and Reading 3D. Grades 3-5 continued to use the TC Reading Record and continued Acuity and interim assessment aligned with the math curriculum.

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.
 - "All Hands on Deck" is a phrase known by all P.S. 131 staff. Weeks prior to the state English Language Arts and Mathematics Exams all staff including, classroom teachers, coaches, ESL teachers, and reading specialists analyze Acuity and interim assessment data to form small groups within each class. Students are placed in flexible groups based on the data mentioned above. Every classroom has at least 2 teachers working with groups of students who have not mastered proficient or advanced levels in a specific skill. This additional assistance is extremely beneficial to meet the needs of students who are taking the standardized exams.
 - Extended day and after school programs are offered to students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards.

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.
 - The *LifeSkills Training Program (LST)* is a school-based prevention curriculum implemented in P.S. 131. The intervention model is designed to affect individual and interpersonal factors associated with drug use and other problem behaviors. *LST* is a competence enhancement primary prevention program that targets risk and protective factors associated with early stage drug use. As a universal intervention, it is designed for all individuals rather than only those individuals at high risk. The SAPIS teacher also implements violence intervention with the guidance counselor.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

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

Part A: For All Schools Identified for Improvement

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

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

Part B: For Title I Schools Identified for Improvement

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

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

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

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

Last year we continued with the implementation of the Teachers College Reading and Writing Program. We focused on spiraling the reading and writing curriculum to ensure academic rigor in all grade levels. We continued our weekly grade meetings where our teachers collaborated to further develop their knowledge, mark their pacing, and reflect upon their curriculum maps making them relevant to their current class. Team meetings were implemented, where once a month, each grade met with the literacy coach to analyze and assess student progress, and to learn new ways to differentiate instruction to meet all students' needs. Rubrics were developed based upon the expected student's level of cognitive demand and the New York State Standards with an expectation on a high level of student achievement. In addition to our Literacy Coach, our teachers availed themselves to Professional Development in house as well as Internal DOE Services. To further address the needs of our students, we have adopted the Foundations and Wilson Reading Programs. Each program was well developed and structured which provides our students with a stronger phonemic awareness. Foundations was implemented in grades K-2 to target all students, especially the ELL and "at risk" students. This program focused their lessons on print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency, spelling, and critical thinking skills. The Wilson program targeted the special education students, SETTS students, and "at risk" students in grades 3-5. Our ELL students are received the "double dose" of Foundations to reinforce their phonemic awareness.

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

Applicable X Not Applicable

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

We have put great emphasis in supporting and encouraging our ELL teachers to be an integral part of our literacy program. They attend all curriculum grade level meetings. The ELL teachers not only pull out for small group instruction, they also push in and participate in classroom lessons. Furthermore, they differentiate instruction by incorporating the New York State Standards for ESL. Our ELL teachers attend Professional Development and are members of the Data Inquiry Team.

The Teacher's College Reading and Writing Project is the curriculum that we use in reading and writing. This year, the overviews for each unit of study include which New York State Learning Standards are being met in each unit. The administration and staff have looked at these overviews extensively and have determined that since there is such a close alignment between the Reading and Writing Project's work and the New York State Learning Standards, our students will not only meet the state standards, but will exceed them.

Our teachers are continually analyzing and revising our curriculum maps to ensure that we are improving student performance. Our curriculum maps are viable documents that are used not only to address content topics, but also skills to be mastered, strategies to be utilized and student outcomes to be attained. We feel that while curriculum mapping is an ongoing process, our maps have clear focus and direction, which leads to high performance amongst our students.

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

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.

Our own assessment of the Everyday Math curriculum showed that while there were no gaps in the content strands covered, the content was not necessarily covered in a sufficient time frame. Also, we found that there was a lack of real-world problem solving strategies in the program. Therefore, we used New York State Math Connects as our math program in 2008-2009. Each lesson was aligned with the New York State Standards. For grades 3-5 the units were designed for the Pre and Post March standards. This program included diagnostic, formative, and summative assessments. Each lesson contained a New York State Standard(s), content strand(s), the performance indicator(s), and the National ESL Standards. Once there was a deeper understanding of concepts, the students were then taught problem solving strategies which they then used during the problem solving investigations. The curriculum incorporated differentiated instruction for each lesson and exposed the students to real world problem solving and applications. With the use of the differentiated instruction and manipulatives, our special education and ELL students were given the additional help they needed to succeed.

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

X 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?

We did not feel that EveryDay Math supported the needs of our students. Please see explanation above.

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.

After researching many different curriculums, we found that New York Math Connects was able to meet our needs. Please see explanation above.

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.

We continued incorporating the Reading and Writing Teachers College Project. This program emphasizes the workshop model. The teacher conducts a brief mini-lesson and gives the students the opportunity to try out what was just taught. Based on our data, the teachers form strategy and guided reading groups. Needs based groups and individual conferring are primary sources of instructing our students. Informal assessments, Teachers College Assessment, DIBELS and progress monitoring, are used as necessary.

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

Applicable X 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?

Our student's progress is measured as their reading levels increase. Benchmarks have been implemented school-wide to determine if students are on grade level.

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

2B – Mathematics Instruction

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

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

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

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

New York Math Connects lends itself to the workshop model. The teacher conducts a brief mini-lesson and gives the students the opportunity to try out what was just taught. Based upon our data, flexible groups are formed. These students work together to solve real world mathematical problems. Math Learning Centers, Reflective Math Journals, overhead projectors and internet resources, such as eBook and eBook Advance Tracker are used to enrich the students learning.

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?

Our students are working collaboratively and constructively with one another to solve real word mathematical problems. We have implemented Project of the Month. This gives our students the opportunity to work across the grades

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.

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.

PS 131 measured this key finding by the number of vacancies representing teacher loss and transfers placed in the Open Market Hiring System each year. Our comprehensive recruitment and selection process and stability through the Teaching Fellows program has provided stability. In addition, the School Hiring Committee's seven step hiring process ensured the most qualified teachers were hired.

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

Applicable X 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?

PS 131 had no common branch or special education vacancies last year.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

PS 131 conducted a needs assessment survey that was provided to all grade leaders to ascertain the accessibility and choices pertaining to professional development for teachers on each grade. The findings indicated that 100% of our teachers were provided with many opportunities for professional development that was disseminated by administrators through the Principal's Weekly, Teacher's Weekly, PS 131 News sent to all staff, Protraxx, grade and ESL in-house meetings at the school. The Language Allocation Policy was distributed to all staff through grade level meetings.

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 of our teachers were made aware of the various professional development opportunities available for ELL instruction. Many teachers decided to attend the workshops, and when there were instances that only a few teachers could attend a certain workshop, the teachers turn-keyed what they learned to others on the grade-level teams.

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.

Classroom teachers and ELL teachers met weekly to discuss curriculum, instruction, assessments, and students. ELL data was provided through Acuity, interim assessments, conference notes, Lab-R and NYSESLAT results. Teachers are continuously sharing evidence and instruction practices for all students, including ELL's.

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

Applicable X 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?

Classroom teachers and cluster teachers are informed about the level and type of program of the ELL student at the beginning of the school year.

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

Fully implementing the range and types of instructional approaches that will help to improve student performance is always a priority at our school. We have already recognized the need to ensure that our teaching staff is able to fulfill their commitment to maximizing educational success for all of our students. Discussions among school administrators, general education teachers and special education teachers, relating to curriculum implementation and methods to differentiate instruction, regularly took place at our weekly grade level, Intervention Service meetings and at meetings of our LRE Committee. Our Pupil Personal Team made the commitment to ensuring that general education teachers understand how to implement all Academic Management Needs that appear on IEP's. Further, we are committed to ensuring there is and will always be a dialogue between administrative and pedagogic staff to increase the understanding of how to implement the range and types of instructional approaches that will help to increase individual student learning capabilities.

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

Applicable X Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

We, as a school community, are actively engaged in working diligently to maximize each special needs student grasp of educational material. We make available curriculum material that is both relevant to the learning ability and style of special needs youngsters, and simultaneously meet the standards set by New York State. General teachers as well as special education teachers attend the educational planning conferences for those youngsters in their class or on their caseload. All teachers and related service providers have copies of student IEP's and are familiar with the content as well as the accommodations for each student. Staff regularly attends workshops explaining current teaching trends. Through discussions with our staff members, conferences with parents and caregivers and results on predictive exams, we are able to determine when it is necessary to implement different approaches to address student's educational

needs. By virtue of ongoing articulation meeting between the administration, ELL teachers, general education, special education teachers, our IEP teacher, the PPT team, AIS personnel and school administration we will continue to align and integrate classroom instruction.

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

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

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

Please respond to the following questions for Key Finding 7:

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

Adapting accommodations and/or modifications found on IEP's within the classroom environment is an issue we continually address. At all of our Annual Reviews Triennials and EPC conferences, careful consideration was paid to making sure that educational goals, accommodations and modifications adequately reflect students educational needs. Our IEP teacher attended IEP PD's, and turn keyed the information to our teacher to insure that up-to-date information was being disseminated. In addition, modifications and accommodations were reviewed when IEP's were distributed to all teachers and paraprofessionals working with that child.

When preparing IEP's, our special education teachers utilized grade-specific performance indicators adapted from State performance standards as a tool to assist in determining alignment between the goals, objectives, and modified promotion.

IEP's for children identified with documented behavioral issues and concerns all contained behavioral plans. Our guidance counselor, in conjunction with teachers and service providers, performed Functional Behavioral Assessments and developed Behavior Intervention Plans as needed.

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

Applicable X Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Teachers, service providers and parents/and or caregivers attending Educational Planning Conferences for students in their class are involved in determining the types of modifications and/or accommodations necessary for the child to be successful. Appropriate accommodations are made at that time. The standard based goals made for students are measurable and aligned with the appropriate grade level state standards.

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>

Part A: FOR TITLE I SCHOOLS

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

Currently, we have 34 students in a housing status identified as doubled up, in a shelter or living in another temporary housing situation.

2. Please describe the services you are planning to provide to the STH population.
 - Counseling services are provided for these students who are dealing with anxiety or stress associated with homelessness. The guidance counselor has an attendance plan for each student and follows up with the DOE liaison at each temporary housing facility.
 - Basic school supplies are purchased for these students to achieve optimal academic success.
 - Our Title I funded reading teachers work with in third, fourth, and fifth grade classes. The reading teachers and classroom teachers work closely with the administrative team, data specialists, and coaches to identify the needs of these students and differentiate instruction based on their needs.
 - Making Books Sing will be extended by 3 sessions in each of the classes that have students in temporary housing. These sessions will focus on reading and dramatizing books that have the theme of homelessness. These activities will help all of the students cope, deal with and understand the issue.

Part B: FOR NON-TITLE I SCHOOLS

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

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

Filename: 29Q131 CEP 2009-10_ Final.doc
Directory: G:\CM-DIGI\2010\03_Mar_10\030510\CEP
Batch15\Process\CEP_Q131
Template: C:\Documents and Settings\partha\Application
Data\Microsoft\Templates\Normal.dot
Title:
Subject:
Author: Sharon Rencher
Keywords:
Comments:
Creation Date: 12/23/2009 5:04:00 PM
Change Number: 22
Last Saved On: 3/9/2010 12:25:00 PM
Last Saved By: partha
Total Editing Time: 45 Minutes
Last Printed On: 3/9/2010 12:25:00 PM
As of Last Complete Printing
Number of Pages: 62
Number of Words: 19,165 (approx.)
Number of Characters: 109,241 (approx.)