



**THE ROY WILKINS SCHOOL – PS 136Q**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: 29Q 136**  
**ADDRESS: 201 – 15 115<sup>TH</sup> AVENUE ST. ALBANS, NY 11412**  
**TELEPHONE: (718)465-2286**  
**FAX: (718) 464-0040**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 136Q      **SCHOOL NAME:** The Roy Wilkins School

**SCHOOL ADDRESS:** 201 – 15 115<sup>th</sup> Avenue St. Albans, New York 11412

**SCHOOL TELEPHONE:** (718)465-2286      **FAX:** (718)464-0040

**SCHOOL CONTACT PERSON:** Ms. Tanya Walker      **EMAIL ADDRESS:** [twalker@schools.nyc.gov](mailto:twalker@schools.nyc.gov)

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Ms. Michelle Johnson – Welch

**PRINCIPAL:** Ms. Tanya S. T. Walker

**UFT CHAPTER LEADER:** Ms. Kenya Davis - Purvis

**PARENTS' ASSOCIATION PRESIDENT:** Mr. James Goveia

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

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

**DISTRICT:** 29Q      **SSO NAME:** Integrated Curriculum and Instruction

**SSO NETWORK LEADER:** Dr. JoAnne Joyner-Wells

**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
Ms. Tanya S. T. Walker	*Principal or Designee	
Ms. Kenya Davis – Purvis	*UFT Chapter Chairperson or Designee	
Mr. James Goveia	*PA/PTA President or Designated Co-President	
Ms. Kueita Saint Louis	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Ms. Ramella Hargrove	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Ms. MaryHelen Holcombe	CBO Representative, if applicable	
Ms. Lorraine Wills-Powell	Member/ Teacher	
Ms. Kemaleeka Davidson	Member/Teacher	
Ms. Andrea Butterweich	Member/Teacher	
Ms. Nakea Augustine	Member/Parent	
Ms. Michelle Johnson - Welch	Member/Parent	
	Member/	
	Member/	

\* 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.

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Named after the prominent civil rights leader, The Roy Wilkins School was built in 1927. Our fine school is quietly nestled within the heart of the St. Albans, Queens community--the former home of many famous Jazz musicians including Billie Holiday, Count Basie, Ella Fitzgerald, Lena Horne and James Brown.

It is the mission of the Roy Wilkins School—PS 136Q school community to collaborate with staff, students, and parents to develop and maintain a nurturing, student-centered learning environment. By consistently utilizing data and a rigorous curriculum, we work towards providing optimal learning experiences that meet the needs of all students and empowers them to strive for success.

We are a “Community of Believers” who recognize and celebrate the diversity within our population. The staff focuses on the individual learning and fulfilling the academic and social needs of all students. The Roy Wilkins School expects that all students will achieve their full potential.

Some of the academic and social supports for staff, students and families within our school community are:

- Common preps each day for each grade for teachers to engage in grade wide planning
- Professional Learning Team Meetings once a week with School Administration to communicate goals, set standards of expectations, share best practices and review/engage in inquiry team work
- Pupil Personnel Committee Meetings (one week upper grade/next week lower grade) to ensure that all students are receiving proper support-- mandated or at-risk.
- Targeted curriculum enrichment weekly for each grade where students have an opportunity to practice skills in ELA, Mathematics, Social Studies and Science.
- Two guidance counselors (one for upper, the other for lower grades) to meet emotional needs in individual and group settings
- The guidance counselors also work with students and parents as necessary on understanding the connection between educational attainment and personal achievement.
- Clubs provide students with alternate opportunities to express themselves and their talents. Clubs include: lunch clubs, art, computer, chess, dance, sports, basketball team (varsity/junior varsity) , chorus, nutrition, future teachers, student council, student leadership and honor society, drums, pep and cheerleading
- Specialized clubs for students who have adjustment concerns: Twins Club, Eyeglasses Club, Boys Club and Fitness Club

On a daily basis, our students engage in small group data driven instruction in all core subjects. In addition, we have the following staff members who provide services to our students on a daily/weekly basis

- 1 Art teacher, General Music Teacher, Piano Teacher, and Physical Education Teacher
- 1 Math Integration Teacher, ELA Content Area Specialist and 1 Integrated Technology Teacher
- 1 ESL Teacher, Occupational Therapist, Physical Therapist and 2 Speech Teachers

- 1 SETTS Teacher
- Collaborative Inquiry Based Teacher Teams
- Academic Intervention Targeted Support (extended day and 30 minutes during the Reading or Math Blocks) provided by the staff members listed above

Community Partners Include:

- St. Albans Veteran's Hospital
- PS 811 @ 136Q Inclusion Program Business Partners
- Lincoln Center Opera

Special Events Include:

- Family Literacy Pajama Night , Family Math Night, Technology Fair, Science Fair, Dance Festival, Winter and Spring Concerts
- Back to School Night and Field Day
- Monthly Community Read/ Character Development Books
- Father's Third Thursday Monthly Workshops
- Women's Tea and Hat Show- Celebration of Women
- Monthly Special Assembly Programs including Respect, Black History and Martin Luther King Special Assemblies
- Attendance Celebration and other Student/ Staff/ Parent Recognition Celebrations
- Workshops for Parents: Various Topics including all curriculum areas
- Parents with the Principal monthly meetings
- Family Movie Nights
- Honor Awards Assemblies
- Monthly PTA meetings which focus on key issues that impact our school population
- Title 1 meetings which focus on keeping parents aware of use of goals for Title 1 spending

Perhaps our greatest achievement, however, is the warmth that radiates from our children as you travel throughout our hallways. The students exude a confidence that we work daily to build and cultivate. They know unequivocally that we **believe** in them. They take comfort in the fact that they are loved.

**PS 136Q – The Roy Wilkins School**  
**A Community of Believers**

## 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							
<b>School Name:</b>	P.S. 136 Roy Wilkins						
<b>District:</b>	29	<b>DBN:</b>	29Q136	<b>School BEDS Code:</b>	342900010136		
DEMOGRAPHICS							
Grades Served:	Pre-K	√	3	√	7		11
	K	√	4	√	8		12
	1	√	5	√	9		Ungraded
	2	√	6		10		
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	36	35	36		92.8	92.8	92.2
Kindergarten	86	90	104				
Grade 1	123	98	131	Student Stability - % of Enrollment:			
Grade 2	118	118	106	(As of June 30)	2006-07	2007-08	2008-09
Grade 3	117	113	118		91.0	85.9	90.0
Grade 4	126	113	118				
Grade 5	119	132	105	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 7	0	0	0		88.6	62.2	70.0
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 11	0	0	0		1	15	22
Grade 12	0	0	0				
Ungraded	0	3	0	Recent Immigrants - Total Number:			
Total	725	710	725	(As of October 31)	2006-07	2007-08	2008-09
					6	3	7
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	46	35	43	Principal Suspensions	1	11	1
# in Collaborative Team Teaching (CTT) Classes	8	7	0	Superintendent Suspensions	5	4	3
Number all others	44	50	40				
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:			
				(As of October 31)	2006-07	2007-08	2008-09
				CTE Program Participants	0	0	0
				Early College HS Program Participants	0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Teachers	45	48	51
# receiving ESL services only	34	30	26				

**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	1	Number of Administrators and Other Professionals	7	12	13
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	5	5
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	97.8	100.0	100.0
				% more than 2 years teaching in this school	71.1	64.6	76.5
				% more than 5 years teaching anywhere	75.6	75.0	70.6
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	87.0	88.0	90.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	79.2	87.7	78.0
American Indian or Alaska Native	0.3	0.4	0.6				
Black or African American	93.1	93.5	90.3				
Hispanic or Latino	5.1	3.5	3.9				
Asian or Native Hawaiian/Other Pacific Isl.	0.4	1.1	0.7				
White	1.1	1.4	1.8				
<b>Male</b>	47.7	50.3	47.6				
<b>Female</b>	52.3	49.7	52.4				
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							
<b>SURR School (Yes/No)</b>		If yes, area(s) of SURR identification:					
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
√	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**

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

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

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad Rate
<b>All Students</b>	√	√	√			
<b>Ethnicity</b>						
American Indian or Alaska Native						
Black or African American	√	√	√			
Hispanic or Latino	-	-	-			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-	-			
<b>Other Groups</b>						
Students with Disabilities	√SH	√	-			
Limited English Proficient	-	-	-			
Economically Disadvantaged	√	√	√			
<b>Student groups making AYP in each subject</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>	NR
<b>Overall Score:</b>	83.9	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment:	7.7	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:	14.1	Quality Statement 4: Align Capacity Building to Goals	
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	
Student Progress:	56.8		
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:	5.3		

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = 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.) 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 highlights 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?
- 

### *Student Performance Trends*

In conducting a comprehensive review of the school's educational program, we examined student performance trends in all subject areas. The findings are detailed below.

#### ELA (Grades K-2)

According to data compiled from running records and student independent reading levels, while more than half of our second grade students are meeting or exceeding proficiency levels in reading, students in Grade 1 and Special Education (Grades 1 and 2) are lagging behind.

One of the performance trends that we are definitely observing and troubleshooting is the disparity in E-CLAS-2 scores and Reading levels of our lower grade special students as compared to students in General Education. This is a trend that was evident in the New York State ELA scores for Grade 3 for 2008-09.

#### ELA (Grades 3-5)

In terms of literacy for Grades 3-5, we have noticed an overall 11% increase in students meeting or exceeding proficiency level on the NYS ELA scores for 2009 in comparison with the scores for 2008.

#### **NYS ELA Results 2008-2009**

<b>Grades</b>	<b>Percentage of Students Meeting or Exceeding Proficiency Level (Levels 3 and 4)</b>	
	<b>2008</b>	<b>2009</b>
3	39.2	47
4	51.8	61
<b>5</b>	55.0	74
<b>Total</b>	48.6	60.8

While we made gains in all grade levels, we are closely monitoring our scores for our third grade students, whose scores are sharply lower (more than 11 percentage points) than grades 4 and 5.

We are also close monitoring the scores of our students with IEP's. While we made gains as a school in ELA, students with IEP's, did not show the same level of progress. We are closely examining our curriculum, focusing on small group instruction, reading stamina, professional development and test sophistication in order to raise our scores for Special Education on the NYS ELA.

### **Mathematics (Grades K-5)**

Our overall schoolwide focus in the 2008-2009 school year has again been on achievement and progress in the area of mathematics. We made significant growth in the 2007-08 school year, and was able to make another marked 14% increase in 2008-09.

#### **NYS Mathematics Results 2007-2008**

	<b>Percentage of Students Meeting or Exceeding Proficiency Level (Levels 3 and 4)</b>	
<b>Grades</b>	<b>2008</b>	<b>2009</b>
3	73.2	81
4	65.5	80
<b>5</b>	58.7	78
<b>Total</b>	65.7	79.7

The data indicates that our efforts in focusing on Mathematics were successful as evidenced by the approximate 15 percent increase in students meeting and/or exceeding proficiency in this subject. Our School Inquiry Team focused on number systems and operations, and developed a number of strategies that were put into place school wide. As a school, we also placed a greater emphasis on small group instruction mathematics as well as in ELA. All of these actions will continue for the 2009-10 school year.

In our lower grade classes, we are still focusing on conferring and small group instruction in the area of mathematics. According to surveys conducted by the school inquiry teams and unit exams given by the teachers, our progress is continuing in the lower grades as well.

### **Social Studies**

In the area of Social Studies, teachers have increased resources for planning and implementing lessons due to a comprehensive scope and sequence map (at a glance) which highlights each month and the subject matter that is to be taught. In addition each teacher refers back to the NYS Social Studies Guide for instruction so that the depth of the subject can be attained. We are able to showcase this focus on the content areas through our inside and outside bulletin boards.

### **Science**

In the area of Science as well, teachers have increased resources for planning and implementing lessons due to a comprehensive scope and sequence map (at a glance) which highlights each month and the subject matter that is to be taught. In addition each teacher refers back to the NYS Science Guide for instruction so that the depth of the subject can be attained.

### ***Other Indicators of School Progress***

Some other indicators of school progress are the social and emotional growth of our students, and the increased professional collaboration amongst our staff members. Our school has definitely shifted in relation to tone and behavior management from the previous school years to the current one. Many structures were put into place to improve organization and help our students get along better. We put into place a Guidance Counselor for the upper and lower grades, as well as allocated funds to provide a full time Dean who would serve as another liaison between students, classroom teachers and support staff. The Dean complimented our school support staff and is available for direct support to students as we focus on their social emotional development. There was also an increase in opportunities for extracurricular activities such as basketball and performing arts, as well as in-school enrichment clubs to develop the whole child. We have also put into place a Positive Behavior Intervention Support initiative (PBIS) to help us reach our goals for social and emotional growth.

We have also made progress in the area of teacher collaboration and a professional learning environment. Expectations for students are now part of the planning process, and administrators, teachers and students set goals for learning and improvement. We will continue scheduling and collaborative activities to help our students grow and achieve through teamwork and a learning community.

### **Performance Trends**

The student performance trends that we can identify from the data are as follows: First we are able to see that students in the testing grades are making great strides in the area of mathematics. Nearly 80 % of our students meet or exceed proficiency level, which is a marked improvement over the data from the previous year. We are also able to see a margin of improvement in our ELA scores in both the lower and upper grades. However, Grade three is still consistently performing significantly lower than Grades 4 and 5. We currently have cluster teachers pushing in for AIS in the third grade classes to pull small groups during the independent reading portion of the Balanced Literacy Period. We continue to work closely with the second grade classes to ensure that they are doing sufficient comprehension work to help students transition from second to third grade. We are also noticing that students are benefiting from our focus on the content areas (Social Studies and Science). Teachers are planning effectively, and successfully integrating the subjects into the instructional day.

### **Greatest Accomplishments**

Our greatest accomplishments over the past school year have been the improvement in data collection, maintenance and analysis, the social and emotional growth of our students, and the collaboration and cultivation of a professional learning environment. These accomplishments are so very important because the collection, maintenance and analysis of data really helped us to group students and teach them based on their individual needs. The increase in small group instruction in the areas of Reading and Math is the reason that we were able to see improved performance in these two areas, as well as great progress. The social and emotional growth of our students was important to the overall progress of our school as a whole. The interventions that were put into place made it possible to help all students achieve more. One of the most important links to achievement is teacher collaboration, planning and the sharing of best practices. We were able to cultivate this area greatly during the 2008-2009 school year, thereby insuring that the level of instruction was raised exponentially. We plan to continue along these avenues to help us improve even more during the 2009-10 school year.

## **Significant Aids/Barriers**

One of the most significant aids to our school's progress continues to be the clear vision that has been established and communicated. It is a vision of high expectations and success for all students.

Also, scheduling has been designed to provide the time and professional development to help teachers collaborate effectively in our Professional Learning teams, common preps, articulation meetings and professional learning workshops. The information shared is then followed up through walkthroughs, inter visitation, discussions and observations.

Our Parent Teacher Association is also on board to help disseminate information, keep the lines of communication open and to consistently contribute to the achievement of our school.

A major barrier to our success continues to be budgeting. Additional personnel for AIS would help our students to strengthen weak areas and meet set benchmarks in ELA and Mathematics.

## 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.

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Based on the findings and implications from the comprehensive needs assessment the following Annual School Goals were developed:

1. **By June 2010, the number of IEP students meeting and exceeding ELA and Mathematics Benchmarks will increase by at least 10% as evidenced by the analysis of Independent Reading Levels and Unit Assessments in Mathematics**  
As evidenced by data from our 2008-2009 Progress Report and Accountability Report, a lower percentage of students in Special Education are meeting proficiency levels in ELA and Math on the NYS exams than those in general education. It is our expectation that all students in Special Education and self-contained classes at PS 136Q will meet established benchmark levels for ELA and mathematics.
2. **By June 2010, enhanced opportunities for teachers to collaborate, plan, discuss and share best practices for student growth will result in a 3% increase in the number of students meeting and exceeding proficiency levels in ELA as measured by the NYS ELA exam.**  
To promote continuous learning in our school community, opportunities for professional collaboration are essential. The collaborative opportunities should be facilitated by school leaders, yet encourage teachers' voices to be heard to foster ownership and professional responsibility. In the 2009-10 school year, PS 136Q continues to recognize the importance of these opportunities, yet keeps in mind that the ultimate evidence will be in student growth in English Language Arts.
3. **By June 2010, one hundred percent (100%) of all classroom teachers will use data to inform planning and instruction resulting in a 3% increase in the number of students meeting and exceeding proficiency levels in ELA and Mathematics as measured by the NYS Assessments for Grades 3-5.**  
In continuing efforts to maintain a deeper understanding of the strengths and needs of our students, it is essential to practice daily analysis and utilization of student data at PS 136Q. To this end, a variety of strategies will be employed during the 2009-10 school year to ensure that staff members constantly collect, review, use and analyze relevant data to plan effectively for optimal student growth.
4. **By June 2010, one hundred percent (100%) of staff members will have enhanced opportunities to access information resulting in improved communication between and among school staff, students and parents as measured by the school Learning Environment Survey.**  
In effective schools, expectations, announcements, opportunities and responsibilities are communicated on a daily basis. In efforts to cultivate and continue to develop and maintain clear and open channels of communication. Our goal is to broaden the channels of communication for all members of the PS 136 School Community.

**SECTION VI: ACTION PLAN -GOAL # 1**

**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):** Special Education (ELA and Mathematics)

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2010, the number of IEP students meeting and exceeding ELA and Mathematics Benchmarks will increase by at least 10% as evidenced by the analysis of Independent Reading Levels and Unit Assessments in Mathematics</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Administrators implement infrastructure change- reassignment of staff for the 2009-2010 school year in the Special Education Classes</li> <li>• Administrators will provide, and teachers will administer ELA and Mathematics in September 2009 to students with IEP’s, in order to establish a baseline of students’ mastery</li> <li>• Administrators will provide, and teachers will administer ELA and Mathematics in June 2010 to students with IEP’s as a means to measure students’ mastery over the course of the school year</li> <li>• Administrators will group Special Education students in (of the same age and IEP specifications) in classes according to demonstrated ability (August 2009)</li> <li>• Administrators will create professional development plans for Special Education teachers in September 2009 in order to focus on their individual needs and set goals to improve instruction for IEP students.</li> <li>• Administrators, mentors, staff developers, and outside PD providers will assist Special Education teachers with ongoing Professional Development in utilizing data to drive individual students’ instruction throughout the 2009-10 school year.</li> <li>• Administrators, staff developers and outside PD providers will assist Special Education teachers with ongoing Professional Development to develop and enhance strategies for small group instruction throughout the 2009-10 school year.</li> <li>• <b>Special Education teachers will provide IEP students with data- targeted instruction (ELA</b></li> </ul>

	<p><b>and Math) in weak areas daily during independent practice throughout the 2009-10 school year</b></p> <ul style="list-style-type: none"> <li>• <b>Teachers will provide IEP students who are struggling in specific areas with additional support during the extended day and deliver data-targeted instruction in area (s) of weakness. This support is 40 additional minutes per day, 4 days per week, throughout the 2009-10 school year.</b></li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• There are no additional budget costs</li> <li>• Ongoing professional development is in place for data driven, small group instruction, Professional development plans have been created for Special Education and SETSS teachers to provide demonstration lessons, inter-visitation sessions and in-house and off-site PD workshops to increase their toolkit of strategies</li> <li>• Extended day is before the official school day (8:02-8:40), and the push-in/pull-out/ data driven small group work takes place during the independent reading block.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Review of monthly benchmarks in Reading and Writing</li> <li>• Review of monthly unit exams in Mathematics</li> <li>• Review of Acuity ITA and Predictive Exams</li> <li>• Review of classwork and conference notes</li> <li>• 95% of our IEP students' reading levels will increase by 3 levels by the end of the 2009-2010 school year</li> <li>• Students with IEP's meeting proficiency level will improve 5% over the span of the school on pre and post exams in Mathematics and ELA</li> </ul>

**SECTION VI: ACTION PLAN -GOAL # 2**

**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):** Professional Collaboration / English Language Arts (Grades K-5)

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2010, enhanced opportunities for teachers to collaborate, plan, discuss and share best practices for student growth will result in a 3% increase in the number of students meeting and exceeding proficiency levels in ELA as measured by the NYS ELA exam.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• 100% of our classroom teachers and cluster teachers in Grades K- 5 will have common preps each day throughout the school year, one of which is designated for planning each week.</li> <li>• Administrators of Grades K-5 will have identified areas of curriculum supervision throughout the 2009-10 school year to facilitate conversations about the curriculum and professional development in those areas</li> <li>• Administrators of Grades K-5 also sit in grade planning sessions intermittently throughout the 2009-10 school year.</li> <li>• One teacher on each grade (K-5) will serve as a curriculum area specialist throughout the 2009-10 school year. This teacher is responsible for attending Professional Development and designated to turn-key information to their colleagues</li> <li>• All classroom teachers in Grades K-5 will be provided with an additional planning period each week throughout the 2009-10 school year in order to meet with the Administration or coach to review class/individual student data, develop next step plans,</li> </ul>

	<p>share best practices acquired from continuous attendance at PD, and/or brainstorm teaching points for instruction</p> <ul style="list-style-type: none"> <li>• Professional development plans are specifically developed by administrators and shared with teachers in Grades 3-5 in order to focus on their individual needs and set goals to improve instruction. Professional development plans are reviewed by administrators and teachers throughout the 2009-10 school year.</li> <li>• Professional development sessions conducted by administrators and staff developers on the topic of effective planning have also been scheduled intermittently throughout the 2009-10 school year to help teachers understand how to use materials, curriculum maps, student work, etc. to maximize planning time each week.</li> <li>• Special emphasis and professional development support sessions are conducted by administrators, staff developers, guidance counselors, and teacher leaders throughout the 2009-10 school year. An emphasis is placed on finding ways to improve achievement for our subgroups (Boys, ELL's and Special Education students)</li> <li>• Monthly articulation days throughout the 2009-10 school year will be scheduled between at-risk and mandated service providers and classroom teachers to discuss next steps for students receiving services</li> <li>• Inter-visitations and demonstration lessons will be conducted monthly by teachers, administrators and staff developers to view best practices and share experiences throughout the 2009-10 school year</li> <li>• Collaborative Inquiry Based teacher teams conduct research of best practices within the classroom throughout the 2009-10 school year, and findings are shared with and by all teachers, administrators and staff members.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• There are no additional budget costs in relation to staffing/training</li> <li>• Ongoing professional development is in place via demonstration lessons, inter-visitation sessions and in-house. Off-site PD workshops have been selected as well</li> <li>• Professional Learning Team meetings are built into the schedule weekly for all classroom teachers</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

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

- Continuity of instruction across the grade visible through classroom visits, lesson planning, displays of student work and culminating projects
- Monthly articulation between mandated/ at risk service providers and classroom teachers to review data including evaluation of progress, discussion of goals and planning of instruction
- Student reading levels will be collected and reviewed four times within the school year
- 95% of our student reading levels will increase a minimum of 3 levels by the end of the 2009-10 school year in Grades 2-5
- 60% of the student in Grades K-1 will be reading on or above grade level as per ECLAS II assessments.
- 50% of the PLT sessions will be devoted to dissemination and articulation of new information acquired from continuous attendance at Professional Development sessions.
- 90% of all teachers will conduct small group research on best instructional practices through Collaborative Inquiry Based Teacher Teams
- 100% of all classroom teachers will attend weekly Professional Learning Team meetings.
- 100% of the teachers implement strategies, follow up with discussion, review data and share examples of student work monthly at Professional Learning Team meetings

**SECTION VI: ACTION PLAN -GOAL # 3**

**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):** Effective Use of Data for Instruction (English Language Arts/ Mathematics)-- Grades K-2

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2010, one hundred percent (100%) of all classroom teachers will use data to inform planning and instruction resulting in a 3% increase in the number of students meeting and exceeding proficiency levels in ELA and Mathematics as measured by the NYS Assessments for Grades 3-5.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Administrative and instructional team continuously review school wide data to set goals and expectations for teacher and student growth</li> <li>• Administrative and instructional team sets school-wide goals for improvement based on the collected data</li> <li>• Administrators and teachers will also receive additional training in the use of the ARIS system.</li> <li>• The Data Specialist will continue to provide school wide and individual data to staff.</li> <li>• Data will be collected and analyzed by Administration on students in our sub-groups (lowest third, boys, ELL’s, Special Education) in order to plan instruction and set academic goals for improvement and achievement.</li> <li>• Data will be collected and analyzed on students in our sub-groups (lowest third, boys, ELL’s, Special Education) in order to identify needs, brainstorm strategies, plan lessons, and monitor individual progress</li> <li>• Monthly exams are given all subject areas to track student progress, and grade specific assessment dates are identified on school wide curriculum calendars.</li> </ul>

	<ul style="list-style-type: none"> <li>• Teachers in Grades K-2 will compile, access and utilize data in data binders</li> <li>• Teachers in Grades K-2 will continue to receive training in data interpretation and utilization of ECLAS-2 results.</li> <li>• Data will be utilized to identify the students who will attend our extended day morning program for intensive academic improvement</li> <li>• Data will be used to group students and identify teaching strategies daily for small group instruction within the literacy and math blocks</li> <li>• Data will be utilized to measure growth and needs for each student between E-CLAS-2 and Everyday Math Unit Assessments</li> <li>• Monthly articulation days are scheduled between at risk and mandated service providers and classroom teachers where current data will be shared and plans will be discussed for next steps for students receiving services</li> <li>• Teachers in Grades K-2 will contact parents for meetings and/or send home progress reports containing student performance data to families throughout the school year</li> <li>• Teachers in Grades K-2 will discuss test results with each other, and discuss goals, best practices and other instructional ideas.</li> <li>• Collaborative Inquiry Based teacher teams use data to guide and conduct research of best practices within the classroom for emergent readers and mathematicians</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• There are no additional budget costs in relation to staffing/training</li> <li>• Ongoing professional development is in place via demonstration lessons, inter-visitation sessions and in-house workshops as well as off-site professional development.</li> <li>• Professional Learning Team meetings are built into the schedule weekly for all classroom teachers</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Teachers in Grades K-2 set classroom and student goals, determine teaching points and create small group foci based on the data</li> <li>• Teachers in Grades K-2 work with students to self-monitor progress based on the data and to learn how to set their own goals for improvement</li> <li>• Data from monthly assessments is analyzed in all subject areas and used to drive instruction within the classroom.</li> <li>• Tracking of scores for individual classes and students to measure progress and instructional needs.</li> <li>• Collection and analysis of running record assessments 4 times per year</li> </ul>

- Students are grouped according to data, and engaged in small group instruction and partnerships daily
- Administrative observations and walkthroughs focus on the use of data to plan and implement lessons
- Data about specific sub-groups (lowest third, boys, ELL's, Special Education) are collected within data binders
- Monitoring of student attendance in small groups, at risk, and mandated groups in addition to using data to set goals
- Collaborative Inquiry Based teacher teams share data and findings from ongoing research at Professional Learning Team meetings
- Core Inquiry team posts data findings on prominent bulletin boards
- 90% of our students' math knowledge will increase by at least 1 year as evidenced on monthly unit exams and weekly in class quizzes
- Data driven small group instruction is visible throughout the school day in subjects of literacy and math 95% of the time.
- 100% of teachers in grades K-2 use student data (running records, conferring notes, unit exams, ECLAS-2, etc.) to strategically plan standards based lessons for students (whole class and small group.
- 100% of teachers in Grades K-2 collect data in a binder so that is located in a central, easy to use location. Binders are brought to professional development meetings to discuss relevant trends and findings
- 100% of teachers in Grades K-2 participate in professional development sessions to demonstrate effective strategies for collecting and maintaining data, as well as grouping students for instruction based on the data.

**SECTION VI: ACTION PLAN -GOAL # 4**

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

**Subject/Area (where relevant):** Communication --Grades K-5

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2010, one hundred percent (100%) of staff members will have enhanced opportunities to access information resulting in improved communication between and among school staff, students and parents as measured by the school Learning Environment Survey.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Administration will elicit support in the development of school wide technology as a means to promote communication between staff and families throughout the 2009-10 school year</li> <li>• Administration will distribute mini laptops to Grade Leaders in Grades K-5 in September 2009</li> <li>• Administration will maintain a professional Development bulletin board throughout the 2009-10 school year to inform staff members of Professional Development sessions and opportunities, as well as provide a forum for workshops attended along with shared articles</li> <li>• The Principal will host Parents with Principal bi-monthly workshops throughout the 2009-10 school year</li> <li>• Administration , staff developers and teacher leaders will conduct PD/Workshops for parents related to the various curriculum areas, assessments, ARIS and attendance throughout the 2009-10 school year</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>The Principal will conduct one-to-one meetings with all staff members throughout the 2009-10 school year to provide them with a personal connection, and to discuss personal goals, professional goals, etc.</b></li> <li>• <b>Administration will create a bi-monthly Professional Development calendar available to all staff members throughout the 2009-10 school year designed to improve the level of support and ensure accountability for workshops attended outside the building</b></li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• There are no additional budget costs in relation to staffing/training</li> <li>• Administrators create fliers, calendars and other correspondence to send home</li> <li>• Administration creates professional development bulletin board.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Bi-monthly distribution of student progress reports</li> <li>• Technology (computer and telephone) will be made available for staff use to communicate with parents</li> <li>• School website will be maintained in an effort to keep families aware of events in the school community</li> <li>• School Messenger system will be utilized to inform parents of important dates and issues</li> <li>• Administrators and instructional team members will visit classes daily to provide written and verbal commendations and recommendations as a means to share expectations and develop open and personal/professional communication</li> <li>• Maintain a running log of announcements, school calendars and PD calendars</li> <li>• Monthly flyers distributed to all staff and families to announce school wide events</li> <li>• Classes will engage in morning meetings to promote a sense of community and open communication</li> <li>• 100% of all staff members will read the daily announcements each morning to obtain pertinent information for the day</li> <li>• 90% of staff will have access to DOE email</li> <li>• 100% of all staff members will receive weekly notes from the Principal and adhere to requests within</li> <li>• 100% of all families and staff members will receive a monthly calendar announcing events in the school community</li> </ul>

## **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	38	38	38	38	2	0	1	0
1	36	36	36	36	10	1	8	0
2	44	44	44	44	9	0	10	0
3	59	59	59	59	10	1	4	0
4	51	51	51	51	15	1	2	0
5	45	45	45	45	10	0	3	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**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p>Small group instructional strategies are used and best practices applied in teaching phonemic awareness, phonic skills, word attack skills, vocabulary, and comprehension skills and strategies. These small groups are conducted daily during the independent reading portion of the ELA workshops. Teachers meet with small groups during the Extended Day period and AIS teachers push into classes during the scheduled AIS period.</p>
<p><b>Mathematics:</b></p>	<p>Differentiated instruction, based on data, is provided to children in small groups during the School Day, Extended Day period, the AIS period. Data targeted small group instruction takes place daily during this period as well.</p>
<p><b>Science:</b></p>	<p>Small group instruction and project based learning takes place during the course of the school day. Differentiated instruction is created through the Harcourt Brace curriculum.</p>
<p><b>Social Studies:</b></p>	<p>Small group instruction and project based learning occurs during the course of the school day. Differentiated instruction is created using a variety of materials including Time for Kids and Scholastic Non Fiction Leveled Readers.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>One on one and group counseling is provided to children who display behavior that warrants a need for additional emotional support on a trial basis of 6-8 weeks. At the end of the 8<sup>th</sup> week a determination is made to mandate or terminate the service.</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p>One on one counseling is provided to children who display behavior that may endanger themselves or others. Children are observed for a period of 4-6 weeks and a determination is made about the need for further intervention.</p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p>Educational Related Support Services which include meeting with children, parents, teachers, and outside agencies are provided to address the social, emotional, and educational needs of children.</p>
<p><b>At-risk Health-related Services:</b></p>	<p>The school nurse monitors students on medication for illnesses that are medically documented. An asthma support group which meets for 5 weeks during the school day has also been established to support students with asthma.</p>

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

*NCLB/SED requirement for all schools*

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

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**Public School 136Q**  
**The Roy Wilkins School**  
**A Community of Believers**

201-15 115<sup>th</sup> Ave., St. Albans, NY 11412  
 Tel. 718-465-2286 Fax 718-464-0040

**Ms. Tanya Walker**  
**Principal**

**Ms. Doreen Peart**  
 Assistant Principal (272)

**Mrs. Teresa Wilkinson**  
 Assistant Principal (359)

**LANGUAGE ALLOCATION POLICY OF P.S. 136Q**  
**2009- 2010**

Language Allocation Policy Team

Principal.....	Ms. Tanya Walker
Assistant Principal.....	Ms. Teresa Wilkinson
Parent Coordinator.....	Ms. Geneva Trotman
ESL Teacher .....	Ms. Zerine Rahman
Math Instructor .....	Ms. Vernetta Deshommes
Staff Developer.....	Ms. Lorraine Wills-Powell
Guidance Counselor.....	Ms. Dale Gibson-Wallace
Guidance Counselor.....	Ms. Siah Hagin

**Teacher Qualification**

The current ELL program at P.S. 136 is a Freestanding English as a Second Language program where a fully certified teacher (whose license is kept on file in the main office) pulls the students out of their mainstream classrooms and works on the four modalities of language using ESL strategies and a balanced literacy program of instruction. Texts, dictionaries and recordings are provided in most of the students' native languages to further support language development. Occasionally, students are encouraged to incorporate their native language into group discussions and to share the equivalent of an English word in their first language. Cultural studies are also a regular part of ESL instruction.

**DEMOGRAPHICS**

The Roy Wilkins School (PS 136) is located in St. Albans, Queens at the corner of 201<sup>st</sup> Street and 115<sup>th</sup> Avenue. St. Albans is a fairly expansive residential area that extends from the intersection of Linden and Farmers Boulevards to southeast of Jamaica, Queens and northeast of Springfield Gardens. Ninety three percent of the population is black.

The median household income is about fifty to sixty thousand dollars per year. Over sixty percent of the residents own their own homes and twenty to thirty percent of the residents have lived in the area for more than five years.

Over forty percent of the households have children, and the area has an abundance of resources. These include cultural and community based organizations, places of worship, business owners, and sole proprietors. There is an average of 18 students per full-time teacher and the number of college bound High School seniors in the area is approximately forty percent.

### **SCHOOL CHARACTERISTICS**

At P.S. 136 there are thirty-five classes comprising of 730 students total. ELL students make up 3.7% of the school's population.

Two (2) Pre-Kindergarten Classes

Five (5) Kindergarten Classes; Four Heterogeneous and One (1) CTT Class.

Five (5) First Grade Homogeneous classes

One (1) First / Second Grade Special Education 12:1:1 class

Five (5) Second Grade Classes - heterogeneous

One (1) Second / Third Grade Special Education 12:1:1 class

Three (3) Third Grade Classes - heterogeneous

Two (2) Third/Fourth Grade Special Education 12:1:1 classes

Five (5) Fourth Grade Classes - heterogeneous

Five (5) Fifth Grade classes; Four (4) heterogeneous and One (1) Special Education 12:1:1 Class.

### **ELL Identification Process**

At enrollment, trained school staff members including the pupil accounting secretary meet with parents to make an initial determination of the child's home language. This process is formalized through a Home Language Identification Survey (HLIS) that parents have to complete to show what language the child speaks at home. At PS136 we have staff members who are trained to conduct an informal interview in the native language. Our

Educational Assistant, Ms. A. Harris who speaks Spanish and Ms. M. Leon, School Aide who, speaks Haitian Creole conduct the translation service. Once school staff collect the HLIS from parents and determine that a language other than English is spoken in a child's home, then the child is administered a Language Assessment Battery-Revised (LAB-R),- no later than ten days after their enrollment - which is a test that establishes English proficiency level. At PS 136 our ESL teacher, Zerine Rahman who speaks Bengali, Hindi and Urdu, conducts the administration of the HLIS and the LAB-R eligibility. Students who score below proficiency on the LAB-R become eligible for state-mandated services for ELL's. The New York City Department of Education offers three types of programs for ELL students: Transitional Bilingual, Dual Language, and English as a Second Language (ESL). The classes vary in the amount of time dedicated to English instruction.

ELL students that participate in these three programs are exposed to the same curriculum as general education students. The main objective of the programs is to support students in their acquisition of English. The programs' only difference is the amount of time in which instruction in English takes place. Parents select the available program that they feel is most appropriate for their child. All new students are initially screened to determine their eligibility for ELL services.

### **DESCRIPTION OF ENGLISH LANGUAGE LEARNERS AT P.S. 136Q**

English Language Learners are defined as "pupils who by reason of foreign birth or ancestry, speak a language other than English, and either understand or speak little or no English; or score at or below the 40<sup>th</sup> percentile as determined by the Commissioner of Education on an English language assessment instrument approved by the commissioner.

Transitional Bilingual Programs provide instruction in the native language with intensive instruction in English as a second language. The program's objective is to transition students to English as quickly as possible. Thus, it varies the percentages of native language and English instruction with a bend towards more English as the year progresses, and as the student becomes more proficient in English. Policy requires that a large concentration of same language learners on a grade level be present in a school in order for a Transitional Bilingual Program to be feasible. Currently, P.S. 136 does not meet this standard and therefore cannot offer Transitional Bilingual services.

Dual Language Programs involve students learning in two languages. The class comprises of one-half native speakers and one-half English speakers. Each group is presented curriculum in both languages. This enables native language speakers to become proficient in both languages and English speakers who are interested in studying another language the opportunity to do so. This program is not currently offered at P.S. 136 but can be made available to all ELL students whose parents desire that they participate in dual language learning.

**Freestanding English as a Second Language** offers instruction to ELL students solely in English. Instructors use strategic methods to assist students in acquiring English. This instruction can take place in a "push-in" setting where the ESL teacher comes into the mainstream classroom and works with the ESL students on the same lesson presented by

the classroom teacher; a self-contained setting in which the ESL teacher teaches the students all subjects for the entire school day; or a pullout setting in which the ESL teacher “pulls” a selected group of students from their classroom for a designated amount of time. Intermediate and Beginner ELL students receive 360 minutes of instruction per week while Advanced ELL students receive 180 minutes per week.

### **THE ELL POPULATION**

At present, the total number of English Language Learners at P.S. 136 is twenty-eight (28). They represent less than four percent (3.7%) of the school population. The languages spoken are as follows:

Haitian Creole	15
Spanish	13
Bengali	1

The total numbers of ELL students by grade are as follows:

Kindergarten	3
First Grade	10
Second Grade	5
Third Grade	4
Fourth Grade	3
Fifth Grade	3

Haitian Creole is the largest language group (15), Spanish, the second largest (12), and they are followed by, Bengali (1). The ELL students are distributed per grade as follows:

<b>NUMBER OF STUDENTS BY GRADE IN EACH LANGUAGE GROUP</b>						
<b>GRADE</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Haitian Creole	1	6	2	2	3	1
Spanish	2	4	3	2	0	1
Bengali	0	1	0	0	0	0

### **PARENT ORIENTATION AND PROGRAM SELECTION**

At PS 136 we make every effort to stay in close contact with ELL parents, from administering the HLIS, to informing them of their child’s eligibility for ELL services, to collecting the forms that indicate the parent’s program choice for their child. At our school parent orientations are conducted by principals and assistant principals with the assistance of ESL teacher and parent coordinator. Within two weeks of administering the LAB-R Exam, the ESL teacher and Parent Coordinator invite the parents of new enrollees to attend a special orientation session. We usually choose a convenient time and place for parents. We come up with an

agenda for the parent orientation and organize all the materials and resources (computer, DVD player) for the meeting. Then we send out invitations to the parents and make sure interpreters are available in the session. We also make sure there are light refreshments available. During the session we have the parents sign in and then distribute the agenda, Parent Survey/Program Selection Forms, and the parent brochure, A Guide for Parents of English Language Learners. Then the Principal welcomes the parents and explains the purpose of the orientation. Then our ESL teacher presents the highlights of CR Part 154 & Title III. We explain that their child has a right to placement in a bilingual program and a school requires that schools form bilingual education classes in grades K-8 when there are 15 or more ELLs of the same language in two contiguous grades, CR Part 154 also determines the number of English as a Second Language (ESL) instructional units that ELLs must receive. The school system's goal of aligning ELL programs with CR Part 154 regulations ensures that ELLs acquire and develop English language skills while meeting the standards that are expected at their grade and age level in core subjects. If there are not enough students to form a bilingual program, parents have the option of transferring their child to another school that has a bilingual program in the district; and if they choose not to transfer their child, they will remain at the school and receive ESL instruction. Program selection is for one school year. Research indicates that ELL students who stay with one program do better academically than those who switch between programs. Title III funds (if available) from the federal government provide supplemental services specifically for ELLs and parents of ELLs, such as after-school instructional programs (providing ELLs with language development assistance so they can succeed in core subject areas), professional development, and parent involvement. Then parents ask questions about CR Part 154 regulations and Title III. Then we present the Orientation Video for ELL Parents with updated native language versions of the video to meet parents' language needs. Then the parents are provided an opportunity to ask questions about available bilingual/ESL services and program models. Finally the parents are provided with updated Parent Survey/Program Selection Form in the parent's native language. We explain each item on the form and inform them that they could complete the forms at the orientation or at home (to be returned within the designated time). The parents indicate their program of choice on a special Parent Survey form. Currently, Roy Wilkins (P.S. 136) only offers a Freestanding ESL program. Should a parent choose the Bilingual or Dual Language program for their child, the student is automatically transferred to the nearest school that offers the program, and transportation is provided by the NYC Department of Education. An annual review of Parent Survey forms reflects that, over the past several years, parents have consistently chosen a Freestanding ESL program. If future enrollment results in a greater concentration of ELL students on one grade-level, the principal will meet the need by adding a bilingual teacher to the staff.

### **Notifying parents and supporting parent choice**

Our school is prepared to inform parents throughout the year in a number of ways, including one-on-one meetings, phone conversations, or through informational packets. Our parent coordinator and other designated staff work closely with supervisors (assistant principals, bilingual coordinators), to coordinate school events for ELL parents and deliver information to them in a timely manner. Our School ensures that entitlement letters are distributed and Parent Survey and Program selection forms are returned. Students that score below proficiency on the LAB-R become eligible for state-mandated services for ELLs. In the spring,

each ELL is administered the NYSESLAT to determine English proficiency. This test determines whether or not the student continues to be eligible for ELL services. Parents' choice, coupled with program availability, determines program placement for ELLs. If a student Scores below proficiency on the LAB-R then provide the student with Entitlement Letter, Parent Survey and Program Selection Form, and Placement Letter .If the student scores at or above proficiency on the LAB-R then he receives Non Entitlement Letter .If the student scores below proficiency on the NYSESLAT then he receives Continued Entitlement Letter .If the student scores at or above proficiency on the NYSESLAT then he gets Non Entitlement/Transition Letter. The Parent Survey and Program Selection Form are stored in a secured location in the office for Parent coordinators and school staffs to use the survey portion of this notification to make sure ELL parents are being reached

### **ASSESSMENTS & INSTRUCTION**

At PS136Q, we use demographic and performance data to meet the programmatic needs of diverse and rapidly changing populations while educators use data from interim and annual assessments to gauge student progress and plan instruction. For instance, the New York State English as a Second Language Achievement Test (NYSESLAT) is administered each spring to measure the English proficiency levels (i.e., beginning, intermediate, advanced) of ELLs. Parents are given workshops in order to discuss about preparation strategies for NYSESLAT. Parents are also notified regarding dates for this tests. NYSESLAT scores identify who should continue to receive ELL services. Also, scores help teachers plan programs that best fit ELL needs by allowing them to group like students for tailored learning activities, pair students at different proficiency levels in class, or determine how much instructional time should be spent in the native language and English.

Teachers also use the results from various assessments to help target instruction, such as the State ELA and MATH exams, the Social Studies and Science exams, the ECLAS exam, and the NYSESLAT exam. Teachers also collect data from student portfolios, special assignments and other informal evaluations.

Periodic/interim assessments are interspersed between state exams to measure student progress and guide lesson planning. Tests such as the ELL Periodic Assessment Exam and the NYS Acuity test (in English and Math) are extremely useful for informing instruction. The results of these assessments are posted in the main office by school leadership and discussed in grade-level planning meetings in order to promote individualized instruction.

Students are divided into three categories: Beginner, Intermediate, and Advanced. Currently we have 8 students at the Advanced level, 11 students at the Intermediate level and 9 students at the Beginner level. Test data reveals that most of our students score higher on the Listening and Speaking portions of the assessment exam and lower on the Reading and Writing.

#### **LAB-R & NYSESLAT RESULTS BY GRADE-LEVEL**

	K	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Total
Beginning	1	2	2	2	1	1	9
Intermediate	0	7	2	2	0	0	11

Advanced	2	1	1	0	2	2	8
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### Programs and ELLs by Subgroup

Subgroup	Number
SIFE	3
Newcomer	22
ELLs in years 4-6	5
Special Education	5
Long term ELLs	5

At PS 136 we have 3 SIFE students and one of them is receiving 2 years of service. The other two SIFE students are newcomers and this is their first year in ESL. There are 22 newcomers in our school where 3 of them are SIFE. Among these New Comers 9 of them are receiving their first year of ESL service, 8 of them are receiving 1 year of ESL service, and 5 of them are receiving 2 years of ESL service. In Special Education we have 5 students where 3 of them are in self-contained Special Education classrooms. The other 2 are in main stream classrooms getting speech services. In our school we have 5 long term ELLs and they are in 4<sup>th</sup> and 5<sup>th</sup> grades. Out of this group 4 of them are receiving 4 years and one of them is receiving 5 years of service.

Based on the NYSESLAT and LAB-R scores, there is an apparent pattern of high numbers in **Listening** and **Speaking** and low numbers in **Writing**. Scores vary in **Reading**. Our focus will be on differentiated and individualized instruction that will meet writing deficits. Thus, we are providing opportunities for classroom teachers to receive support in differentiated instruction through staff development. Additionally, we have worked to equip classroom libraries with sufficient literature that is diverse and aligned to the core curriculum. Numerous opportunities will be provided for students to build and strengthen skills through writing and reading workshop.

#### STATE MATH EXAM RESULTS BY GRADE-LEVEL 2008-2009

Score	Grade 3 (# of Students)	Grade 4 (# of Students)	Grade 5 (# of Students)	
4				
3	2	1	6	
2			3	
1	2	1		

#### ELA EXAM RESULTS BY GRADE-LEVEL 2008-2009

Score	Grade 3 (# of Students)	Grade 4 (# of Students)	Grade 5 (# of Students)	
4				
3	2	1	6	

2			1	
1	1	1		

Students who scored a 2 or lower on either exam are being provided extra instruction in the subject-area. Extended day sessions, small group work with a Math and Literacy coach, targeted instruction in ESL pullout sessions, and tutoring with members of the Academic Intervention Support (AIS) Team and SETSS (for Special Education students) all work collectively to promote student success. Newly admitted ELLs' were exempt from ELA exam for the first year. One of our ELL received exemption from State Math Test for Medical reasons last school year.

**ECLAS2 2009-20010  
ELL STUDENT PROGRESS REPORT**

Grade	Student	Phonemic Awareness	Phonics	Reading & Oral Expression	Listening & Writing
1 <sup>st</sup>	A	NA	LV 1	LV 2	LV 1
	B	NA	LV2	LV3	LV2
	C	NA	LV1	LV1	LV1
	D	NA	LV1	LV1	LV1
	E	NA	LV4	LV4	LV3
	F	NA	LV2	LV2	LV1
	G	NA	LV3	LV2	LV3
	H	NA	NEW ADMIT	NEW ADMIT	NEW ADMIT
	I	NA	NEW ADMIT	NEW ADMIT	NEW ADMIT
	J	NA	NEW ADMIT	NEW ADMIT	NEW ADMIT
2 <sup>nd</sup>	K	NA	LV3	LV3	LV3
	L	NA	LV3	LV3	LV3
	M	NA	LV5	LV5	LV5
	N	NA	NEW ADMIT	NEW ADMIT	NEW ADMIT
	O	NA	NEW ADMIT	NEW ADMIT	NEW ADMIT
3 <sup>rd</sup>	P	NA	LV5	LV5	LV5
	Q	NA	LV5	LV4	LV5
	R	NA	LV4	LV4	LV5
	S	NA	NEW ADMIT	NEW ADMIT	NEW ADMIT

**\*\* NM = Not Mastered**

**\*\*New Admits were not tested.**

### **MANDATED INSTRUCTION TIME (CR Part 154)**

In compliance with CR Part 154, students at the Beginner and Intermediate levels of proficiency receive 360 minutes of instruction per week while advanced students receive 180. At the beginning of the school year, the ESL teacher develops a special pullout schedule that is modified according to the needs and progress of the students. There are a total of five pullout groups which vary according to student needs. At the advanced levels of English proficiency, all ELL students in all grades receive one unit of ESL and one unit of ELA coursework. A unit of instruction, as defined by state regulations, is 180 minutes per week.

### **Plan for ELLs ( 4-6 years)**

	<b>SAMPLE STUDENT SCHEDULE (3<sup>RD</sup> GRADE)</b>				
	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
8:02-8:37	AIS	AIS	AIS	AIS	AIS
8:40-9:45	Reader's Workshop	Reader's Workshop	Reader's Workshop	Reader's Workshop	Reader's Workshop
10:00-10:45	Everyday Math	Everyday Math	Everyday Math	Everyday Math	Everyday Math
10:45-11:00	ESL (A&I)	ESL(A&I)	ESL(A&I)	ESL(A&I)	READ ALOUD
11:00-11:50	ESL(I)	ESL(I)	ESL(I)	ESL(I)	Word work
11:50-12:05	Word Work	Word Work	Word Work	Word Work	Word Work
12:05-1:00	Lunch	Lunch	Lunch	Lunch	Lunch
1:00-2:10	Social Studies / Science	Social Studies/Science	Social Studies / Science	Social Studies / Science	Social Studies / Science
2:10-2:50	Writer's Workshop	Writer's Workshop	Writer's Workshop	Writer's Workshop	Writer's Workshop

A= Advanced

I= Intermediate and Beginner

## Plan for ELLs (NewComers)

	<b>SAMPLE STUDENT SCHEDULE (1st GRADE)</b>				
	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
8:02-8:37	AIS	AIS	AIS	AIS	AIS
8:40-9:45	Reader's Workshop	Reader's Workshop	Reader's Workshop	Reader's Workshop	Reader's Workshop
10:00- 10:45	Word Work	Word Work	Word Work	Word Work	Word Work
10:45- 11:00	Writers Workshop	Writers Workshop	Writers Workshop	Writers Workshop	Writers Workshop
11:00- 11:50	Lunch	Lunch	Lunch	Lunch	Lunch
11:50- 12:05	Word Work	Word Work	Word Work	Word Work	Word Work
12:05- 1:00	ESL(B&I)	ESL(B&I)	ESL(B&I)	ESL(B&I)	ESL(B&I)
1:00-2:10	Social Studies / Science	Social Studies/Science	Social Studies / Science	Social Studies / Science	Social Studies / Science
2:10- 2:50	ESL(B&I)	ESL(B&I)	ESL(B&I)	GYM	Technology

B= Beginner

I= Intermediate and Beginner

A= Advanced

### **INSTRUCTIONAL PLAN**

At PS 136 we only have ESL pull-out program where the ESL Students are taught in English using ESL methodologies and native language support for a specific amount of time as determined by their New York State English as a Second Language Achievement Test (NYSESLAT). According to this model our ESL teacher plan carefully with general education teachers to ensure curricular alignment .In this model ELLs who spend the majority of their day in all-English content instruction are brought together from various classes for English-acquisition-focused instruction. Our pull-out programs that focus on teaching English through academic content and developing higher-level thinking skills make a difference because it is

implemented by a high-quality teacher. Her goal had been to develop language proficiency, usually, by using the content subject matter that students might study in the future or had missed at some point.

### **Program Model:**

The goals of the ESL program are as follows:

- Provide academic content-area instruction in English using ESL methodology and instructional strategies and using native language support to make content comprehensible.
- Incorporate ESL strategic instruction.
- Assist students to achieve the state-designated level of English proficiency for their grade.
- Help ELLs meet or exceed New York State and City standards. In freestanding ESL programs, language arts is taught using ESL and ELA methodologies. Content areas are taught in English using ESL strategies. Native language support is provided by using bilingual picture dictionaries and multicultural bilingual picture books.

In keeping with the practices of the previous administration and LAP Team, we are implementing the Three (3) Block Framework for Language Development. We believe that this structure is highly successful in helping students acquire English proficiency and is also flexible enough that it can be differentiated to meet individual student needs.

**Block 1 – Language and Word Study:** Its focus is on the development of the students' word study skills. Teachers use quality literature, poetry, and texts to develop language. We rely on children hearing models of spoken language to help develop their academic language. Word study involves **phonics, spelling, and vocabulary development.**

**Block 2 – Reading Workshop:** Incorporates guided reading, independent reading, read aloud, and literature study. (Use of mini lessons)

**Block 3 – Reading Workshop:** It involves writing and reading on a daily basis. Students are encouraged to make the reading/writing connection.

- a. Guided Writing – teacher develops small groups to discuss various aspects of writing.
- b. Independent writing – student works silently and individually on their own writing. Daily mini lessons are offered based on the needs of the students.

### **DIFFERENTIATED INSTRUCTION**

The ESL department works diligently to meet both the individual and collective needs of ELL students. Subgroups (**such as SIFE and newcomers**) that are in the first and second stages of language acquisition are instructed through Total Physical Response (TPR). The teacher uses body language to support verbal cues, thereby familiarizing students with basic commands. Visual aids, such as pictures, charts, graphs and manipulatives are also very

helpful to this group. Students in the third stage of language development (SIFE and Newcomers) participate in cooperative learning. Group discussions, role-playing and paired activities are often a part of instruction for this cluster. Small group instruction focuses on sharpening specific modalities and new concepts are delivered through scaffolding. The teacher may also bridge a student's prior knowledge with a new concept so that the student more easily understands. Modeling is used at every stage of language expansion. At stages four and five, advanced students (**ELLs in year 4-6**) participate in activities that require greater critical analysis. Students keep active writing journals and are encouraged to write, rewrite and edit their work. Advanced students participate in group reading and sustained silent reading. They respond critically to the literature and are prompted to create their own literary works for publication. **Special needs students** are presented with the same curriculum and participate in similar activities; however, assignments are modified so that students can successfully meet the requirements. Instructions are broken down into simpler steps. The teacher models the action, thinks aloud, and relies on forms of scaffolding to help teach new concepts.

Testing modifications are made for all ELL students in every subgroup. Newcomers are exempt from the ELA exam in the first year; however, other tests are provided in the students' native language (if available). ELLs are tested in a separate location and given time and a half to complete the exam. Special Education ELLs are tested separately and provided double time for test-taking as well as a second reading of instructions. Students with disabilities (such as hearing or vision impairment) receive all necessary accommodations through the DOE testing headquarters.

### **INSTRUCTIONAL MATERIALS**

Materials used for ESL instruction vary. They include: Prentice Hall *Regents ESL*, and Hampton Brown "*English at Your Command.*" We also use several academic intervention programs such as *Bel Mondo* Reading and Language programs *Kaplan SpellRead* (for Title III ESL services), and the Coach NYS ELA Exam Preparatory Program. We also use computer programs such as *Rosetta Stone* (which promotes accelerated language development through interactive lessons) and *Earobics* (which focuses on phonemic awareness).

### **PROFESSIONAL DEVELOPMENT**

Teachers will receive ongoing professional development from the PD coordinator so that they can learn how to incorporate ESL strategies and techniques into their classrooms and modify their lessons. Our ESL teacher receives rigorous, research-based professional development throughout the year to achieve success for ELLs. Schools also utilize various options available for high quality professional development based on SSO. Also, the Office of ELLs partners with nationally renowned experts to provide a variety of professional development institutes throughout the year which we utilize. This will also give parents the opportunity to ask questions and observe what teaching English looks like in a push-in and pullout

environment. ELL trainings for all staff are given during faculty conferences and during the weekly meetings for the teachers. We will use data provided through school acuity as well as portfolio assessments and additional class materials to assist in coordinating and implementing individualized and differentiated instruction. In order to chart student and teacher progress over a span of time, we will schedule regular intervals of review. It is during these periods that we will examine student work and teacher self-assessments.

At P.S. 136 our ESL teacher and classroom teachers will be involved with professional development in the following areas:

- The components of a ninety-minute literacy block
- The use of specialized strategies to meet the needs of special education & ELL students
- ESL strategies and the new ELL standards
- Effective strategies for teaching reading, including: Identifying sequence, main idea and theme; and understanding literacy terms and types of writing.
- ELL Academic Writing Institute
- Demystifying ELL Data

### **PARENTAL INVOLVEMENT**

Parental involvement and awareness is very important in the academic achievements of ELLs. We, as a school community, are in regular communication with the parents of ELL students throughout the school year to improve parental involvement and awareness. Research shows that strong parental involvement can have an impact on the academic success of students, especially ELLs. Even in the compliance-oriented process of identifying and placing ELLs in appropriate services, parents are the main decision-makers in this process. We like to maintain a very good parental involvement through orientation sessions, workshops, and monthly newsletters/calendars that keep them abreast of events in the school. We offer workshops for our ELL parents regarding preparation strategies for NYSESLAT, ELA and state math exams. During these meeting parents are encouraged to ask questions about ELL performance and the program model that best meets the needs of their children. when discussing the success of ELL programs, our school share information about both ELLs and former ELLs. For instance, the annual New York City (NYC) graduation and dropout report (Office of Accountability, 2008) shows that former ELLs who successfully transition to monolingual English classes have lower dropout rates (9.7%) and higher graduation rates (70.9%) than all English proficient students (13.0% and 63.5%, respectively). We also share with parents that there are clear benefits of learning two languages, and that continuing to develop native language skills does not interfere with English language development, but rather facilitates it. We are also organizing the Parent Academy for ELLs featuring family activities for our school community. If the need exists, all notices are translated into the families' home languages.

## **TRANSITION PLAN**

Students who reach proficiency in English will be closely monitored and continue to receive support. Specific support in writing, academic language scaffolding, and tested subject areas will be provided through the Academic Intervention Services (AIS).

Long-term ELL and SIFE students are eligible for SETSS services that can address specific individual instructional issues. Teachers will use a variety of teaching tools to help support acquisition of academic fluency, such as: collaborative activities, small groups and peer learning activities, study skills, graphic organizers, cooperative learning and one-on-one conferences with the teacher.

Several members of the Language Allocation Policy Team, such as the upper grade Guidance Counselor, the ESL Teacher, the AIS Coordinator and the Special Education Administrator work cooperatively to provide support for students transitioning from the elementary to the secondary level of school. The Guidance Counselor works addresses the social adjustments that a transitioning student must make for the new environment. Based on test results and classroom performance, the ESL teacher determines if the student needs extended ESL support in Middle School. A review and updating of IEPs for Special Education ELLs' helps determine what assistance will be necessary for the next level.

Finally, we have included a research article that was also used in the 2007-08 LAP which addresses and lists tools to increase effective instruction of ELL students among classroom teachers. This information can be found at <http://www.nwrel.org/request/2003may/textonly.html> and has been distributed to our classroom teachers as a part of their professional development.

## **GENERAL PRINCIPLES FOR TEACHING ELL STUDENTS**

Language acquisition theories have highlighted four key principles that can be directly applied to the mainstream classroom. These principles are important for all students, but are of particular importance to English language learners (Jameson, 1998).

**Increase Comprehensibility:** Drawing from Krashen's theory of comprehensible input, this principle involves the ways in which teachers can make content more understandable to their students. With early to intermediate language learners, these include providing many nonverbal clues such as pictures, objects, demonstrations, gestures, and intonation cues. As competency develops, other strategies include building from language that is already understood, using graphic organizers, hands-on learning opportunities, and cooperative or peer tutoring techniques.

**Increase Interaction:** Drawing from Swain's emphasis on comprehensible output, a number of strategies have been developed that increase students' opportunities to use their language skills in direct communication and for the purpose of "negotiating meaning" in real-life situations. These include cooperative learning, study buddies, project-based learning, and one-to-one teacher/student interactions.

**Increase Thinking/Study Skills:** Drawing from Cummins's theories of academic language and cognitively demanding communication, these strategies suggest ways to develop more advanced, higher order thinking skills as a student's competency increases. Chamot and O'Malley (1994) developed the Cognitive Academic Language Learning Approach (CALLA) mentioned above to bridge the gap between Cummins's theories and actual classroom strategies. These include asking students higher order thinking questions (e.g., what would happen if...?), modeling "thinking language" by thinking aloud, explicitly teaching and reinforcing study skills and test-taking skills, and holding high expectations for all students.

**Use a student's native language to increase comprehensibility:** Drawing from several different theories, including Krashen and Cummins, this principle also draws on a wealth of current research that has shown the advantage of incorporating a student's native language into their instruction (Berman, Minicucci, McLaughlin, Nelson, & Woodworth, 1995; Lucas and Katz, 1994; Pease-Alvarez, Garcia & Espinosa, 1991; Thomas & Collier 1997). Thomas and Collier, for example, in their study of school effectiveness for language minority students, note that first-language support "explains the most variance in student achievement and is the most powerful influence on [ELL] students' long term academic success" (p. 64). As mentioned in our section on instructional methods and models, using a student's native language as a support can be seen as both a general method or as any of a number of specific strategies. Many of the strategies we list below include, implicitly or explicitly, the use of a student's native language to increase his or her understanding.

### **A Sampling of Teaching Strategies**

Below we list some strategies and approaches that numerous evidence-based sources suggest may be beneficial for students learning English as a second language. We advise the reader, however, that researchers have not found conclusive evidence that individual strategies will lead to higher student achievement or increased English proficiency. Although evidence-based research exists, methods of collecting the evidence vary. Much of the current research is based on surveys, case studies, correlational studies, and a few control-group studies. In educational settings, it has been difficult, if not impossible, to conduct random assignment studies.

With little conclusive evidence to go by, the research does suggest that some approaches may be more fruitful than others (August & Hakuta, 1997; Berman, et al.; Costantino, 1999; Derrick-Mescua, Grognet, Rodriguez, Tran, & Wrigley, 1998; Thomas & Collier, 2002, 1997; Wrigley, 2001). These strategies are rarely used in isolation, and some are more appropriate for certain age levels or language proficiency stages. This list is by no means comprehensive or exclusive. Our purpose in sharing this list is to give mainstream teachers a starting point for incorporating strategies to use with their English language learners.

For more information on implementing these strategies in the classroom and the research-base of the effectiveness of the strategies, consult the resources listed in the Resources and References sections.

**Total Physical Response (TPR).** Developed by James J. Asher in the 1960s, TPR is a language-learning tool based on the relationship between languages and its physical representation or execution. TPR emphasizes the use of physical activity to increase meaningful learning opportunities and language retention. A TPR lesson involves a detailed series of consecutive actions accompanied by a series of commands or instructions given by the teacher. Students respond by listening and performing the appropriate actions (Asher, 2000a). Asher emphasizes that TPR can be the major focus of a language program or an extremely effective supplement, but that in order for it to be truly effective, training should include "a special course along with hands-on experience monitored by a senior instructor who is also skilled in the intricate applications of TPR" (par. 11). *(For a detailed review of the research validating this approach, as well as sample lesson plans and examples of how to use it in the classroom, see Asher, 2000b.)*

**Cooperative Learning.** Robert E. Slavin (1995) has shown cooperative learning can be effective for students' at all academic levels and learning styles. Other research indicates that cooperative learning can be an "effective vehicle for learning content and learning in a second language" (Calderon, 2001; Cohen, Lotan, Scarloss, & Arellano, 1999; McGroarty, 1989, as cited in Calderon, 2001, p. 280). Cooperative learning involves student participation in small-group learning activities that promote positive interactions. As Cochran (1989) notes, "Cooperative learning makes sense for teachers who have LEP pupils in their classes because all students are given frequent opportunities to speak and because a spirit of cooperation and friendship is fostered among classmates." Through a shared learning activity, students benefit from observing learning strategies used by their peers. ELL students can benefit from face-to-face verbal interactions, which promote communication that is natural and meaningful (Johnson, Johnson & Holubec, 1994; Kagan, 1994). Calderon suggests that "cooperative learning is effective when students have an interesting well-structured task such as a set of discussion questions around a story they just read, producing a cognitive map of the story, or inventing a puppet show to highlight character traits" (2001, p. 280).

**Language Experience Approach** (also known as Dictated Stories). This approach uses students' words to create a text that becomes material for a reading lesson (Carrasquillo & Rodriguez, 2002). Students describe orally a personal experience to a teacher or peer. The teacher or another student writes down the story, using the student's words verbatim. The teacher/student then reads the story back as it was written, while the student follows along. Then the student reads the story aloud or silently. Other follow-up activities can be done with this approach. In this way, students learn how their language is encoded as they watch it written down, building sight word knowledge and fluency as they use their own familiar language. This approach allows students to bring their personal experiences into the classroom—

especially important for culturally diverse students (Peterson, Caverly, Nicholson, O'Neal, & Cusenbary, 2000).

**Dialogue Journals** (Also known as Interactive Journals). This approach is a way for teachers to engage students in writing. Students write in a journal, and the teacher writes back regularly, responding to questions, asking questions, making comments, or introducing new topics. Here the teacher does not evaluate what is written, but models correct language and provides a non-threatening opportunity for ELL students to communicate in writing with someone proficient in English, and to receive some feedback (Peyton, 2000; Reid, 1997). Reid's literature review and her action research project show dialogue journaling with a teacher to be beneficial in improving spelling and fluency.

**Academic Language Scaffolding.** The term "scaffolding" is used to describe the step-by-step process of building students' ability to complete tasks on their own (Gibbons, 2002). Academic language scaffolding draws on Cummins's research into Cognitive Academic Language Proficiency that we described above (Chamot & O'Malley, 1994; Cummins, 1981). Scaffolding actually consists of several linked strategies, including modeling academic language; contextualizing academic language using visuals, gestures, and demonstrations; and using hands-on learning activities that involve academic language. These strategies are a central part of sheltered instruction methods, but can be used in any classroom context. (See *Gibbons [2002] for specific scaffolding strategies.*)

**Native Language Support.** Whenever possible, ELL students should be provided with academic support in their native language (Thomas & Collier, 2002). Even in English-only classrooms, and even when an instructor is not fluent in a student's language, this can still be done in a number of ways. According to Lucas and Katz (1994), a student's native language serves several important functions: it gives students "access to academic content, to classroom activities, and to their own knowledge and experience" (paragraph 5). In addition, they found that it also "gave teachers a way to show their respect and value for students' languages and cultures; acted as a medium for social interaction and establishment of rapport; fostered family involvement, and fostered students' development of, knowledge of, and pride in their native languages and cultures" (paragraph 24).

Teachers can use texts that are bilingual or that involve a student's native culture, can decorate the classroom with posters and objects that reflect the students' diversity of language and culture, can organize entire lessons around cultural content, and can encourage students to use words from their native language when they cannot find the appropriate word in English (Freeman & Freeman, 2001).

**Accessing Prior Knowledge.** As mentioned in the previous strategy, using a student's native language can be an important way to access his or her previous knowledge (Marzano, Gaddy, & Dean, 2000). All students, regardless of their proficiency in English, come to school with a valuable background of experience and knowledge on which teachers can capitalize. One example when teaching a

new concept is to ask students what they already know about a subject. Creating a visual, such as "semantic webs," with the topic in the center and students' knowledge surrounding it, is a good way to engage students in the topic and to find out what they already know. Another simple technique is to ask them what they want to learn about a topic. As Savaria-Shore and Garcia (1995) note: "Students are more likely to be interested in researching a topic when they begin with their own real questions" (p. 55). This is another example of a strategy that works equally well with native English speakers and English language learners.

**Culture Studies.** The importance of including a student's home culture in the classroom is a well-documented, fundamental concept in the instruction of English language learners (Doherty, Hilberg, Pinal, & Tharp, 2003). Culture study, in this context, is a project in which students do research and share information about their own cultural history. This often involves interviewing parents and/or grandparents as well as others who share the student's cultural background. Culture studies can be appropriate at any grade level and can incorporate many skills, including reading, writing, speaking, giving presentations, and creating visuals. Culture studies can be combined with other strategies such as project-based learning, cooperative learning, and accessing a student's prior knowledge. They can also be effective as part of an alternative assessment process (Freeman & Freeman, 1994).

**Other strategies for including culture.** As many researchers and practitioners have noted, incorporating culture into the classroom should be about more than holidays and food. There are many strategies that teachers can use to encourage an awareness of student diversity. Story-telling is one important strategy that can be used across grade levels. Asking students to tell a story that is either popular in their home country or draws on their own experience, and allowing them to tell it both in their native language and in English, can help build their confidence and can send a powerful message of cross-cultural appreciation. A similar strategy, and one that is not limited to elementary school, is Show & Tell. Inviting students to bring an object that represents their home culture and to tell the class about its uses, where it is from, how it is made, and so on, sends a similar message of inclusiveness and awareness. A third strategy for working culture into the classroom is known as Misunderstandings. Teachers can ask students to share an incident they have experienced that involved a cultural misunderstanding. Questions can be asked about the nature of the misunderstanding—whether it involved words, body language, social customs, stereotypes, or any number of other factors. Students can examine the misunderstandings and gain insight into the complexities and importance of cross-cultural awareness. The humor that is often involved can also help engage students in further culture-based inquiry (Derrick-Mescua, et al., 1998).

**Realia Strategies.** "Realia" is a term for any real, concrete object used in the classroom to create connections with vocabulary words, stimulate conversation, and build background knowledge. Realia gives students the opportunity to use all of their senses to learn about a given subject, and is appropriate for any grade or skill level. Teachers can defray costs by collaborating on a schoolwide collection of realia that all can use. When the real object is not available or is impractical, teachers can use models or semi-concrete objects, such as photographs, illustrations, and artwork.

The use of realia can also be an ideal way to incorporate cultural content into a lesson. For example, eating utensils and kitchen appliances (chopsticks, a tortilla press, a tea set, a wok) can build vocabulary and increase comprehension while also providing insight into different cultures. Studying clothing items from different cultures is another good example (Herrell, 2000).

### **Ten Things the Mainstream Teacher Can Do Today To Improve Instruction for ELL Students**

These tips were adapted from the *Help! They Don't Speak English Starter Kit for Primary Teachers* (1998) (developed by the Region IV and Region XIV Comprehensive Centers, the Center for Applied Linguistics, and ESCORT, a national resource center dedicated to improving the educational opportunities for migrant children) and from *Integrating Language and Content Instruction: Strategies and Techniques* (1991) by Deborah Short of the Center for Applied Linguistics.

1. Enunciate clearly, but do not raise your voice. Add gestures, point directly to objects, or draw pictures when appropriate.
2. Write clearly, legibly, and in print—many ELL students have difficulty reading cursive.
3. Develop and maintain routines. Use clear and consistent signals for classroom instructions.
4. Repeat information and review frequently. If a student does not understand, try rephrasing or paraphrasing in shorter sentences and simpler syntax. Check often for understanding, but do not ask "Do you understand?" Instead, have students demonstrate their learning in order to show comprehension.
5. Try to avoid idioms and slang words.
6. Present new information in the context of known information.
7. Announce the lesson's objectives and activities, and list instructions step-by-step.
8. Present information in a variety of ways.
9. Provide frequent summations of the salient points of a lesson, and always emphasize key vocabulary words.
10. Recognize student success overtly and frequently. But, also be aware that in some cultures overt, individual praise is considered inappropriate and can therefore be embarrassing or confusing to the student.

### Part V: LAP Team Assurances

Name( PRINT)	Title	Signature	Date(mm/dd/yy)
T. Wilkinson	Assistant Principal		
Z. Rahman	ESL Teacher		
G. Trotman	Parent Coordinator		
S.Hagin	Guidance Counselor		
V. Deshommers	Math Instructor		
L.Powell	Staff Developer		
D.Wallace	Guidance Counselor		
J.Joyner-Wells	Network Leader		
<b>School Principal's Signature</b>		<b>Date</b>	

**To Believe ..... To Apply ..... To Achieve**

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

**Form TIII – A (1)(a)**

Grade Level(s)   K - 5              Number of Students to be Served:   28   LEP            Non-LEP

Number of Teachers   2              Other Staff (Specify)   General Education Teachers  

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

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

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**Program Description**

The Instructional Program at P.S. 136 is a Freestanding English as a Second Language Program (ESL). Unlike the Bilingual and Dual Language Programs, ESL involves instruction solely in English. Teachers use various methods to help improve students' listening, speaking, reading, and writing skills. Students in stages one and two of language acquisition are instructed through Total Physical Response (TPR). With this method teachers rely on body language to support verbal cues, thereby familiarizing students with basic commands and teaching them about different items/objects around the classroom or school. The use of visual aids, pictures, manipulatives, charts, graphs, and illustrations are very helpful to this group. Teachers also use small group instruction to hone in on specific skills. Students work cooperatively to strengthen reading, writing, and speaking abilities. When appropriate, scheduled computer time permits students to focus on phonemic awareness and oral and written language skills through programs such as *Earobics* and *Rosetta Stone*.

Students who are eligible to take the NYS English Language Arts Exam are provided instruction through *Coach* NYS ELA Exam Preparatory Program, *English at Your Command*, and *Prentice Hall Regents ESL*. All materials assist students in sharpening skills

that are targeted on the state exam. The children are divided into four pullout groups with 6-8 members. These groups meet five times a week for a maximum of 75 minutes per session.

The ESL program is the only English Language Learner Program available at PS 136 due to the fact that there are not enough students in one grade-level to assign bilingual instruction. The ESL program has been viewed as successful, particularly if students who begin their training in this program continue throughout their tenure as English Language Learners. The program lasts through the close of the school year and is taught by a fully certified ESL teacher.

### **Title III (Extension of Services)**

As an extension of our ELL program through Title III, we will offer after-school sessions for our English Language Learners in grades 2-5. They will meet three times a week, for three day and two hours each day January 2010 through June 2010.

In this program, students will work with leveled library books, Readers' Theater and Mastering Skills a program specifically designed to assist students in their mathematics, reading and writing skills. It uses a combination of Math, Reading, and Writing strategies to ensure student success. The two General Education teachers have extensive training in the *Bel Mondo* program and will additionally focus on Oral Language Development.

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

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All personnel at the school take an active role with our English Language Learners. At the beginning of the academic year, classroom teachers are informed of the Language Allocation Policy (LAP) and are provided a copy of their students' NYSESLAT scores. This assists teachers in their planning and allows them to differentiate instruction so that students will achieve academic success.

The LAP Team will meet monthly. Teachers will receive professional development which addresses the following areas:

- Effective strategies for teaching reading, including: Identifying Sequence, Main Idea and theme; understanding literacy terms and types of writing.
- The components of a ninety minute literacy block
- The use of special strategies to meet the needs of Special Education Students and ELLs.
- Using data in academic planning and for differentiating instruction
- ESL strategies and the new ELL standards.

### **Form TIII – A (1)(b)**

School: PS 136Q

BEDS Code: 342900010136

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

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> -	\$8,373.26	<b>2 General Education Teachers will work 2 hours a day for 59 days of afterschool providing direct small group instruction to ELL students. January – June 2010 – Tuesday, Wednesday and Thursday at a rate of \$41.98.</b>
<b>Professional Development/ Supervisory Support</b> -	\$2,504.58	<b>Supervisor will provide 1 ½ hours for 38 days of Supervisory Support through Professional Development at a rate of \$43.94 per hour.</b>
<b>Supplies and materials</b>	\$4,000.00	<b>Purchase of The Learning Connection materials to support ELL instruction.</b>
<b>Travel / Trips and Snacks</b>	\$122.16	<b>Snacks for Title III Afterschool Parent Workshops offered by Parent Coordinator/Supervisor 3 times during the program</b>
<b>Other</b>		
<b>TOTAL</b>	\$15,000.00	

### **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**

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

*Upon arrival to PS 136Q all families of English Language Learners are required to complete a Home Language Identification Survey. In this survey, the first eight questions determine the whether or not students are eligible for ESL services. This data also provides the school with information regarding the family's need for written and oral communication in their home language. All documents sent home are then translated into the home language and sent on the same day as the non translated correspondence.*

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.

*Based on completed Home Language Identification Surveys, it has been determined that more than 50% of families of English Language Learners require translated correspondence as well as oral translation services.*

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

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

*The translation team consist of 1 Educational Assistant and 1 School Aide. We also have 3 teachers who are bilingual, 1 school secretary and our ESL teacher who are bilingual. In the event parents visit the school and translations services are needed, we contact one of the above team members to assist. Documents which are sent home and need to be translated are given to the team members listed above for translation*

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.

*Translation Team members are available during all parent meetings, workshops and orientations to support parents of English Language Learners.*

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>.

*Parents of English Language Learners needing translation services will receive correspondence in their home language. The Translation Team is notified immediately regarding the need for written translation services.*

**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:	\$350,122.00	\$22,859.00	\$372,979.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,501.22		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$229.00	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$17,506		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$1,142.95	
6. Enter the anticipated 10% set-aside for Professional Development:	\$35,012		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$2,285.95	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2009 school year: **79%**
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.

Mentoring, Professional Development opportunities including lunch and learn, PLT, intervisitation and grade planning in school as well as off site PD with opportunities to earn p and g credits. However, some of the highly unqualified teachers have the educational requirement but are lacking the years of experience.

## **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 2009-2010 Title I Parent Involvement Guidelines available on the NYCDOE website.

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

**Explanation:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2009-2010 Title I Parent Involvement Guidelines available on the NYCDOE website.

#### 1. School Parental Involvement Policy

P.S 136Q agrees to implement the following statutory requirements:

- To incorporate a parent involvement policy into its school improvement plan.

- The school, in consultation with parent of participating children, will establish activities, services, and programs consistent with Title 1, Part A of the Elementary and Secondary Education Act (ESEA).
- Hold a general “Curriculum Information Night” meeting for all parents as early as possible in September to allow parents to learn about curriculum, standards, and promotional requirements.
- Involve the parents of children served in Title 1, Part A programs in decisions about how the 1 percent of Title 1, Part A funds reserved for parental involvement is spent.
- Include parents, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
- Offer parent training workshops that will provide information on ways to assist learning.
- The school, to the extent practicable, will provide full opportunities for participation of all parents by making appropriate accommodations for those with limited English proficiency, parents with disabilities, and parents of migratory children.
- Provide parents with information and school reports as required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- Communicate with parents regularly regarding student’s academic learning, and other school activities.

#### Implementing Parent Involvement Activities

P.S 136 will take the following actions to involve parents in the joint development of its school parental involvement plan:

- Work in conjunction with the PTA to provide information to parents regarding academic curriculum and activities of the school and its PTA.
- Establish a School Leadership Team (SLT) committee which will hold regular meetings and will sponsor activities to promote parent involvement in the school community.
- Notify parents of upcoming meetings and events on monthly school calendar.
- Parent Coordinator will contact parents directly regarding meetings and training.
- Post information on the school’s website.
- Disseminate information by sending notices home.

P.S 136 will provide the following actions to involve parents in the process of school review and improvement:

- Encourage participation in parent survey
- Involvement in the Quality Review
- Hold monthly SLT meetings
- Provide parent training/workshops
- Offer technology workshops

P.S 136 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance by:

- Training parents to access Acuity
- Providing various resource materials on strategies to assist student learning
- Conducting workshops in Math, English Language Arts, ESL, Science and Social Studies.
- Planning a Literacy Night to emphasize the importance of reading
- Planning a Math Night to highlight effective math strategies that parents and students can practice in their homes.

P.S 136 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. Questionnaires/surveys will be distributed semi annually to parents at PTA meetings. Parents will be asked to rate the content and effectiveness of activities and barriers to participation and provide comments. The responses will be reviewed by a committee, members of the SLT team, and the information gleaned will be used to design strategies to increase parent involvement.

P.S 136 will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parent, and the community to improve student academic achievement, through the following activities specifically described below:

- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in the paragraph
  - i. the State's academic content standards
  - ii. the State's student academic achievement standards
  - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:

During the first month of school a Curriculum Night workshop will be conducted to inform parents of curriculum, State standards, assessments, and promotional requirements. The school will provide written materials detailing when curriculum, standards, and informational workshops will be conducted. Each month parents will receive an update of what their students will be learning in all curriculum areas and throughout the school year parent workshop will be conducted by a variety of staff members to familiarize parents with standards and curriculum in ELA, Math, Science and Social Studies.

In addition to the 3 city wide report card distribution dates, PS 136Q will send parents 3 progress reports. These reports will provide parents with a comprehensive update on their child's academic and social development in school.

- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, appropriate, to foster parental involvement, by:
  - Providing workshops to help parents prepare for the State ELA and Math exams.
  - Training parents to use Acuity to obtain information and monitor their child's progress
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
  - Providing each staff member with a School Handbook which outlines guidelines for parent interaction
  - Encouraging staff members to attend PTA
  - Forming school committees to plan and organize a Health Fair
  - Inviting all staff members to participate in our annual Literacy Night Pajama Party
  - Soliciting participation of all staff members in our annual Math Game Night
  - Planning trips for SLT members and families of participating students.
  - Training parents to become Learning Leaders as part of the Parent Volunteer Program.
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with our preschool program and with the Head Start programs in the community, by:
  - Attending parent information sessions held at neighborhood Day Care Centers/Head Starts
  - Hosting school tours to prospective parents.
  - Providing information to local Head Start Programs.
  - Forming a partnership with our local library.
- e. The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
  - Letters/notices will be printed on school stationary and backpacked.
  - Notices will be displayed on the main bulletin board in the Pre Kindergarten/Kindergarten Suite and in the parent room 103.



**Public School 136Q**  
**The Roy Wilkins School**  
**A Community of Believers**

**201-15 115<sup>th</sup> Ave., St. Albans, NY 11412**  
**Tel. 718-465-2286 Fax 718-464-0040**

**Ms. Tanya Walker**  
**Principal**

**Ms. Doreen Peart**  
**Assistant Principal**

**Mrs. Teresa Wilkinson**  
**Assistant Principal**

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**Title I Parent Involvement Policy and Parent-School Compact for PS 136Q**  
**School Year 2009-2010**

**Section I: Title I Parent Involvement Policy**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore PS 136Q, [in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act], is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. PS 136's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. PS 136Q will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.

PS 136's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the PS 136Q Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, PS 136Q will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
  - engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
  - ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
  - support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
  - maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
  - conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
  - provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
  - host the required Title I Parent Annual Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
-

- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

**PS 136Q will further encourage school-level parental involvement by:**

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;
- establishing a Parent Resource Center or lending library; instructional materials for parents.
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- providing school folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

**Section II: School-Parent Compact**

PS 136Q, [in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act] is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. PS 136Q staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

**School Responsibilities:**

**Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:**

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to State Standards;
- offering high quality instruction in all content areas; and
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act.

**Support home-school relationships and improve communication by:**

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening a Title I Parent Annual Meeting (prior to December 1<sup>st</sup> of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year.

**Provide parents reasonable access to staff by:**

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; and
- planning activities for parents during the school year (e.g., Open School Week).

**Provide general support to parents by:**

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents; and
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education. I will also:
  - communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
  - respond to surveys, feedback forms and notices when requested;
  - become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
  - participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
  - take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
  - share responsibility for the improved academic achievement of my child.

**Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully; and
- always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by Ms. Doreen Peart / Ms. Geneva Trotman on September 2009.

This Parent Involvement Policy was updated on December 2009.

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

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

## 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 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.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that: **See Goals 1 & 2 and Correlated Action Plans**
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities. **See Part B Description of Academic Intervention Services**
    - Help provide an enriched and accelerated curriculum. **See Action Plan 1 B**
    - Meet the educational needs of historically underserved populations. **See Goals 1 & 2, Action Plans for SETTS, ELL and Key Findings**
    - 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. **See AIS Counseling Services**
    - Are consistent with and are designed to implement State and local improvement, if any. **See Action Plans 1,2 & 3**
3. Instruction by highly qualified staff. **See Goal #4 and Key Findings**
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 School wide Program to meet the State's student academic standards. **See Goal # 4**
5. Strategies to attract high-quality highly qualified teachers to high-need schools. N/A
6. Strategies to increase parental involvement through means such as family literacy services. **See Parent Involvement/Compact**

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. **See Parent Involvement/Compact**
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. **See Goals # 3 and 4**
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. **See Academic Intervention Services and Goals 1 & 2**
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. **See Goal #5**

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

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

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

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

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

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

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

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

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

*All schools must complete this appendix.*

**Background**

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

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

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

**1A. English Language Arts**

**1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.**

Our school has examined our ELA curriculum to determine whether Key Finding 1A is applicable to the school’s educational program. We have looked closely at the array of resources from which teachers teach the content, the pacing calendar and timeframes, expectations for the

teacher's role, academic rigor and defined set of student outcomes (all of which are derivative from the NYS Performance Standards for English Language Arts). We also looked at the ELA instructional program for English Language Learners.

We accomplished this assessment by assembling a literacy team to closely examine our school's ELA instructional program in comparison to the NYS Standards for ELA. We reviewed the curriculum audit findings (Key Finding 1A) bullet by bullet, and used it as a guide for our analysis. Our team interviewed teachers, observed classes, studied student work, analyzed data, and explored the curriculum maps and calendars for both reading and writing. This study lasted for a period of four weeks, and included walkthroughs, debriefing sessions and comparison of notes and ideas. Our findings indicate that the ELA Instructional Program for our school is aligned to NYS ELA standards. Key finding 1A is not relevant or applicable to our school's educational program.

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

\_\_\_\_\_ Applicable

**XX** 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?**

Key Finding 1 is not relevant to our school. We find that our English Language Arts Curriculum is aligned to NYS ELA Standards. The evidence of Alignment is as follows:

- Our findings indicate that there are few gaps in the written curriculum in terms of the range of topics covered and the depth of understanding required. We follow the Teacher's College Reading and Writing Project school-wide for our writing curriculum. There are ten writing topics presented, and these topics are aligned with NYS standards including Narrative Writing, Report and Non-fiction writing, Responses to literature and opportunities for oral language, word work and the entire writing process. Teacher's College provides a rubric for specific writing pieces so that student outcomes can be measured for proficiency. In addition, units are planned out with exemplars and culminating activities to ensure that the depth of each unit is achieved. One important part of the curriculum is the motivation to write, which is encouraged as early as Kindergarten, where students think of themselves as authors with stories to tell about their own lives.
- Our curriculum maps include topics for each teacher to follow month by month. However, in addition to the general pacing map, we also have a more in depth curriculum calendar which includes information about what the students should be able to do at the culmination of each unit, ideas for implementation including differentiation for struggling readers and ELL students. The literacy coach also breaks down each unit for the lower grade teachers, and weekly walkthroughs and professional learning team sessions help to clarify expectations, and evaluate student outcomes for quality and coherence.
- For each unit of our curriculum, preplanning is done to ensure that we have aligned key ideas that we are teaching to the NYS standards. Each grade spends time within each unit to pull out the big ideas that we want the students to learn.

Through backward design and utilizing the NYS performance standards and the curriculum for each grade, the student outcomes are predetermined as the lessons are planned. In this way, time is not wasted on a breadth of ideas that are not linked to student outcomes and performance indicators. Unit planning forms are used and developed at teacher planning sessions and professional development meetings so that the key ideas, specific teaching points, materials, culminating activities and other balanced literacy components (speaking and listening) are understood by all teachers.

- The materials used in our ELA lessons are matched to the readers and students in the classroom. Students are reading books at their independent reading level each day, so that by curriculum design all materials are appropriate for each individual student in the class. Furthermore, the independent reading books are self-selected by the students and tailored to their own interests and background schema. In addition, books are selected specifically to foster racial, cultural and gender diversity. Professional development has also been given to encourage teachers to include books that specifically target boys in the elementary schools to counteract the research driven ideas that boys typically lose interest in reading around Grade 4.
- We foster communication and integration of ideas concerning our ELL students and the general population. Teachers are given (and implement) strategies to help the students feel comfortable in a new environment, and to also maximize their learning potential. ELL and General Education teachers have time to articulate and share information about students and the best way to help them thrive academically.

**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.**

Finding was not relevant.

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**1B. Mathematics**

**1B1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.**

Our school has examined our math curriculum to determine whether there is a lack of depth in what is being taught in the mathematics classroom (Key Finding 1B). We have looked closely at the Everyday Mathematics (K-5), the pacing calendar and timeframes, expectations for the teacher's role, academic rigor and defined set of student outcomes (all of which are derived from the NYS Performance Standards for Mathematics).

We accomplished this assessment by assembling an Inquiry Team to closely examine our school's Math instruction. We reviewed the curriculum audit findings (Key Finding 1B) bullet by bullet and used it as a guide for our analysis. Our team interviewed teachers, observed classes, studied student work, analyzed data, and explored the curriculum maps and calendars for mathematics instruction. This study lasted for a semester and included walkthroughs, debriefing sessions and comparison of notes and ideas. Our findings indicate that the Math Instructional Program for our school has sufficient depth.

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

Applicable

Not Applicable

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

Key Finding 1B is not relevant to our school. We find that our Mathematics curriculum has sufficient depth. The evidence of our finding is as follows:

- Our school has been utilizing the Everyday Mathematics curriculum for the past five years. At this time, teachers are well acquainted with its daily routines and procedures. Teachers are also familiar with and use the math games which supplement classroom activities. These games give students opportunities to take mathematics instruction and apply it to real life situations thereby increasing their understanding.
- Our curriculum maps do include topics for each teacher to follow month by month. However, in addition to the general pacing map, we also have a more in depth curriculum calendar which included information about what the students should be able to do at the culmination of each unit, ideas for implementation including differentiation for struggling students and ELL students. Articulation between teachers at different grade levels took place at end of the year meetings. Weekly walkthroughs and professional learning team sessions help to clarify expectations, and evaluate student outcomes for quality.
- For each unit of our curriculum, preplanning is done to ensure that we have aligned key ideas that we are teaching to the NYS standards. Each grade spends time within each unit to pull out the big ideas that we want the students to learn. Through backward design and utilizing the NYS performance standards and the curriculum for each grade, the student outcomes are predetermined as the lessons are planned. In this way, time is not wasted on a breadth of ideas that are not linked to student outcomes and performance indicators. Unit planning forms are used and developed at teacher planning sessions and professional development meetings so that the key ideas, specific teaching points, materials, and culminating activities are understood by all teachers and unified through the grade. Planning is done each week cooperatively among the teachers in each grade.

- We foster communication and integration of ideas concerning our ELL students and the general population. Teachers are given (and implement) strategies to help the students feel comfortable in a new environment, and to also maximize their learning potential. ELL and General Education teachers have time to articulate and share information about students and the best way to help them thrive academically.

**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.**

Finding was not relevant.

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## **KEY FINDING 2: INSTRUCTION**

### **2A – ELA Instruction**

**2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.**

Our school has examined our teacher’s instructional strategies to determine whether Key Finding 2A is applicable to our school’s educational program. We have looked closely at our methodology focusing on evidence of best practices and research-based practices including differentiated instruction in our classrooms. We accomplished this by conducting weekly walkthroughs and creating Professional Learning Teams that meet weekly to plan and implement curriculum. Our findings indicate that Key finding 2A is not relevant or applicable to our school’s educational program.

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

Applicable

Not Applicable

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

- Our school follows a balanced literacy program which includes the Teachers College Reading and Writing Project. Minilessons are taught in reading and writing with instruction following the whole class, small group, whole class model. Teachers model or

demonstrate a reading or writing strategy. Students practice the strategy with the teacher observing the group. Students are then sent off to practice the strategy individually while teachers meet with a small guided group or with individual students for conferences. Teacher observation of whole class guided practice followed by small group guided instruction gives teachers daily opportunities to differentiate instruction. Ending with a whole class share gives all students opportunities to see an exemplar of what they are trying to accomplish.

- The materials used in our ELA lessons are matched to the readers and students in the classroom. Students are reading books at their independent reading level each day, so that by curriculum design all materials are appropriate for each individual student in the class. Furthermore, the independent reading books are self-selected by the students and tailored to their own interests and background schema. In addition, books are selected specifically to foster racial, cultural and gender diversity.
- Teachers meet frequently to discuss student progress and to plan next steps. Decisions are based on data collection and analysis. Running records and Acquity data as well as observation are used to assess student progress. Small group instruction is based on an analysis of data from a variety of sources.
- We foster communication and integration of ideas concerning our ELL and IEP students in the general population. Teachers are given (and implement) strategies to help the students master curriculum material. ELL, IEP and General Education teachers have time to articulate and share information about students and the best ways to help them achieve.
- Professional development is a priority and the school makes every effort to ensure that teachers can continue to grow. Teachers are encouraged to learn from one another and the school makes sure they can meet regularly in scheduled time to plan and share good practice. Teachers also frequently meet informally in their own time to exchange ideas and information.

**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.**

Finding was not relevant.

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**2B- Mathematics Instruction**

**2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.**

Our school has examined our teacher's instructional strategies to determine whether Key Finding 2B is applicable to our school's educational program. We have looked closely at our methodology focusing on delivery of instruction, student engagement and time on task

in our classrooms. We accomplished this by conducting weekly walkthroughs and creating Professional Learning Teams that meet weekly to plan and implement curriculum. Our findings indicate that Key finding 2B is not relevant or applicable to our school's educational program.

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

Applicable

Not Applicable

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

- Our school uses the Everyday Mathematics program throughout our building. Minilessons are taught in math with instruction following the whole class, small group, whole class model. Teachers model or demonstrate a math skill. Students practice the skill with the teacher observing the group. Students are then sent off to practice the strategy individually while teachers meet with a small guided group or with individual students for conferences. Teacher observation of whole class guided practice followed by small group guided instruction gives teachers daily opportunities to differentiate instruction. Ending with a whole class share gives all students opportunities to see an exemplar of what they are trying to accomplish.
- Teachers demonstrate the use of manipulative materials to assist students in acquiring new skills. Materials are available for student use in each classroom, set up in individual baggies in the lower grades. Teachers also create charts as students participate in daily minilessons. Having access to charts helps students complete independent work.
- Math classes do not regularly use technology. However, with the Acuity program set up to provide students with Math practice activities, a greater number of students are regularly using technology in their math studies. Teachers in grades three through five are assigning student's math work on the computer and checking it regularly. Students report they are enjoying these study sessions and improvement in their skills has been noted.
- Professional development has focused successfully on improving teaching strategies and on enabling teachers to use assessment effectively. The inquiry team's focus has been to improve outcomes in math for a group of grade 3 and 4 students. The team is now identifying the most successful strategies and discussing how to extend them across the school.

**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.**

Finding was not relevant.

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

#### **3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.**

Our school has examined the BEDS forms and attendance records for our staff and determined that we have a relatively low record of teacher turnover each year. We also have only a small percentage of new and transferred teachers joining our staff each year.

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

Applicable

Not Applicable

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

- We currently have a staff of fifty-three teachers. Thirty-six teachers are assigned to full-time classroom positions. Of that number, only two members of the staff are new to our building this year. Both of these staff members have prior teaching experience.
- Our staff is well educated. More than 90 % of our teachers hold a masters degree or higher. More than 95% of our staff have more than five years teaching experience. More than 90% of our staff has been working at our school for more than five years.
- 80% have worked at PS 136Q more than 2 years.

#### **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.**

Finding is not relevant.

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### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT – ENGLISH LANGUAGE LEARNERS**

**4.1 Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.**

Our Language Allocation Team will conduct an inquiry among staff members to determine whether or not they are aware of the professional development opportunities available to them through the district. Teachers will also be questioned whether they are aware of the QTEL (Quality Teaching for English Learners) training available to interested participants.

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

Applicable

Not Applicable

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

- The Language Allocation Policy team meets regularly to discuss issues regarding Limited English Proficiency (LEP) student data and teacher training.
- The staff developer ensures that classroom teachers receive in-house training regarding curriculum, instruction, and monitoring ELL progress. Information regarding QTEL training is made available to teachers directly by the principal who places weekly and monthly notices in the mailboxes. The ESL teacher is also expected to pass on information from various offsite staff developments to classroom teachers at monthly faculty conferences.

**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.**

Finding is not relevant.

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

**5.1 Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.**

The Language Allocation Policy team will conduct an inquiry among staff members to determine whether they feel they have access to NYSESLAT scores in a timely manner useful for informing instruction.

**5.2 Indicate your determination of whether or not this finding is or is not applicable at your school.**

Applicable

Not Applicable

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

- All personnel at the school take an active role with our English Language Learners. At the beginning of the academic year, classroom teachers are informed of the Language Allocation Policy (LAP) and are provided with a copy of their students' NYSESLAT scores. These assist teachers in their planning and allow them to differentiate instruction so that students will achieve academic success.
- Teachers have received professional development on accessing and using the Department of Education's Acuity Program. Teachers use data from the exams to determine student's strengths and weaknesses in literacy and math. This data contributes to teacher's knowledge of their students and helps in planning individual and small group instruction.

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

Finding is not relevant.

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**KEY FINDING 6: PROFESSIONAL DEVELOPMENT – SPECIAL EDUCATION**

**6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.**

Our Pupil Personnel Committee will have discussions to investigate whether our staff has sufficient familiarity with IEPS to improve student's access to the general education curriculum and to improve student performance. They will also consider the teacher's ability to provide IEP students with their accommodations and modifications and to implement behavioral support plans.

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

Applicable

Not Applicable

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

- The IEP teacher in the building has been providing classroom teachers and cluster teachers with copies of the IEPS for the students they service. Once teachers have received the IEPS, they are responsible for reviewing the information. Any questions that they have can be addressed by the service provider who works with that student or the IEP teacher.
- Classroom teachers and service providers are scheduled regular opportunities to meet and articulate on the education program of IEP students.
- Professional development opportunities for staff to develop additional competences with using the IEP in the classroom can be addressed at faculty conferences.

**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.**

Finding was not applicable.

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

**7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.**

Our School Based Support Team and Special Education staff members need to meet to discuss adding classroom accommodations and/or modifications for the classroom environment (including instruction) to the student IEPS. Alignment between goals, objectives, and promotional criteria and the content on grade-level state tests should also be addressed.

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

**XX** Applicable

Not Applicable

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

- IEPS for special education students very often suggest ways that they can access the general education curriculum more successfully i.e. graphic organizers, manipulative materials, preferential seating, etc. These accommodations and/or modifications need to be considered by the classroom teachers when planning instruction for students with special education mandates.
- Last year Behavioral Intervention Plans (BIPS) were developed by a small group of members of our Pupil Personnel Committee for our IEP students with significant behavioral issues. These committee members met with concerned staff, parents and students to plan out and implement BIPS. This process was effective in reducing the incidents of inappropriate student behaviors in our school and will be continued during this academic year.

**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.**

- Reading through IEPS, it is apparent that there is a lack of alignment between student's goals, objectives and modified promotional criteria and the content on which these students are assessed on grade-level state tests. It is necessary to write IEPS of students in our general education classrooms to more closely reflect the promotional criteria necessary to achieve academic success on a grade level. This is being accomplished for our SETSS students at annual conferences and EPC's. Goals and objectives for students will reflect the literacy skills and math strands necessary to achieve success at their functional level, moving them forward towards their grade level goals.
- No additional support will be needed 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.)

We currently have 10 students identified as living in temporary housing.

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

For students we offer counseling groups, lunch clubs, academic interventions services and enrichment clubs  
For parents we offer monthly workshops on the development of academic and social skills. In addition, our Parent Coordinator is available to host one on one meetings regarding resume writing, grooming and etiquette.

### **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.