



PETER G. VAN ALST

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

SCHOOL: 30/ QUEENS/30Q171

ADDRESS: 14-14 29TH AVENUE, LIC, NY 11102

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TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Part B. School Demographics and Accountability Snapshot

SECTION IV: NEEDS ASSESSMENT

SECTION V: ANNUAL SCHOOL GOALS

SECTION VI: ACTION PLAN

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

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

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

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

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 171 **SCHOOL NAME:** Peter G. Van Alst

SCHOOL ADDRESS: 14-14 29th Avenue, LIC, NY 11102

SCHOOL TELEPHONE: 718-932-0909 **FAX:** 718-932-6749

SCHOOL CONTACT PERSON: Anne Bussel **EMAIL ADDRESS:** ABussel@school
s.nyc.gov

POSITION/TITLE: PRINCIPAL

PRINT/TYPE NAME: ANNE BUSSEL

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Diane Roos

PRINCIPAL: Anne Bussel

UFT CHAPTER LEADER: Carmela Caro

PARENTS' ASSOCIATION PRESIDENT: Mayra Rivera

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 30 **SSO NAME:** Integrated Service Center/4

SSO NETWORK LEADER: Lillian Druck

SUPERINTENDENT: Philip Composto

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Anne Bussel	*Principal or Designee	
Carmela Caro	*UFT Chapter Chairperson or Designee	
Mayra Rivera	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Diane Roos	Member/SLT Chair	
Rosemary Holdampf	Member/Teacher	
Francine Ferrari	Member/Teacher	
Cathleen Hartill	Member/Teacher	
Ann DiLeo	Member/Asst Principal	
Sonia Pena	Member/Parent	
Reina Gonzalez	Member/Parent	
Roberta Benitez	Member/Parent	
Maria Garcia	Member/Parent	

Nereida Soto	Member/Parent	
Sarah Gren-Ortiz	Member/Parent	

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

* Core (mandatory) SLT members.

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Public School 171 is located in the Astoria section of Queens, New York. This pre-kindergarten through fifth grade school will serve a population of approximately 647 students from culturally diverse backgrounds. The community is home to a continued number of new immigrants from Latin America, South America, Mexico, and the Middle East. Our school is a central part of the community to many of the students and their families. The school building is well kept as evidenced by it being named as top in District 30. A sense of pride shines through in the students' accomplishments as seen in the prominently displayed student work.

PS 171 plans to offer free ESL classes for parents two days a week. This program will be moderated by our Parent Coordinator. She will also act as the liaison with Learning Leaders by scheduling parent training sessions so parents who choose can be actively involved in classrooms. In addition, the Parent Coordinator will work with our Literacy and Math Coaches to schedule workshops to better inform parents of the academic programs being instructed. We have a Family Room that is opened to parents from Monday through Friday during school hours. This room is staffed by a Family Worker and is used to host various workshops that meet the needs and requests of our parent population, i.e., health related and academic related. Our school boasts an active PTA with an open door policy for both parents and teachers. With voting completed in September, the PTA has taken on a teacher consultant.

All students at PS 171 will continue to receive physical education and health instruction throughout the school year provided by two full time physical education teachers. This will better prepare them for the mandated annual physical fitness assessment. We are fortunate to have an equipped Art Room manned by a full time teacher, a state of the art Music Room manned by a state certified music teacher, and both an Upper and Lower Grade Science Room with two full time instructors that will service all students. PS 171 will continue its school wide Character Counts Program. Community outreach projects associated with this program will include a canned food drive for the local food pantry and a penny harvest to help supplement our school library due to renovations that have temporarily closed our local public library. We hope to offer supplemental programs for our students. These would include Writing, Test Prep in Reading, Mathematics, Social Studies, and Science, an Early Childhood Literacy program, an Instrumental Program and a Choral Program. The above will be based on available funding.

PS 171 enjoys collaboration with ERDA (East River Development Alliance). This program provides speakers to our fifth grade classes informing them of opportunities available to them in the future. They also host weekend trips, at no cost to students, providing academic and social experiences. These include trips to college and university campuses and sports events. ERDA also offers parent outreach to assist in attaining a GED, tax preparation, and help in completing employment applications. Our parent coordinator keeps this information handy for all those interested.

PS 171 recognizes that in order to meet the diverse needs of the students and families in this community, the role of the school should expand beyond the traditional definition of teaching and learning. Presently, we offer Leap Track, a computer based program that supports Literacy and Mathematics instruction in Grades 3 through 5 to those children who are in need of extra help. In the

past this program has been run by a paraprofessional and a teacher. Due to limited funding, the program has been curtailed to be serviced by one pedagogue. Depending on available funding we hope to be able to service all those in need. We are fortunate to have a computer cart on each floor of our building, each cart housing thirty laptops. These are used in a small group for differentiated instructional opportunities as well as a research tool for our present Understanding By Design program in Social Studies. These laptops also provide for whole group access to individual assignments through the Acuity Program. Foundations, an early intervention program for students in Grades K and 1, will continue as part of daily instruction. We have experienced success in our Understanding By Design in the area of Social Studies and will continue this endeavor with some modifications. This year Core Curriculum provided the Fifth Grade classes with Social Studies libraries. We will also continue to incorporate the Scholastic Guided Reading program to maintain a consistent base in literacy instruction. Supplemental supportive programs include Reading Bucks where children are rewarded for meeting and exceeding the basic reading requirements. We will also continue to provide a Summer Reading Celebration to recognize those students who have maintained a high level of reading during the summer months. Unfortunately, we have lost our dentist due to budget cuts but we will maintain our nurse.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

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

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	P.S. 171 Peter G. Van Alst						
District:	30	DBN:	30Q171	School BEDS Code:	343000010171		
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	96	89	77		92.3	92.4	93.1
Kindergarten	107	86	87				
Grade 1	110	113	86	Student Stability - % of Enrollment:			
Grade 2	106	99	109	(As of June 30)	2006-07	2007-08	2008-09
Grade 3	102	102	98		89.8	94.6	92.2
Grade 4	110	102	98	Poverty Rate - % of Enrollment:			
Grade 5	116	112	95	(As of October 31)	2006-07	2007-08	2008-09
Grade 6	0	0	0		96.2	93.4	88.7
Grade 7	0	0	0	Students in Temporary Housing - Total Number:			
Grade 8	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 9	0	0	0		1	8	32
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 12	0	0	0		5	3	1
Ungraded	0	2	0	Special Education Enrollment:			
Total	747	699	651	(As of October 31)	2006-07	2007-08	2008-09
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	7	0	10	Principal Suspensions	4	4	4
# in Collaborative Team Teaching (CTT) Classes	94	83	74	Superintendent Suspensions	6	4	6
Number all others	29	28	24				
<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	62	65	63
# receiving ESL services only	108	100	98				

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	6	9	9	Number of Administrators and Other Professionals	9	16	18
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	2	1
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	96.8	95.4	87.3
				% more than 2 years teaching in this school	85.5	78.5	79.4
				% more than 5 years teaching anywhere	67.7	72.3	73.0
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	89.0	91.0	92.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	93.8	98.9	86.2
American Indian or Alaska Native	0.7	0.3	0.0				
Black or African American	19.0	19.3	17.7				
Hispanic or Latino	47.8	46.9	47.3				
Asian or Native Hawaiian/Other Pacific Isl.	22.4	24.0	24.7				
White	10.2	9.4	10.3				
Male	51.1	48.5	48.5				
Female	48.9	51.5	51.5				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

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

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

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad Rate
All Students	√	√	√			
Ethnicity						
American Indian or Alaska Native	-	-				
Black or African American	√	√	-			
Hispanic or Latino	√	√	√			
Asian or Native Hawaiian/Other Pacific Islander	√	√	-			
White	-	-	-			
Other Groups						
Students with Disabilities	√SH	√	-			
Limited English Proficient	√	√	-			
Economically Disadvantaged	√	√	√			
Student groups making AYP in each subject	7	7	3	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	A	Overall Evaluation:	NR
Overall Score:	96	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	9.2	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:	18.9	Quality Statement 4: Align Capacity Building to Goals	
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	
Student Progress:	56.6		
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:	11.3		

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Three Year Analysis of Grade 3 ELA Performance

Grade 3-ALL Tested Students ELA Performance on State Assessment

Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2009	6	6.3	45	47.4	43	45.2	1	1.1
2008	6	6.2	31	32.0	53	54.6	7	7.2
2007	9	9.1	41	41.4	46	46.5	3	3.0

Based on the above chart the following analysis was constructed.

From 2007 until 2009 the percentage of children scoring a Level 4 has decreased by 1.9% (a loss of 2 students). The percentage of students attaining Level 3 has also decreased by 1.3% (a loss of 3 students) and the percentage of students attaining Level 1 has decreased by 2.8% (the number of students remaining the same). Our Level 2 percentage has increased by 6.0% (a gain of 4 students)..

Grade 4-ALL Tested Students
ELA Performance on State Assessment

Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2009	5	5.2	33	34.4	54	56.3	4	4.2
2008	12	12.1	41	41.0	44	44.0	3	3.0
2007	17	15.7	43	39.8	47	43.5	1	0.9

Based on the above chart the following analysis was constructed. During the past three years our Grade 4 students have consistently improved in attaining Level 4 showing an increase of 3.3% (an increase of 3 students). The percentage of students attaining a Level 3 has also increased by 12.8% (an increase of 7 students). With an increase in both Levels 3 and 4 our Levels 1 and 2 have shown a steady decrease. The number of students attaining a Level 2 has decreased by 5.4% (a decrease of 10 students) and those students attaining a Level 1 has decreased by 10.5% (a decrease of 12 students) .

Grade 5-ALL Tested Students
ELA Performance on State Assessment

Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2009	1	1.1	29	32.6	55	61.8	4	4.5
2008	2	1.9	44	41.1	59	55.1	2	1.9
2007	6	5.3	58	50.9	49	43.0	1	0.9

Based on the above chart the following analysis was constructed. During the past three years our Grade 5 students have consistently improved in attaining Level 4 showing an increase of 3.6% (an increase of 3 students). The percentage of students attaining a Level 3 has also increased by 18.8% (an increase of 6 students). With an increase in both Levels 3 and 4 our Levels 1 and 2 have shown a steady decrease. The number of students attaining a Level 2 has decreased by 18.3% (a decrease of 29 students) and those students attaining a Level 1 has decreased by 4.2% (a decrease of 5 students).

Three Year Trend Analysis of Grade 3 Performance
Grade 3-ALL Tested Students
Mathematics Performance on State Assessment

Year	Level 1	Level 2	Level 3	Level 4
------	---------	---------	---------	---------

	#	%	#	%	#	%	#	%
2009	2	2.0	7	7.1	64	65.3	25	25.5
2008	1	1.0	14	14.1	71	71.7	13	13.2
2007	1	1.0	20	19.4	57	55.3	25	24.3

During the past three years our Grade 3 students have consistently improved. From 2007 to 2009 we have seen an increase in percentage of those students attaining a Level 4 of 1.2%. The percentage of students attaining Level 3 has increased markedly by 10.0% (an increase of 7 students). We have also seen a significant decrease in those students attaining a Level 2 of 12.3% (a decrease of 13 students). Students attaining a Level 1 has increased by 1.0% (an increase of 1 student).

Three Year Trend Analysis of Grade 4 Performance
Grade 4-ALL Tested Students
Mathematics Performance on State Assessment

Year	Level 1	Level 2	Level 3	Level 4
------	---------	---------	---------	---------

	#	%	#	%	#	%	#	%
2009	0	0.0	10	10.4	57	59.4	29	30.2
2008	5	5.1	12	12.2	63	64.6	18	18.4
2007	13	12.1	22	20.6	51	47.7	21	19.6

During the past three years our Grade 4 students have consistently performed at increased levels. The percentage of students attaining Level 4 has increased 10.6% (an increase of 8 students). Similarly, the percentage of students attaining Level 3 has increased by 11.7% (an increase of 6 students). Both levels 1 and 2 have seen a marked decline. The Level 2 percentage has declined by 10.2% (a decrease of 12 students) and the Level 1 percentage has declined by 12.1% (a decrease of 13 students).

Three Year Trend Analysis of Grade 5 Performance
Grade 5-ALL Tested Students
Mathematics Performance on State Assessment

Year	Level 1	Level 2	Level 3	Level 4
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	#	%	#	%	#	%	#	%
2009	0	0.0	8	8.6	54	58.1	31	33.3
2008	7	6.7	22	21.2	52	50.0	23	22.1
2007	12	10.4	40	34.8	55	47.8	8	7.0

During the past three years our Grade 5 students have consistently performed at increased levels. The percentage of students attaining Level 4 has increased by 26.3% (an increase of 23 students). Likewise, the percentage of students attaining Level 3 has increased by 10.3% (a decrease of 1 student). Both Levels 1 and 2 have seen a decline. The percentage of students attaining Level 2 has decreased by 26.2% (a decrease of 32 students). Similarly, the percentage of students at Level 1 has decreased by 10.4% (a decrease of 12 students).

We attribute our gains on the NYS ELA Assessment to the following. For the school year 2008-09 we initiated a consistent Guided Reading program in Grades K through 5. This has provided our staff with a tested program school wide enabling all pedagogues to participate in professional development to better serve our children. We have continued our 'literacy skill' instructional program in Grades 3 through 5 moving its instruction to our extended day program in the morning. We also hosted an after school writing program for Grades 3 and 4 and a Saturday literacy program for Grades 3 through 5. Our ELLs also participated in a twenty week Saturday program for three hours per Saturday.

We attribute our gains on the NYS Mathematics Assessment to the continued implementation of a unified Unit Calendar across the grade levels, K through 5. These calendars, that are amended at the end of each school year, provide our staff with a solid base from which to work, having all necessary lessons and needed materials listed for easy access.

We do face some barriers in our plan. We predict that for school year 2009-2010 we will employ only two AIS pedagogues. This is based on the projected budget. We feel that this will cause insufficient support for our neediest students and therefore impede their academic success. In addition we expect that our supplemental programs will be cut in half, once again affecting the academic achievement of our neediest students. At present we are trying to increase parent awareness of student progress by increasing the number of times that periodic reports are sent home. Once again, if Title 1 funding is available, weekly workshops for parents will be conducted by our coaches to better inform parent of their child's academic programs and how to assist them.

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.

Content Specific SMART Goals

Literacy SMART Goals

1•SMART Goal-By June 2010, 87% of students in Grades K, 1, and 2 will have achieved a minimum of one year's growth as evidenced in the Teacher's College Reading Levels and the ECLAS-2 Assessment. We have chosen this goal because we feel that the Teacher's College Model paired with Foundations will address comprehension and word attack skills for this population.

2•SMART Goal-By June 2010, the students in Grades 3, 4, and 5 will decrease performing at Level 1 by 1% and increase their performance at Levels 3 and 4 by 1.5% as measured by the NYS ELA Assessment. We have chosen this goal because we feel that a steady and consistent growth in scores will provide our children with a more substantial base for continued progress.

Mathematics SMART Goals

3•SMART Goal-By June 2010, 77% of students in Grades K, 1, and 2 will achieve a Level 3 on their report card based on their performance on the Everyday Math Unit Assessments of the core curriculum. We have chosen this goal because we feel that a hands on, well rounded, and cyclical curriculum will benefit this population of students.

4•SMART Goal-By June 2010, the students in Grades 3, 4, and 5 will decrease performing at Level 1 by 1% and increase their performance at Levels 3 and 4 by 1.5% as measured by the NYS Mathematics Assessment. We have chosen this goal because we feel our math program has helped and will continue to help improve the math skills of our children in Grades 3 through 5.

Non-Content SMART Goals

5•SMART Goal-By June 2010, parent attendance at PTA Meetings and Parent Workshops will increase by 5% as measured by the number of signatures collected prior to the start of meetings. We have chosen this goal because we feel that a concerted effort is being made on the part of the executive Board of the PTA to increase attendance.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Literacy
87

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>BY June 2010, 87% of students in Grades K, 1, and 2 will have achieved a minimum of one year’s growth as evidenced in the Teacher’s College Reading Levels and the ECLAS-2 assessment.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>The literacy coach will continue to provide professional development in Guided Reading and the use of Running Records to support the efforts of the early childhood teacher. The literacy coach and more experienced teachers will provide demonstration lessons for teachers during the school day. The administration of the ECLAS-2 assessment will be conducted by an in-house team. This team will train two additional pedagogues to assist in administration. Foundations, a phonics based intervention program, will continue to be instructed in Grades K and 1.</p> <p>The data from the above mentioned sources will be housed in individual student binders, as well as classroom collection binders for easy access. This data will be monitored by the Literacy Coach and the administration on a regular basis. This data will form a basis for differentiated instruction.</p>

	<p>As a follow-up, teachers will share during common preps and grade conferences. Data from these sources will be compared to find commonalities from which to plan instruction to meet the needs of the students.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funding for substitutes/coverage of teachers- TL One Time Allocation Literacy Coach-C4E Assistant Principal-Title 1 & TL Fair Student Funding</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>Initial Indicator:</u> The most current data that is housed in the individual student binders, from the previous school year was forwarded to the present teacher for review. This provides the latest Running Record, conference notes, ECLAS-2 data, and writing samples/assessments. This forms a base for the initial assessment for the new school year. <u>Ongoing Indicators:</u> Parents will be provided with a monthly communication as to their child's goals. Twice yearly, between report card periods, parents will receive a progress report for additional feedback on their child's performance. Prior to the distribution of these reports each child will be assessed with an appropriate running record as a standard measure of progress. Additional running records will be administered as the teacher deems appropriate. Each child's binder will contain his/her conference notes and small group instructional plan that is always flexible. The classroom collection binder is updated as</p>

	<p>children make progress and as assessment data becomes available. During weekly common preps teachers have the opportunity to meet and evaluate collected data and plan instruction accordingly.</p>
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Mathematics

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 76% of students in Grades K, 1, and 2 will achieve a Level 3 on their report cards based on their performance on the Everyday Math Unit Assessments of the core curriculum.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff</p>	<p>The Math Coach will provide professional development in Everyday Math as well as pacing calendars to support the efforts of the Early Childhood teachers. The Math Coach and more experienced</p>

<p><i>members; and implementation timelines.</i></p>	<p>teachers will provide demonstration lessons for teachers during the school day. Differentiated instruction will be provided to students based on teacher observations and assessments. An AIS pedagogue will provided extra support as needed.</p> <p>The data from the above mentioned sources will be housed in individual student binders, as well as classroom collection binders for easy access. This data will be monitored by the Math Coach and the administration on a regular basis.</p> <p>As a follow-up, teachers will share during common preps and grade conferences. Data from these sources will be compared to find commonalities from which to plan instruction to meet the needs of the students.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funding for substitutes/coverages for teachers—<i>TL One Time Allocation</i> Math Coach—<i>Title 1 SWP & TL Fair Student Funding</i> AIS Personnel—<i>Title 1 SWP</i> Assistant Principal—<i>Title 1 TL Fair Student Funding</i></p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure;</i></p>	<p><u>Initial Indicators:</u> The most current data that is housed in the individual student binders from the previous school year, was forwarded to the</p>

projected gains

present teacher for review. This provides the latest Everyday Math data and portfolio pieces. This forms a base for the development of small groups for differentiated instruction.

Ongoing Indicators: Twice yearly, between report card distributions, parents will be provided with a progress report for additional feedback on their child's performance. Prior to these reports being distributed children will be tested and new goals set for each individual child. Ongoing unit assessments will be administered at the completion of each instructed unit. Each child's binder will contain his/her conference notes and small group instructional plan that is always flexible. Everyday Math Unit Test results will be sent home for parents as tests are completed. The classroom collection binder is updated as children make progress and as assessment data becomes available. During weekly common preps, teachers have the opportunity to meet and evaluate collected data and plan instruction accordingly.

Subject/Area (where relevant):

Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2009, the students in Grades 3, 4, and 5 will decrease performing at Level 1 by 1% and increase their performance at Levels 3 and 4 by 1.5% as measured by the NYS Mathematics Assessment.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>The Math Coach will provide professional development in Everyday Math as well as pacing calendars to support the efforts of teachers in Grades 3-5. The Math Coach and more experienced teachers will provide demonstration lessons for teachers during the school day. Differentiated instruction will be provided to students based on teacher observations and assessments. The children will engage in Acuity practice using laptops during the school day. Study Island, a newly purchased computer program, will be piloted this year in Grades 3-5.</p> <p>The data from the above mentioned sources will be housed in individual student binders as well as classroom collection binders for easy access. This data will be monitored by</p>

	<p>the Math Coach and the administration on a regular basis.</p> <p>As a follow-up, teachers will share during common preps and grade conferences. Data from these sources will be compared to find commonalities from which to plan instruction to meet the needs of the students.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funding for substitutes/coverage of teachers—<i>TL One Time Allocation</i> Math Coach—<i>Title 1 SWP & TL Fair Student Funding</i> Assistant Principal—<i>Title 1 & TL Fair Student Funding</i></p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>Initial Indicators:</u> The most current data that is housed in the individual student binders from the previous school year, was forwarded to the present teacher for review. This provides the latest Everyday Math data, portfolio pieces, and Acuity data. This forms a base for the development of small groups for differentiated instruction.</p> <p><u>Ongoing Indicators:</u> A progress report is provided for parents twice yearly to provide additional feedback between the three report card periods. Prior to the distribution of these reports a unit assessment will be administered to ascertain the most current grades. Based upon achievement, small group[s] will be formed for additional instruction. The classroom collection binder is updated as children make progress and as assessment data (STM scores; ITA scores; Predictive scores) becomes available. During weekly common preps, teachers have the opportunity to meet and evaluate collected data and plan instruction accordingly.</p>

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, parent attendance at PTA Meetings will increase by 6% as measured by the number of signatures collected at the door prior to the meeting.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The PTA Board will work in close collaboration with the Parent Coordinator to reach out to parents using a Parent Newsletter and a monthly calendar of school events.</p> <p>The PTA will distribute awards to acknowledge student accomplishments on a monthly basis and send invitation letters specifically to the parents of students being honored at the upcoming PTA meeting.</p> <p>The PTA will work in collaboration with school staff to organize events which draw parents and children to the school after hours to further build a sense of community between the above-mentioned groups.</p> <p>The PTA will work in collaboration with the Family Worker and the Parent Coordinator to host workshops that address parent needs and concerns.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Parent Involvement—Title 1 SWP</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p><u>Initial Indicator:</u> Attendance records for PTA attendance from previous school year is available, as well as the minutes from last year’s meetings.</p> <p><u>Ongoing Indicators:</u> Attendance tallies will be maintained on a monthly basis and published in the PTA Newsletter to make parents aware of the value placed on their attendance at monthly PTA meetings.</p>

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	2	0	0	0
1	12	5	N/A	N/A	1	0	0	0
2	17	6	N/A	N/A	2	0	0	0
3	8	8	N/A	N/A	5	0	0	0
4	13	7	12	0	3	0	0	0
5	11	6	0	12	4	0	0	0
6	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0
9	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> - Leap Track; small group during the school day - Push-in teacher; small group during the school day - Writing Program; small group Saturday - Early Childhood Literacy; small group Saturday - On Our Way To English; ELLs; small group Saturday - ELA Test Sophistication; small group after school
Mathematics:	<ul style="list-style-type: none"> - Leap Track; small group during the school day - Push-in teacher; small group during the school day - Math Test Sophistication; small group after school
Science:	<ul style="list-style-type: none"> - Science Test Sophistication; Grade 4 - Small group instruction during Science prep for at-risk students - After school class for 20 at-risk students
Social Studies:	<ul style="list-style-type: none"> - Continuation of Understanding By Design (UBD) concentrated in Social Studies - Social Studies Test Sophistication; small group after school
At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> - Small group counseling - Individual Counseling
At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> - Individual Counseling

At-risk Health-related Services:

N/A

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.

Program Description:

V. Full-Day Pre-Kindergarten Programs

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

Yes

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

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

New implementation

Program expansion

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

Details of Program Expansion:

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

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

Yes

No

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

Program Description:

2010 Language Allocation Policy

P.S. 171Q is located in Long Island City, Queens, New York. This Pre-Pre K to Fifth Grade School serves a population of approximately 665 students from culturally diverse backgrounds. The community is home to many new immigrants. Part of our mission at P.S. 171Q is to provide all our students, including high achievers, average achievers, those at-risk, English Language Learners, and Special Education children, with a quality education that is rich in academic experiences. According to the latest available ethnic data, 24.09% of the students are Caucasian; 18.9% are African American; 46.7% are Hispanic; and 0.28% are in other ethnic categories. Approximately 17.8% of the students have Individualized Education Plans (IEP's) and receive the full continuum of services including Special Education Teacher Support Services (SETSS), Collaborative Team Teaching classrooms, and related services such as Speech, Hearing, Occupational Therapy, Physical Therapy, Counseling, Resource Room, and Adaptive Physical Education. Additionally 16.9% of the students are English Language Learners (ELLs), with Spanish as the dominant language. The majority of students are from low income families, and more than 93.6% qualify for free lunch.

Our ELL population is identified using New York City Department of Education guidelines. All new admits are screened via their Home Language Survey by our NYS certified ELL coordinator and then tested with the LAB-R in accordance with all DOE and New York State mandates. Once the children have been identified the parents are contacted and an informational meeting is set up where the parents are apprised of their rights in their native language. The DOE supplied DVD outlining the different programs available to English Language Learners is presented. At this meeting the parents are then given the opportunity to choose the program they wish their child to be enrolled in. 100% of our parent wish that their children participate in our free standing ESL

program. In the Spring all of our ELL students are given the NYSESLAT exam. The four part exam is given to all ELL's as per New York State Guidelines, and is administered by a NY State Certified ESL teacher.

For the 2009-10 school year P.S.171Q plans to continue an ESL push-in program in CTT classrooms in Grades one, four, and five and a pull-out program in grades two and three. Implemented for the sixth year are self-contained ELL classes in Grades K-5.

Currently, our ESL program services 133 students in grades K-5. This number represents 16.9% of our serviceable population. We have 2 students that have been in our ESL program for more than six years. Twenty-seven students have been in our program between 4 and 6 years and eighty-one have been involved three years or less. The following is a breakdown of the number of ELL's by grade level.

K-15 students	1-22 students	2-25 students
3-32 students	4-18 students	5-21 students

Seventy-seven of our students' native language is Spanish, eleven speak Urdu, twelve Bengali, two speak Arabic, and one speaks Chinese. The following is a breakdown of students according to proficiency level.

Beginner-48	Intermediate-45	Advanced-40
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The following patterns in proficiency levels have been noted when assessing data of seventy-one students from Spring 2008 to Spring 2009 when considering the modalities of Listening, Reading, Writing and Speaking. In the area of Listening, 47 students (66.2%) have improved; 20 students (28.2%) have declined; and 5 students (7%) have stayed the same. In the area of Reading, 58 students (81.7%) have improved; 7 students (9.9%) have declined; and 6 students (8.5%) have stayed the same. In the area of Writing, 47 students (66.2%) have improved; 22 students (31%) have declined; and 2 students (2.8%) has stayed the same. In the area of Speaking, 39 students (54.9%) have improved, 27 students (38%) have declined; and 5 students (7%) have stayed the same.

According to the school report card, in the content area of Science, for the school year 2008-09, 16 ELLs were tested. Out of that number 31.3% scored at Level 1; 50% scored at Level 2; and 18.8% scored at Levels 3 and 4.

We have one full-time fully certified ESL push-in/ pull-out teacher, one part-time fully certified ESL push-in teacher, and two common branch teachers certified in ESL through the ITI Program providing ESL services in self-contained ESL classrooms (Grades K-5). All students are provided with differentiated instruction to meet and exceed City and State learning and performance standards.

Based on the E-CLAS 2 assessment it was noted that our ELLs in grades K-3 are lacking in phonemic awareness, vocabulary development and text comprehension. Areas of concern in grades 4 and 5 are in the categories of vocabulary development and reading comprehension. Each beginning and intermediate ELL is scheduled for 360 minutes of ESL instruction weekly, addressing both literacy and mathematics. Advanced ELLs receive at least 180 minutes weekly. Lessons include phonemic awareness, vocabulary, strategies for developing text comprehension, read alouds, pair share, shared reading and writing, guided practice and hands on activities. Teachers use the methodologies of scaffolding, modeling, TPR, as well as the Natural Approach to facilitate student comprehension.

The language allocation at P.S. 171Q consists of two parts, Freestanding English as a Second Language (ESL) and a self-contained (ESL) program. This year we are following the “push-in” model where the certified ESL teacher goes into CTT classrooms in grades one, four, and five during the school day to provide academic subject area instruction. In grades two and three we are following the “pull-out” model where the certified ESL teacher pulls out students from their CTT classroom and services them for 360 minutes a week. We make it a priority to push in during the literacy block. When this is not possible, we push in during other content area instruction periods. 76.9% of our ELLs population is placed in self-contained ESL classrooms and the remaining 23.1% are serviced by a push-in/ pull-out teacher.

Students are also provided with the opportunity to participate in the ESL Saturday Academy Program This program is administered for 16 weeks from 8:30 until 11:30 am. During this we use the Rigby Program called “On Our Way to English.” This is an English –only program that we

have used before and have had success with. It particularly targets beginning students and has a strong focus on teaching content area through thematic units. All ESL students in grades 2-5 stay for extended day. The school also provides an after-school writing program for grades three and four.

The ESL teacher uses a lot of modeling during instruction. Before students are sent to work independently, the teacher models what is expected of the students, and then has the student's model for their peers until the teacher is confident that the majority of students understand the task. Students who need more scaffolding will be identified and receive more explicit instruction.

Another key to facilitation is activating prior knowledge (PK) for our ELLs. When students recognize their own experiences and knowledge is valued and respected in the classroom, they are more likely to take risks with, and responsibility for, their learning. They develop confidence in who they are and what they can do regardless of their current level of English proficiency. Activating PK can help students contextualize the concept being taught. This strategy requires a lot of modeling of techniques such as the "Think Aloud" for students to develop automaticity with contextualizing. PK is also necessary for developing schema, or the ability to incorporate new information into the knowledge the students already have.

Modeling and scaffolding lessons and strategies for our ELLs helps them develop their learning on a metacognitive level. The more ELLs actively practice applying strategies while reading and writing (checking the word wall, asking their partner, stretching out words, etc.) the more this will become part of their daily experience. When this becomes a natural process, they can use these strategies when reading books, watching TV, or other activities at home.

P.S. 171Q is part of District 30. Our ELL compliance and performance specialist works closely with our ESL team to provide us with the latest information on the implementation of the Region's policies and best practices for our ESL students, as well as ensuring that our program is in compliance with the ELL Recommendations and the requirements of federal, state and city regulations.

Our ELL compliance and performance specialist arranges several “walk-throughs” each year where he visits our school and observes lessons at different grade levels. He checks to see that classrooms and materials are properly set up and that constructivist and collaborative teaching is taking place. If he sees an area that can be improved upon, he discusses this during the post-conference.

Our ELL compliance and performance specialist is also available to discuss with us and advise us on methods for interventions for special circumstances such as dealing with older SIFEs and ELLS with Special Education needs and other ELLS who are not approaching grade level for other reasons, as well best practices in collaborative lesson planning and teaching with the classroom teachers. He also assists our Parent Coordinator in identifying ways to support the parents of ELLs. Our parents are integral in the success of our students and targeting their needs through various workshops and programs helps our students even further. At our initial meeting in October for new parents our ESL teacher and Parent Coordinator reviewed the various programs available in New York City for ELL students. According to our parent survey, 100% of our parents opted for their children to be in an ESL program.

This year we have no children who are SIFE students. However, we have long term ELLs. We have developed an intensive plan of instruction for them including additional AIS services during the school day (Leap Track) as well as the assignment of a learning leader for one on one help during parts of the school day. Long term ELL students and SIFE students continue to receive their mandated services and we will provide these students with additional AIS services such as Leap Track to facilitate their language acquisition. Newcomers are tested and identified immediately so they can be placed in the proper classroom setting and receive the services. Newcomers to grades K-5 are placed in self-contained ESL classes while children who are placed in CTT classrooms are serviced by our push in ESL teacher. Once our children reach levels of proficiency we will continue to supply them with AIS services such as Leap Track as well as our small group instruction beginning September 10, 2009 to insure that these children continue to develop their English language skills shows that conversation helps to build language skills and increase confidence in the second language learner.

Materials are chosen for students of various levels to allow for differentiated instruction. Just as materials should not be too difficult for the ELL student, periodic assessment can help determine if the ELL is ready to move on to more challenging material. When children are silent during class, it might be assumed that they do not understand. This assumption is not always true. We encourage our students to move from their comfort level and take risks. It is critical to provide accurate assessments during a student's silent period.

At P.S. 171Q, we provide self-contained ESL classrooms in grades K-5 and an ESL push-in and pull-out program for our Special Education students. We provide all of our instruction in English; we do not have any native language instruction. Our Beginner and Intermediate level students receive a minimum of 360 minutes each week of ESL instruction. Advanced students receive a minimum of 180 minutes each week. In each classroom the ESL teachers work with the classroom teachers and strive to create a well-balanced, cohesive environment for the ELLs.

At P.S. 171Q, we take the needs of our ELLS and our ESL instruction very seriously. Our ELLS are 16.9% of our total population, including Pre-K students, and 16.9% of our serviceable population (Kindergarten – 5th Grade). In addition, an analysis of the data on the Home Language Report for our school (as of 2/28/2006) reveals that 48.3% of our total population (including Pre-K) speak a language other than English at home, while 47.6% of the Kindergarten – 5th Grade population (the grades eligible for ESL services) speak another language at home. The languages spoken include Spanish, Bengali, Urdu, Chinese, and Arabic.

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K–8 LANGUAGE ALLOCATION POLICY
WORKSHEET

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District ICI/D30	School PS171
Principal Anne Bussel	Assistant Principal Vincent Lubrano
Coach Laura Kavourias	Coach
Teacher/Subject Area Anna Szalus	Guidance Counselor Robin Roth
Teacher/Subject Area	Parent Mayra Rivera
Teacher/Subject Area	Parent Coordinator Dezorey Reyes
Related Service Provider	SAF Lillian Druck
Network Leader Nancy DiMaggio	Other type here

B. Teacher Qualifications

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

Number of Certified ESL Teachers	3	Number of Certified Bilingual Teachers		Number of Certified NLA/FL Teachers	
Number of Content Area Teachers with Bilingual Extensions	3	Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	652	Total Number of ELLs	133	ELLs as Share of Total Student Population (%)	20.40%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number)		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

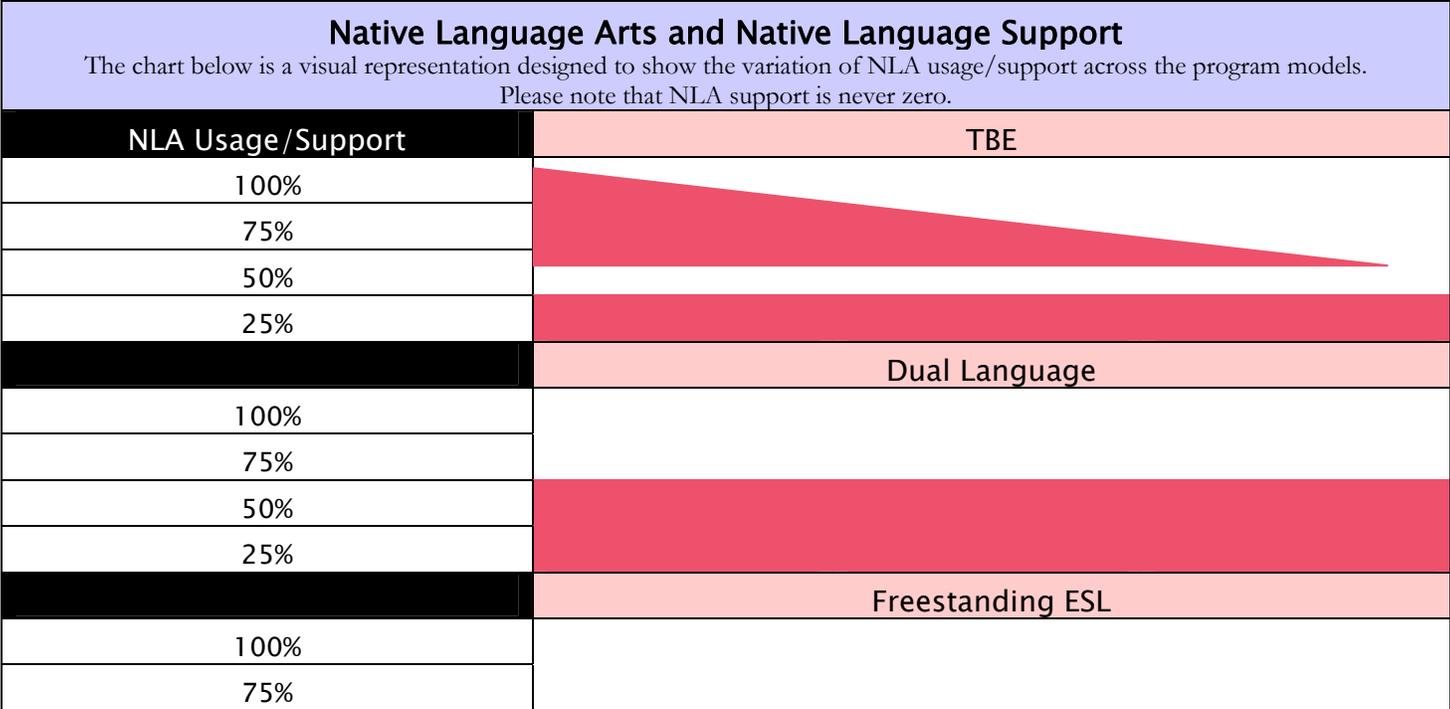
Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	10	12	16	18	15	15				86
Chinese					1					1
Russian										0
Bengali	2	5	3	4	2	2				18
Urdu	3	1		4	2	3				13
Arabic	1		3	2	1	2				9
Haitian Creole										0
French		1	1		1					3
Korean										0
Punjabi										0
Polish										0
Albanian										0
Other		1	1		1					3

Programming and Scheduling Information

TOTAL	16	20	24	28	23	22	0	0	0	133
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1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

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



NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		6		8		1		16
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	6		4		10		0		20
8									0
NYSAA Bilingual Spe Ed									0

Native Language Tests									
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)				
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	
ELE (Spanish Reading Test)									
Chinese Reading Test									

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights does the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?

- c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Part V: LAP Team Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
	Other		
	Other		

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

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:** 60 **LEP** _____ **Non-LEP**

Number of Teachers- 8
Supervisor – Ann DiLeo

Other Staff (Specify)

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

We will provide a three tiered program of Instruction focusing on Language Development for our ELL population. The program will cover Language development in the content area as well as Language development in Literacy. There will be 6 classes in total being serviced by eight teachers (6 Common Branch, and 2 ESL licensed teachers) The program will consist of 10 Saturday morning sessions each comprised of 3 hours of instruction which are broken down into three tiers (total of 30 instructional hours, 10 -3 hour sessions). Tier one being direct and explicit ESL instruction using the licensed ESL teacher as a push in instructor. Each class will receive one hour instruction using the Rigby "On our Way to English" program which is a research based program approved by the NYCDOE. This is a supplenatal The second hour (Tier2) will be used to connect the Language development strategies from Tier 1 to the content area. Children will work on content area (Social Studies/Science) projects at this time. The CB teachers will develop these projects and learn ESL strategies from the licensed ESL teachers during weekly common planning and PD sessions.

The rationale behind the development of this program is to provide our ELL students with a vocabulary rich experience in order to develop their Language. After reviewing data from many sources (Acuity, Leap track, and Standardized tests inc. past 5th grade Social Studies exams), we

have concluded that our ELL students are in need of developing the vocabulary needed to understand the content area. This program coupled with our Understanding by Design Curriculum which our entire school participates in will enhance the vocabulary development of our ELL population. Since we already have the necessary Rigby materials we will additional funds \$2,273.00 to purchase non-fiction Library books to use in the program.

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.

Professional Development and common planning sessions led by the Licensed ESL teachers concentrating on ESL methodologies for Language Development across the content areas will be conducted for 45 minutes each week prior the sessions with the children. The teachers will meet to plan and com the content area projects as well as review necessary ESL strategies to insure that the children experience

Form TIII – A (1)(b)

School: P. S. 171, Q. BEDS Code: 343000010171

Title III LEP Program

School Building Budget Summary

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$14,969	300 Per session hours (including Professional Development) to host the Saturday Program for ELL Learners. 300X \$49.89 Cost w fringe.
Purchased services - High quality staff and curriculum development contracts.	\$0.00	
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials.	2,273	Classroom Library Books for the six classrooms.

- Must be clearly listed.		
Educational Software (Object Code 199)	\$0.00	
Travel	\$0.00	
Other	\$0.00	
TOTAL	\$3448.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Part B: CR Part 154 (A-4) Bilingual/ESL Program Description
P.S. 171 Peter Van Alst

P.S. 171Q is located in Long Island City, Queens, New York. This Pre-Pre K to Fifth Grade School serves a population of approximately 665 students from culturally diverse backgrounds. For the 2009-010 school year P.S.171Q plans to continue an ESL push-in program in CTT classrooms in Grades one, four, and five and a pull-out program in grades two and three. Implemented for the sixth year are self-contained ELL classes in Grades K-5. Currently, our ESL program services 133 students in grades K-5.

We have 2 students that have been in our ESL program for more than six years. Twenty-seven students have been in our program between 4 and 6 years and eighty-one have been involved three years or less. The following is a breakdown of the number of ELL's by grade level.

K-15 students	1-22 students	2-25 students
3-32 students	4-18 students	5-21 students

Seventy-seven of our students' native language is Spanish, eleven speak Urdu, twelve Bengali, two speak Arabic, and one speaks Chinese. The following is a breakdown of students according to proficiency level.

Beginner-48	Intermediate-45	Advanced-40
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We have one full-time fully certified ESL push-in/ pull-out teacher, one part-time fully certified ESL push-in teacher, and two common branch teachers certified in ESL through the ITI Program providing ESL services in self-contained ESL classrooms (Grades K-5). All students are provided with differentiated instruction to meet and exceed City and State learning and performance standards.

. This year we are following the "push-in" model where the certified ESL teacher goes into CTT classrooms in grades one, four, and five during the school day to provide academic subject area instruction. In grades two and three we are following the "pull-out" model where the certified ESL teacher pulls out students from their CTT classroom and services them for 360 minutes a week. We make it a priority to push in during the literacy block. When this is not possible, we push in during other content area instruction periods. 76.9% of our ELLs population is placed in self-contained ESL classrooms and the remaining 23.1% are serviced by a push-in/ pull-out teacher.

Students are also provided with the opportunity to participate in the ESL Saturday Academy Program. This program is administered for 8 weeks from 8:30am until 11:30am. During this we use the Rigby Program called "On Our Way to English." This is an English –only program that we have used before and have had success with. It particularly targets beginning students and has a strong focus on teaching content area through

thematic units. All ESL students in grades two through five stay for extended day. The school also provides an after-school Literacy program for Grades 3, 4, and 5 and a Saturday Writing program for Grades 2, 3, 4, and 5.

The ESL teacher uses a lot of modeling during instruction. Before students are sent to work independently, the teacher models what is expected of the students, and then has the students model for their peers until the teacher is confident that the majority of students understand the task. Students who need more scaffolding will be identified and receive more explicit instruction.

The PTA holds ESL classes for parents. These classes provide the parents of ELL students with the opportunity to learn English. Also, during these classes parents learn about standards and assessments. The ESL coordinator sets up multiple meetings with parents during the school year to discuss placement opportunities for new comers.

At P.S. 171Q, we provide self-contained ESL classrooms in grades K-5 and an ESL push-in and pull-out program for our Special Education students. We provide all of our instruction in English; we do not have any native language instruction. Our Beginner and Intermediate level students receive a minimum of 360 minutes each week of ESL instruction. Advanced students receive a minimum of 180 minutes each week. In each classroom the ESL teachers work with the classroom teachers and strive to create a well-balanced, cohesive environment for the ELLs.

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:	\$411,363	\$15,239	\$426,602
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4113.00		\$4113.00
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$152.00	\$152.00
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$20,568.00		\$20,568.00
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$762.00	\$762.00
6. Enter the anticipated 10% set-aside for Professional Development:	\$0.00		\$0.00
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$0.00	\$0.00

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 100%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

- I. PS 171, in compliance with the Title 1/PCEN mandates, has implemented a parent involvement policy strengthening the link between the school and the community. PS 171’s policy is designed to keep parents informed by actively involving them in planning and decision making. Parents are encouraged to participate on School Leadership Teams, Parent Teacher Associations and Parent Advisory Councils and as trained volunteers. Educational research has shown a positive correlation between parental involvement and student achievement. The overall aim of the policy is to develop a parent involvement program that will build a home-school partnership that assists parents in acquiring effective parenting skills, provide parents with information and training needed to effectively become involved in planning and decision making, increase their understanding of the role of the home in enriching education and improving student achievement, and the development of positive attitudes toward the school community as a whole.
- II. The policy includes parents of general education, English Language Learners, and special needs children.
- III. The policy is designed based upon a careful assessment of parents’ needs and the evaluation of the effectiveness of the Title 1/PCEN Parent Involvement Program.

In developing the PS 171 Parent Involvement Policy, members of the PS 171 PTA and parent members of the School Leadership Team were consulted on the proposed Parent Involvement Policy and surveyed its members for additional input. To increase parent involvement, PS 171 will:

- *actively involve parents in planning, reviewing and improving the funded program and parental involvement policy of the school
- *support committees that include parents such as the School Leadership Team and the Parent Teacher Association and provide technical support when needed
- *maintain parent coordinator’s Title 1 funds to serve as a liaison between the school and parent communities. The parent coordinator, in conjunction with the family worker, will provide parent workshops based on the assessed needs of the parents at the school site. These may include parenting skills, ESL and curriculum based workshops, health and nutrition workshops to build parents’ capacity to help their children at home.
- *encourage parents to respond to school surveys and questionnaires.

- *share family culture, values, and parenting practices through a multi-cultural feast
- *provide events for parents and children to socialize and build a stronger school community
- *provide written translations as needed
- *provide resources through a lending library housed in the parent coordinator's office

PS 171 will encourage more school level parental involvement by:

- *holding annual curriculum workshops for parents
- *maintaining parent participation on our School Leadership Team
- *encouraging parents to become trained volunteers through Learning Leaders
- *providing written and verbal reports periodically to parents to keep them abreast of their child's progress

PS 171 will post copies of the Parent Involvement Policy in the parent coordinator's office, the family room and the PTA room. A distribution of this policy will take place on or about February 1, 2010.

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

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

SCHOOL-PARENT COMPACT

PS 171 and the parents of the students participating in activities, services, and programs funded by Title 1, Part A of the elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2009-2010.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

PS 171 will:

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

PS 171 will provide high quality curriculum and instruction by adhering to the New York City unified curriculum, providing ongoing professional development for its instructors, providing a consistent tracking system to better keep abreast of individual student's needs, by providing time for the literacy and math coaches to meet with the staff for support, and by having the administrative staff maintain an ongoing system of observation.

2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.

PS 171 will hold a 'Meet the Teacher' afternoon in the beginning of October and Parent-Teacher Conferences in November and March.

3. Provide parents with frequent reports on their children's progress.

PS 171 will provide unit updates in writing, to parents noting their child's goals for the unit, strengths and weaknesses, and how the school plans to address the weaknesses.

4. Provide parents reasonable access to staff.

The instructors at PS 171 are available to meet with parents during their preparation periods, lunch, and, when needed, before and after school hours. The administrative staff is available from 6:30am until approximately 4:30pm each day.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.

PS 171 supports the Learning Leaders program that trains classroom volunteers. We host open school week during the month of November. If a parent requests to observe their child's class an appointment is set for him/her to do so.

PARENT RESPONSIBILITIES

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

- *monitoring attendance
- *making sure that homework is completed
- *monitoring the amount of television their children watch
- *volunteering in my child's classroom
- *participating, as appropriate, in decisions relating to my child's education
- *promoting positive use of my child's extracurricular time
- *staying informed about my child's education and communicating with the school by promptly reading all notices from the school district either received by my child or by mail; and responding as appropriate

*serving, to the extent possible, on policy advisory groups, such as being the Title 1, Part A parent representative on the School's Improvement Team, the Title 1 Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other advisory or policy groups.

OPTIONAL ADDITIONAL PROVISIONS

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically we will:

- *do our homework everyday and ask for help when needed
- *read at least 20 minutes everyday outside of school time
- *give our parents or the adult who is responsible for our welfare all notices and information received by us from school everyday

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.

PS 171 will track individual student progress noting areas of need and providing academic intervention services, as well as differentiated instruction where needed. We will also provide supplemental after school and Saturday programs to those at-risk, special education students, and ELLs.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

See #1 above.

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

See #1 above. PS 171 will participate in a summer school program for those who failed to meet their promotional criteria and also those students who are at risk in Grades 3, 4, and 5.

- o Help provide an enriched and accelerated curriculum.

PS 171 will provide a top class in Grades 1 through 5. We will also continue to enrich our curriculum with art and music.

- Meet the educational needs of historically underserved populations.

See #1 and #2 A and B above.

- 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 #1 and #2A, B, and C above. PS 171 will continue to offer at risk counseling where needed.

- Are consistent with and are designed to implement State and local improvement, if any.

PS 171 will continue to adhere to the New York City unified curriculum in both Literacy and Mathematics.

3. Instruction by highly qualified staff.

PS 171 will strive to maintain their highly qualified instructors and support them with ongoing appropriate professional development to further their expertise.

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

In addition to providing in-house professional development, PS 171 will continue to participate in workshops provided by our Local Support Organization. We will also continue to provide ongoing parent workshops in the academic and familial areas.

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

It has always been our policy, and will continue to be so, that we interview thoroughly all those applying for positions at PS 171. We will also seek to have preferred candidates perform a demonstration lesson providing us with an opportunity to view the applicant's writing skills, as well as his/her interactions with our children.

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

PS 171 will continue to provide a PreK family room, monthly workshops, library access, and social activities for parents and their children that promote literacy, i.e., PJ's and a Book Night; Summer Reading Celebration.

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.

PS 171 is fortunate to host a PreK Program in its building. Therefore, many of our kindergarten children are already well acquainted with us. In addition, we have a full size family room staffed by a full time Family Worker and a part-time social worker that helps parents and children adjust.

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.

Opportunities will continue to be provided for teachers to meet with their peers on their grade level, the coaches, and a member of the administrative staff to review and update, where necessary, assessments and tracking materials to better serve our children.

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 #1 above. PS 171 will also communicate with the home, upon the onset of each unit, a child's strengths and weaknesses. This will provide an opportunity for both the home and school to work together to support the child.

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 #6 and #7 above. PS 171 will continue to host a SAPIS worker three days a week. We will continue to work with outside agencies to provide the best possible workshops for our parents.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

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

Part A: For All Schools Identified for Improvement

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

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

Part B: For Title I Schools Identified for Improvement

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

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

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

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

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

Applicable X Not Applicable

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

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

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections,

and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

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

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

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

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

Applicable X Not Applicable

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

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

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

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

Applicable X Not Applicable

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

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

2B – Mathematics Instruction

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

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

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

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

Applicable X Not Applicable

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

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

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

Please respond to the following questions for Key Finding 3:

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

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

Applicable X Not Applicable

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

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

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

Applicable X Not Applicable

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

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

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

Applicable X Not Applicable

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

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers,

and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

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

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

Applicable X Not Applicable

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

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

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

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

Please respond to the following questions for Key Finding 7:

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

All IEPs are reviewed by our Special Education coordinator and signed by the principal who acts as our DOR.

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

Applicable Not Applicable

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

All our IEPs are complete with accommodations and modifications. Any changes in previous IEPs are noted on page 2.

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

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

At the present time we have no children in temporary housing.

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

Part B: FOR NON-TITLE I SCHOOLS

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