



**PS 197Q  
THE OCEAN SCHOOL**

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

**SCHOOL: 27Q197 THE OCEAN SCHOOL  
ADDRESS: 825 HICKSVILLE ROAD, FAR ROCKAWAY, NY 11691  
TELEPHONE: 718-327-1083  
FAX: 718-327-3518**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** PS197Q      **SCHOOL NAME:** The Ocean School

**SCHOOL ADDRESS:** 825 Hicksville Road, Far Rockaway, NY 11691

**SCHOOL TELEPHONE:** 718-327-1083      **FAX:** 718-327-3518

**SCHOOL CONTACT PERSON:** Jean K. McKeon      **EMAIL ADDRESS:** Jmckeon3@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Sergio Herrera

**PRINCIPAL:** Jean K. McKeon

**UFT CHAPTER LEADER:** Sergio Herrera

**PARENTS' ASSOCIATION PRESIDENT:** Donna Hamlet

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

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

**DISTRICT:** 27      **SSO NAME:** Knowledge Network

**SSO NETWORK LEADER:** Patricia Tubridy

**SUPERINTENDENT:** Michele Lloyd-Bey

**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 |
|----------------------|--|-----------|
| Jean K. McKeon       | *Principal or Designee   |           |
| Sergio Herrera       | *UFT Chapter Chairperson or Designee                                     |           |
| Donna Hamlet         | *PA/PTA President or Designated Co-President                             |           |
|                      | Title I Parent Representative<br><i>(suggested, for Title I schools)</i> |           |
| Leonilde Voulgarakis | DC 37 Representative, if applicable                                      |           |
| Ryan Huguenin        | Member/Teacher   |           |
| Dosley McNeil        | Member/Teacher   |           |
| Randi Feteha         | Member/Teacher   |           |
| Shawntel Wilson      | Member/Parent  |           |
| Margaret Penn        | Member/Parent  |           |
| Jennifer Barnes      | Member/Parent  |           |
| Gina Davis           | Member/Parent  |           |
| Angie Moise          | 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.

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At PS197 we envision our school as a community of learners where all members, students, staff and parents are actively engaged in the educational process. Staff and parents are focused upon teaching and learning that empowers all students with the academic skills and rich social and civic experiences that will enable them to further their educational goals and become active, responsible, and positive contributing members of society.

The **mission** of PS197 is to ensure that all students acquire knowledge and develop skills and understandings that will enable them to become productive citizens and lifelong learners. This is best accomplished by a community that is committed to children and that is characterized by strong instructional team leadership, increased opportunities to learn/time on task, a climate of high expectations for all students, a safe and orderly school environment, frequent monitoring of students' progress with appropriate instructional adjustments to students' programs, high levels of commitment to student success, an emphasis on teaching for learning, responsive supporting services, and extensive, authentic family/school/community partnerships.

PS197 is a member of the Knowledge Network and implements the Core Knowledge curriculum in all grades. We have Dual-Language classes in K-3. Through dedicated labs, the Ocean School offers hands-on science, art and technology instruction to our students.

The Ocean School provides a variety of intervention services to ensure students' continued academic progress. Our Inquiry Team has expanded this year to include classroom teachers and specialists engaged in a collaborate inquiry process to promote best practices and create a learner centered school. A Virtual Y is housed at PS197 daily from 3:00-6:00 pm and on days when school is closed.

The Ocean School is dedicated to supporting the personal development of its students. PS 197 is a Positive Behavior Intervention Support (PBIS) school. The PBIS team is comprised of dedicated teachers who meet regular with an outside Coach to support this initiative. LIJ provides a full time social worker that provides counseling services for students. The Student Council was formed to develop student leadership and community service. Our active Parents' Association and volunteers support our initiatives and participate regularly in workshops organized by our Parent Coordinator.

The Ocean School has a dedicated staff committed to student progress and development. Teachers on each grade have a common preparation period daily and a double planning period each week. During this time teachers work together to analyze student data and plan instruction that meets the individual needs of their students. There is a rigorous professional development program that supports teachers in improving their instructional practice. All staff members are committed to work arduously to ensure the school's continued success in increasing student achievement and progress.

### **SECTION III – Cont'd**

## Part B. School Demographics and Accountability Snapshot

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

### CEP Section III: School Profile

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

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT                         |         |                           |             |   |         |                          |          |              |  |
|---|---------|---------------------------|-------------|---|---------|--------------------------|----------|--------------|--|
| <b>School Name:</b>   |         | P.S. 197 The Ocean School |             |   |         |                          |          |              |  |
| <b>District:</b>  |         | 27                        | <b>DBN:</b> |   | 27Q197  | <b>School BEDS Code:</b> |          | 342700010197 |  |
| 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   | 18      | 17                        | 18          |   | 93.3    | 93.0                     | 93.8     |              |  |
| Kindergarten  | 50      | 60                        | 79          |   |         |                          |          |              |  |
| Grade 1   | 64      | 71                        | 62          | Student Stability - % of Enrollment:            |         |                          |          |              |  |
| Grade 2   | 71      | 52                        | 66          | (As of June 30)                                 | 2006-07 | 2007-08                  | 2008-09  |              |  |
| Grade 3   | 58      | 54                        | 60          |   | 91.3    | 93.4                     | 92.1     |              |  |
| Grade 4   | 88      | 54                        | 60          |   |         |                          |          |              |  |
| Grade 5   | 102     | 78                        | 61          | Poverty Rate - % of Enrollment:                 |         |                          |          |              |  |
| Grade 6   | 73      | 79                        | 69          | (As of October 31)                              | 2006-07 | 2007-08                  | 2008-09  |              |  |
| Grade 7   | 0       | 0                         | 0           |   | 91.6    | 87.7                     | 88.1     |              |  |
| Grade 8   | 0       | 0                         | 0           |   |         |                          |          |              |  |
| Grade 9   | 0       | 0                         | 0           | Students in Temporary Housing - Total Number:   |         |                          |          |              |  |
| Grade 10  | 0       | 0                         | 0           | (As of June 30)                                 | 2006-07 | 2007-08                  | 2008-09  |              |  |
| Grade 11  | 0       | 0                         | 0           |   | 7       | 8                        | 8        |              |  |
| Grade 12  | 0       | 0                         | 0           |   |         |                          |          |              |  |
| Ungraded  | 0       | 1                         | 0           | Recent Immigrants - Total Number:               |         |                          |          |              |  |
| Total   | 524     | 479                       | 474         | (As of October 31)                              | 2006-07 | 2007-08                  | 2008-09  |              |  |
|   |         |                           |             |   | 6       | 4                        | 1        |              |  |
| 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   | 59      | 51                        | 63          | Principal Suspensions                           | 73      | 69                       | 18       |              |  |
| # in Collaborative Team Teaching (CTT) Classes                          | 11      | 20                        | 20          | Superintendent Suspensions                      | 28      | 7                        | 14       |              |  |
| Number all others   | 26      | 17                        | 11          |   |         |                          |          |              |  |
| <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:                             |         |                           |             | Number of Staff - Includes all full-time staff: |         |                          |          |              |  |
| (BESIS Survey)  |         |                           |             | (As of October 31)                              | 2006-07 | 2007-08                  | 2008-09  |              |  |
| (As of October 31)  | 2006-07 | 2007-08                   | 2008-09     |   |         |                          |          |              |  |
| # in Transitional Bilingual Classes                                     | 11      | 4                         | 16          | Number of Teachers                              | 47      | 49                       | 47       |              |  |
| # in Dual Lang. Programs  | 20      | 19                        | 16          |   |         |                          |          |              |  |
| # receiving ESL services only   | 56      | 41                        | 31          |   |         |                          |          |              |  |

**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   | 13  | 11      | 13      | Number of Administrators and Other Professionals                           | 8       | 10      | 8       |
| These students are included in the General and Special Education enrollment information above. |   |         |         | Number of Educational Paraprofessionals                                    | N/A     | 3       | 5       |
| <b>Overage Students (# entering students overage for grade)</b>                                |   |         |         | <b>Teacher Qualifications:</b>   |         |         |         |
|  | 2006-07   | 2007-08 | 2008-09 | (As of October 31)   | 2006-07 | 2007-08 | 2008-09 |
| (As of October 31)   | 1   | 1       | 0       | % fully licensed & permanently assigned to this school                     | 100.0   | 100.0   | 95.7    |
|  |   |         |         | % more than 2 years teaching in this school                                | 66.0    | 71.4    | 72.3    |
|  |   |         |         | % more than 5 years teaching anywhere                                      | 72.3    | 69.4    | 74.5    |
| <b>Ethnicity and Gender - % of Enrollment:</b>   |   |         |         | % Masters Degree or higher   | 94.0    | 96.0    | 91.0    |
| (As of October 31)   | 2006-07   | 2007-08 | 2008-09 | % core classes taught by "highly qualified" teachers (NCLB/SED definition) | 100.0   | 93.3    | 99.0    |
| American Indian or Alaska Native   | 1.0   | 1.2     | 1.5     |  |         |         |         |
| Black or African American  | 53.6  | 54.7    | 56.1    |  |         |         |         |
| Hispanic or Latino   | 43.1  | 40.5    | 39.2    |  |         |         |         |
| Asian or Native Hawaiian/Other Pacific Isl.  | 0.6   | 1.0     | 1.1     |  |         |         |         |
| White  | 1.7   | 2.5     | 1.7     |  |         |         |         |
| <b>Male</b>  | 49.2  | 49.1    | 53.0    |  |         |         |         |
| <b>Female</b>  | 50.8  | 50.9    | 47.0    |  |         |         |         |
| 2009-10 TITLE I STATUS   |   |         |         |  |         |         |         |
| √  | Title I Schoolwide Program (SWP)                                      |         |         |  |         |         |         |
|  | Title I Targeted Assistance   |         |         |  |         |         |         |
|  | Non-Title I   |         |         |  |         |         |         |
| Years the School Received Title I Part A Funding:  |   |         |         | 2006-07  | 2007-08 | 2008-09 | 2009-10 |
|  |   |         |         | √  | √       | √       | √       |
| NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY   |   |         |         |  |         |         |         |
| <b>SURR School (Yes/No)</b>  | If yes, area(s) of SURR identification:                               |         |         |  |         |         |         |
| <b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>          |   |         |         |  |         |         |         |
|  | In Good Standing (IGS)  |         |         |  |         |         |         |
|  | School in Need of Improvement (SINI) – Year 1                         |         |         |  |         |         |         |
|  | School in Need of Improvement (SINI) – Year 2                         |         |         |  |         |         |         |
|  | NCLB Corrective Action (CA) – Year 1                                  |         |         |  |         |         |         |
|  | NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR) |         |         |  |         |         |         |
| √  | NCLB Restructuring – Year 1   |         |         |  |         |         |         |
|  | School Requiring Academic Progress (SRAP) – Year ____                 |         |         |  |         |         |         |

CEP Section III: School Profile

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

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

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

|  |      |  |  |   |  |  |   |
|--|------|--|--|---|--|--|---|
| <b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b> |      |  |  |   |  |  |   |
| <b>Progress Report Results – 2008-09</b>     |      |  |  | <b>Quality Review Results – 2008-09</b> |  |  |   |
| <b>Overall Letter Grade:</b>                 | A    | <b>Overall Evaluation:</b>                                 |  |   |  |  | √ |
| <b>Overall Score:</b>                        | 85.8 | <b>Quality Statement Scores:</b>                           |  |   |  |  |   |
| <b>Category Scores:</b>                      |      | Quality Statement 1: Gather Data                           |  |   |  |  | √ |
| School Environment:                          | 10.4 | Quality Statement 2: Plan and Set Goals                    |  |   |  |  | √ |
| <i>(Comprises 15% of the Overall Score)</i>  |      | Quality Statement 3: Align Instructional Strategy to Goals |  |   |  |  | √ |
| School Performance:                          | 15.3 | Quality Statement 4: Align Capacity Building to Goals      |  |   |  |  | √ |
| <i>(Comprises 30% of the Overall Score)</i>  |      | Quality Statement 5: Monitor and Revise                    |  |   |  |  | √ |
| Student Progress:                            | 51.8 |  |  |   |  |  |   |
| <i>(Comprises 55% of the Overall Score)</i>  |      |  |  |   |  |  |   |
| Additional Credit:                           | 8.3  |  |  |   |  |  |   |

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

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

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

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, 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?
- 

Public School 197 has a total population of 511 students. Of the 511 students, 56% are African American and 39% are Hispanic. Additionally, approximately 20% of the students who attend PS197 receive part-time or full-time Special Education services and 10% are ELLs. Among the students who are ELLs, 10%-15% of our students pass the NYSESLAT which is aligned to the state's passing rates.

Over the past few years, the school has made tremendous improvements in areas such as student achievement, the tone of the building and teachers taking on the role of instructional leaders. Several factors contribute to the steady improvements that have been noted, such as the establishment of the Inquiry Team which has had a positive impact on the way teachers look at student work and has prompted teachers to take on more of a leadership role when it comes to the teaching and learning process. Other contributions to the school's overall improvement are differentiated professional development sessions for teachers, continued Academic Intervention Services for students who are not meeting the standards in English Language Arts and Mathematics, common planning time among teachers on the same grade level, the implementation of the Core Knowledge Curriculum and the implementation of Reading Reform in some of the lower grades.

The changes in the school have been far-reaching as evidenced by the parent, student and teacher responses on the Learning Environment Surveys. For the 2009 school year, 72% of parents responded to their surveys compared to 41% in 2008. Ten percent more teachers responded in 2009. Based on the results of the Learning Environment Survey, parents were more satisfied with the education and opportunities for involvement during the 2008-2009 school year than they were during the previous school year. Additionally, PS197 showed marked improvement on the Progress Report. P.S.197 scored a rating of A with an overall score of 85.8 on the 2008-2009 Progress Report. The 2007-2008 Progress Report score was a B, and an overall score of 58. There was a 27.8 increase from 2007-2008 to 2009-2010. Notably, PS197 received 8.3 additional credit points for closing the achievement gap for our high-needs students.

New York State Mathematics test scores continually increase among the entire school's testing population. However, the gains for students in English Language Arts have not been as large. The school is currently in year one of restructuring for students with disabilities in English Language Arts. In regards to Acuity tests, Grade 6 was the only grade to show a decline in scores from the December 2007 ELA Diagnostic Test to the April 2008 ELA Diagnostic Test. Declines were as follows:

- A 2% decrease in the Socioeconomically disadvantaged category.
- A 1% decrease in the Limited English Proficient category
- A 2% decrease among grade 6 males

Grade 4 students have continued to show improvement on the New York State Science Test and grade 5 students have continued to show improvement on the New York State Social Studies Test.

### **Trends**

Students at PS197Q continue to fall below District 27's average performance on the NYS assessments.

The number of students who score a level 1 continues to decrease, while the number of students who score level 3 continues to increase in both ELA and Math.

The special ed population continues to grow (ITT, 12:1,12:1:1)

-The school has consistently showed progress as measured by the School's Report Card and School's Progress Report

-The number of students who attend P.S. 197 is consistently decreasing.

-Students are performing better in Math than in ELA.

-Students in the upper grade classes are decreasing in number. However, new admits in kindergarten are increasing in number.

-Each year there has been an increase in the number of parents, teachers and students participating in the Learning Environment Survey.

Students performed better on state assessments than on other assessments

### **Greatest Accomplishments**

The school moved from a B during the 2007-2008 school year to an A during the 2008-2009 school year on the Progress Report, as the overall score on the Progress Report went from a 58 to an 85.

The percentage of students making one year of progress in ELA and Math increased by almost 8% from the 2007-2008 school year to the 2008-2009 school year.

The school made the following increases on the Learning Environment Survey from the 2007-2008 school year to the 2008-2009 school year:

- The number of parents, teachers and students who took the survey
- The number of points scored for all four categories (academic expectations, communication, engagement and safety and respect).
- The number of teachers who feel that the principal places the learning needs of the students above other interests.
- The number of parents who feel that the school clearly communicates its expectations for their children's learning needs to them and their children.

From the 2007-2008 school year to the 2008-2009 school year the following increases have been made on the ELA test:

- 10% more students (general education and special education populations) scored levels 3 and 4
- There was a 12% increase in the amount of students in general education who scored levels 3 and 4
- In grades 4-6, the majority of the students scored a level 3
- There was a 4% increase in the number of students with disabilities who scored a level 3
- There was a 9% increase in the number of ELL students who scored a level 3

From the 2007-2008 school year to the 2008-2009 school year, the following increases have been made on the Math test:

- 5% more students (Overall) tested scored levels 3 and 4
- There was a 10% increase in the number of general education students who scored levels 3 and 4
- Students in grade 6 surpassed the district's average for the number of students who scored levels 3 and 4 by more than 8%
- There was a 10% increase in the number of LEP students who scored levels 3 and 4

There was a 4% increase in the number of grade 4 students who scored levels 3 and 4 on the Science test during the 2008-2009 school year.

The number of level 1's in ELA and Mathematics has decreased overall and in ELL and Students with Disabilities sub-groups, while the number of level 3's has increased in the same categories.

-According to the 2008-2009 Quality Reviewer, the school integrates the Core Knowledge curriculum with other instructional programs very effectively to provide a highly engaging and broad curriculum that enhances students' academic and learning achievement.

According to the 2008-2009 Quality Reviewer, the school support services team collaboratively works with school leaders and faculty to implement a comprehensive guidance plan to support the academic and personal growth of students.

-Parents speak highly about the quality of education and care their children receive at The Ocean School. Additionally, parents appreciate the regular workshops which inform them about curriculum that have been scheduled.

-Administration meets with teachers on a regular basis to discuss data and to re-align instructional practices and plan for intervention.

-Teachers collaborate to find ways to infuse technology into instruction.

-Heterogeneous classrooms that have fewer reading groups have been designed and students are assessed in reading every two months to ensure proper placement in guided reading groups.

- More differentiated instruction is evident in classrooms.
- Professional development sessions and study groups are well-attended and well-received, which increased collaboration among teachers.
- Teachers of grades 1-6 have developed a better understanding of the Balanced Literacy format.
- Teachers maintain portfolios for each student in Literacy and in Math. These portfolios include student work as well as data from formative and summative assessments.
- Teachers use a collection of data to group students and to inform other areas of instruction.
- With the use of the 6+1 Traits of Writing, students are producing better quality writing and the quantity of writing has increased.
- Additional support for at-risk students through small instruction is ongoing.
- The infusion of technology into instruction has continued to increase.
- The use of the Core Knowledge curriculum has enriched the school's S.S. curriculum and has prompted teachers to develop activities that provide students with learning experiences as units are studied in all grades.
- With the continued use of PBIS, teachers have been trained in conflict diffusion strategies and understand how to use various approaches with our sub-groups which has caused a decline in the number of student referrals.

### **Barriers to School's Continuous Improvement**

Due to the large amount of data collected, decisions need to be made about appropriate data to be used by teachers to inform instruction.

- Administrators need to better monitor the rolling out of initiatives discussed in professional development sessions and classroom instruction.
- Top performing students in grades 5 & 6 are recruited to attend schools that have magnet and gifted and talented programs.
- The school's Special Education population continues to grow and students with severe academic emotional issues are being admitted into the school.
- A decrease in the school's budget has caused class size to increase and has caused AIS support to decrease. The school struggles with moving level 3 students to level 4

### **Aides to school's continuous improvement**

Sending home bi-monthly progress reports has helped to increase the amount of communication between home and school and parents are aware of their children's academic performance.

Developing a Parent Student Handbook has been used as a form of communication between the home and the school, thus making parents aware of the various procedures the school follows and the program that are available at the school.

- Professional development is ongoing and is differentiated to reflect the needs of individual teachers. Staff developers provided ongoing study groups, in classroom mentoring/support to differentiate professional development. Teachers on each grade have a common preparation period each day, and a double planning period once a week.
- Increased opportunities for mainstreaming of special education students in general education classes.
- An increase in the number of ITT classes
- Continuation of a Student Council.
- Technology grants have provided the school with additional computers, smart boards, printers, etc.
- Block scheduling allowed for increased opportunities for streaming of special education and general education students into other classes in order to address specific weaknesses and strengths of students and teachers.
- Continued Academic Intervention Services are given to students who are below standard or just meeting standards in ELA & Math.
- Teachers used data from multiple assessments to provide instructional emphasis on student's strengths & weaknesses and to develop small groups.
- Teachers reinforced literacy strategies during content area instruction.
- The continued use of the Positive Behavior Intervention and Support program (PBIS) has improved the school's tone.
- Implementation of the Core Knowledge Curriculum across all grades.
- Low teacher turnover rate. Teachers are familiar with the school community and the curriculum used.
- Grade leaders act as mentors for other teachers on a specific grade level.
- Grade meetings are used as mini inquiry teams, which provide teachers with an opportunity to discuss the lower performing students in their classes and get feedback from their colleagues on how to address the needs of those students.
- Teachers meet on a regular basis to discuss results of ITA tests to look at trends and implications for teaching.

-Common Planning Periods were established for teachers on each grade level once a week. In addition, teachers participate in bi-monthly planning meetings that enable them to plan with the assistance of staff developers and administrators.

-Teachers are required to use data binders to organize and store the various data accumulated regularly into a bound book for each teacher. This enables teachers, administrators and staff developers to analyze data more efficiently. Teachers, administrators and staff developers would use the data books during the planning periods to discuss plans of actions and differentiate instruction.

-Several parent workshops each month that address academic, health and social concern.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

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### **Goals:**

- 1. Seventy-five percent of teachers will engage in grade level teams, supported by the PD team, in creating a consistent ELA/Core Knowledge curriculum aligned to NYS ELA standards by June 2010.**

Grade team curriculum maps will be published on PS197's pbworks indicating specific literacy competencies and grade wide performance indicators.

- 2. Expand inquiry work to engage 90% of teachers in inquiry during grade planning, using the collaborative inquiry process by June 2010.**

Engage in a collaborative process to identify targeted groups of students with academic and/or behavioral needs and develop plans for improvement.

- 3. Ninety percent of teachers will integrate technology during instruction to differentiate pedagogy to address the needs of all students by June 2010.**

Expand the use of technology throughout the school to further differentiate instruction/content to best meet the needs of our students.

- 4. At least 40% of students with disabilities will score in Levels 3 & 4 as measured by the NYS Math assessment by June 2010.**

It is our goal to reduce the number of SWD that have Math Levels 1 & 2 on the 2009 NYS Math. Of the approximately 45 students with disabilities testing in grades 3 - 6, 18 students will score in Levels 3 & 4 on the 2010 NYS Math assessment.

**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):** ELA Curriculum Maps

|  |  |
|--|--|
| <p><b>Annual Goal</b><br/><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>  | <p>Seventy-five percent of teachers will engage in grade level teams, supported by the PD team, in creating a consistent ELA/Core Knowledge curriculum aligned to NYS ELA standards by June 2010. Grade team curriculum maps will be published on PS197’s pbworks indicating specific literacy competencies and grade wide performance indicators.</p>   |
| <p><b>Action Plan</b><br/><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <ul style="list-style-type: none"> <li>• Teachers in grades Pre-K – 6 will meet during June 2009 planning to learn <i>pbworks</i> (an online, collaborate site) and begin crafting a literacy curriculum supported by literacy coach and teacher center coach</li> <li>• Beginning in September 2009, daily common preparation periods and weekly double planning periods will be programmed to foster collaboration</li> <li>• A consistent ELA/Core Knowledge curriculum will be developed to ensure students meet grade level performance indicators</li> <li>• Staff members will attend monthly LSO PD to reinforce the implementation of the Core Knowledge curriculum included two science teachers, ELL teacher, technology teacher, ELA and math coaches</li> </ul> |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>          | <ul style="list-style-type: none"> <li>• Teachers in grades K-6 will have a common preparation period daily and a weekly double planning period</li> <li>• Teacher Center facilitator will meet bi-monthly during double planning period with teachers on each grade to create and refine curriculum maps. Teacher Center facilitator available through C4E and Title I funds</li> <li>• PD team will meet bi-monthly to develop monthly PD calendar</li> <li>• Professional Development on Election Day and in June for ELA curriculum mapping</li> </ul>   |

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

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

- Monthly maps aligning ELA and Core Knowledge curriculum, by grade
- Collaborative development of curriculum maps posted on *pbworks* to reinforce cross-curricular, vertical and horizontal alignment
- 100% of classes will participate in ELA/Core Knowledge instructional program and learning activities





**Subject/Area (where relevant):** SWD Math

|   |  |
|---|--|
| <p><b>Annual Goal</b><br/>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>  | <p>At least 40% of students with disabilities will score in Levels 3 &amp; 4 as measured by the NYS Math assessment by June 2010.<br/>It is our goal to reduce the number of SWD that have Math Levels 1 &amp; 2 on the 2009 NYS Math. Of the approximately 45 students with disabilities testing in grades 3 - 6, 18 students will score in Levels 3 &amp; 4 on the 2010 NYS Math assessment.</p>   |
| <p><b>Action Plan</b><br/>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <ul style="list-style-type: none"> <li>• Implementation of Everyday Math/Impact Math workshop model instruction during 90 minute math block.</li> <li>• Provide additional time on task through 9 period schedule for Self-Contained classes</li> <li>• Provide data informed differentiated instruction utilizing Scantron, Acuity and Aris information</li> <li>• IEP goals written to address individual needs</li> <li>• Integrate computer-based programs to the curriculum: V-Math Live and Imagine Learning</li> <li>• Virtual Y after school program at 197 5x a week and on out of school days</li> <li>• Individualized Student Goals articulated to parents 3x a year</li> <li>• AIS through push-in, pull-out, increased teacher to student ratio with DRA Stabilization funds</li> <li>• Establish separate grade 5 and grade 6 self-contained special education classes in place of mixed grade classes</li> </ul> |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>          | <ul style="list-style-type: none"> <li>• V-Math Live AIS funded with FSF</li> <li>• Saturday Academy funded with FSF</li> <li>• Ninety minute math block in K-6</li> <li>• F-status specialist January – June with DRA Stabilization funds</li> <li>• Reduced class size EGCSR State/Federal</li> <li>• Daily common preparation periods for each grade, double planning period once a week</li> <li>• Twice monthly data grade meeting with supervisors</li> <li>• Teacher Center Specialist Title I SWP and C4E</li> <li>• Professional development for ICT teachers</li> </ul>  |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>                                    | <ul style="list-style-type: none"> <li>• Acuity Assessments – Predictive January 2010</li> <li>• Beginning of the year student inventories; mid term and end of year assessments</li> <li>• Post assessments for each EM/Impact unit First marking period 35% of students will score level 3 and above; Second marking period 42% of students will score level 3 and above; Final marking period 50% of students will score level 3 and above.</li> <li>• Monthly portfolio tasks</li> <li>• Problem of the Day</li> <li>• Practice NYS Mathematics tests 2x</li> <li>• Individual student goals articulated to parents 3x a year</li> <li>• Scantron assessments 3x a year</li> </ul>   |

## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

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

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

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

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

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

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

| Grade | ELA                            | Mathematics                    | Science                        | Social Studies                 | At-risk Services:<br>Guidance<br>Counselor | At-risk Services:<br>School<br>Psychologist | At-risk Services:<br>Social Worker | At-risk<br>Health-related<br>Services |
|-------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--|---|------------------------------------|---------------------------------------|
|       | # of Students<br>Receiving AIS             | # of Students<br>Receiving AIS              | # of Students<br>Receiving AIS     | # of Students<br>Receiving AIS        |
| K     | 25                             | 18                             | N/A                            | N/A                            | 3  | 0   | 5                                  | 3                                     |
| 1     | 24                             | 18                             | N/A                            | N/A                            | 4  | 1   | 3                                  | 7                                     |
| 2     | 20                             | 16                             | N/A                            | N/A                            | 6  | 2   | 3                                  | 5                                     |
| 3     | 28                             | 20                             | N/A                            | N/A                            | 5  | 3   | 2                                  | 3                                     |
| 4     | 22                             | 12                             | 22                             | 8                              | 6  | 3   | 6                                  | 7                                     |
| 5     | 18                             | 18                             | 14                             | 25                             | 5  | 2   | 5                                  | 0                                     |
| 6     | 22                             | 24                             | 12                             | 6                              | 5  | 2   | 6                                  | 1                                     |
| 7     |                                |                                |                                |                                |  |   |                                    |                                       |
| 8     |                                |                                |                                |                                |  |   |                                    |                                       |
| 9     |                                |                                |                                |                                |  |   |                                    |                                       |
| 10    |                                |                                |                                |                                |  |   |                                    |                                       |
| 11    |                                |                                |                                |                                |  |   |                                    |                                       |
| 12    |                                |                                |                                |                                |  |   |                                    |                                       |

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

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

## Part B. Description of Academic Intervention Services

| Name of Academic Intervention Services (AIS)                 | <b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).   |
|--|--|
| <b>ELA:</b>  | Level 1 and 2 students including ELL's participate in small group instruction given by AIS teachers, SETSS teacher, F-status teacher (2-3 times a week). Groups are push-in and pull-out. Reduced student-teacher ratio in grades K-6 enable small group and individualized instruction based on assessed needs. Reading Reform, Read 180, Foundations and Wilson are offered to students in K-6 five times a week during the school day. Additionally, F-status teacher works with Gen. Ed, Special Ed. and ELL students in grades 3-6 in Step Up to Success 2-3 times a week during the school day. Imagine Learning technology program is utilized in small groups for ELL students. ELL students receive afterschool tutoring three times a week |
| <b>Mathematics:</b>  | Level 1 and hold overs, ELL and special education students in grades 3-6 receive pull out, small group instruction from math AIS three times a week . Using V-Math, Achieve It and Great Leaps teachers design lessons based upon assessed needs of students. F-status teacher works with Level 2 students in grades 3-6 including ELL and special ed. two times a week during the school day.   |
| <b>Science:</b>  | This year two science cluster teachers service all grades PK-6. Science lab is utilized to enhance students' understanding of science concepts and skills. Science cluster teachers meet with small groups   |
| <b>Social Studies:</b>                                       | Teacher Center Core Knowledge facilitator pushes into classes to model lesson and reduce student to teacher ratio during the school day. Map skills and test preparation activities are provided weekly  |
| <b>At-risk Services Provided by the Guidance Counselor:</b>  | Full time school guidance counselor works with mandated students in small groups and individually. Counselor also provides additional guidance support to non-mandated students as refereed by PPT, teachers, administrators and parents. Full time SAPIS teacher pushes into classes daily. Focus continues to be around the school PBIS initiative in year 4, and the exploration of student strengths, interests, and tales as they relate to educational, personal and social growth. Crisis intervention provided as needed to students in need. Topics include self esteem, work habits, conflict resolution, friendship and bereavement.  |
| <b>At-risk Services Provided by the School Psychologist:</b> | Small group and individual counseling to address behavior concerns and social-emotional issues. Provides Daily Behavioral Progress Charts to improve home-school communications.   |
| <b>At-risk Services Provided by the Social Worker:</b>       | School Social Worker available four days a week to provide individual and group counseling to at-risk student in Spanish and English. Works closely with families to communicate schools efforts to develop positive behavior plans. Full time Social Worker provided through LIJ available five days a week to provide at-risk counselor to students and families of non-IEP students during the school day.  |
| <b>At-risk Health-related Services:</b>                      | NYC DOE doctors and optometrists visit the school throughout the year to provide health services to students during the school day. The nurse provides Asthma workshops for high-risk students.  |

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

*NCLB/SED requirement for all schools*

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

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**27Q197**  
**The Ocean School**

**Language Allocation Policy**  
**2009-2010**

Principal – Jean McKeon  
Assistant Principals – Deborah Davis, Kesha Harris

PS 197Q, District 27, is a Title I elementary school with a population of 473, housing grades PK-6. We are located at 825 Hicksville Road and Beach 9<sup>th</sup> Street in Far Rockaway, Queens. The school name (The Ocean School), is based on its close proximity to the Atlantic Ocean. Its unique location on the peninsula makes PS 197Q's students geographically isolated from many cultural and educational resources. PS 197Q services a culturally diverse and economically disadvantaged student population. PS 197Q has an overall population of approximately 510 students. 54% of the population is African American and 41% are Hispanic. The ELL population is 12% of the total population.

The ELL population is 61 students. There are 34 ESL students, and 21 ELLs in the Dual Language. Our ELL population continues to be predominately Spanish speaking. Of the 34 ESL students, 28 speak Spanish, 1 speaks Arabic, 3 speak Mandarin, and 2 speak Uzbek. Our Dual Language program has 22 ELLs, all of which speak Spanish. We also have 71 English proficient participating in our Dual Language program.

Initial identification is conducted in accordance with the NYS LEP Identification Process Flowchart: At enrollment, a Home Language Information Survey (HLIS) is given to each new admit. This survey is completed by the parent in their own language, with a pedagogue present, and with additional support from school-based staff and/or over-the-phone translation, in order to ensure the survey is completed completely and accurately. Informal interviews of parent and child are conducted in the Native Language and English (by a pedagogue, or with a pedagogue present when translation is used) to further clarify any questions brought about while evaluating the survey and to determine if the child speaks a language other than English, and make the final determination for the Home Language code. The LAB-R assessment is administered to all students whose Home Language is other than English.

The answers to the final two HLIS questions, regarding preferred languages for written and spoken communication with the parent, are subsequently entered into ATS with other registrant information. This information is tracked, and adjustments are made to translation plans for school notices. Presently, all school-based communication is sent home in English and Spanish. All DOE generated communication with parents are downloaded and sent in additional languages as when needed.

After administering the Lab-R and determining service eligibility within 10 days of admission, parents are sent the following: Entitlement Letter explaining the 3 program choices, including meeting date and time (with ability to make arrangements for individualized meeting time, if needed); Parent Brochure; and Parent Survey/Program Selection Forms. We offer both morning, and evening orientations for new admits in the September. Parent Orientation meetings are ongoing throughout the year on an as-needed basis 1:1 for students who enter during the year (November-June). The ESL Teacher, Assistant Principal, Parent Coordinator, and a representative from the Dual Language Program and/or translator are all present for the Parent Orientation/Program Selection Meetings. These meetings are conducted according to the guidelines provided in the ELL Parent Information Case (EPIC) – Facilitator's Guide, including the Orientation DVD.

The trend in parent preference is toward ESL and Dual Language Programs. Kindergarten entrants are split between these programs approx. 50:50 based on parent choice. Entrants who are new to the country tend to prefer Dual Language Programs, but reject transfers for grades in which we do not presently have a Dual Language Program. In a rejected transfer case, parents prefer the ESL program. Parents of students who have continued eligibility opt for their children to remain in the same program year-to-year.

We continue to develop our Dual Language Programs as a Parent Option to accommodate their requests. Presently, we offer Dual Language K-3, and are open to expanding our offerings if class enrollment is maintained or increases. Regrettably due to unsustainable class sizes, we are not offering 4<sup>th</sup> grade Dual Language or opening a 5<sup>th</sup> grade Dual Language class for the 2009-2010 school year. We have taken steps to boost enrollment in our K-3 classes in hopes that we may re-open the 4<sup>th</sup> grade Dual Language class in the 2010-2011 school year. We track parent requests for Dual Language and TBE in grades which we do not yet offer a program, and notify parents that a class will be created when there are 15 or more ELLs of the same home language in two contiguous grades.

In the spring of each school year, all ELLs are evaluated using the New York State English as a Second Language Achievement Test. This assessment provides information regarding each student's English proficiency, which in turn determines student's exit from or continued eligibility in ELL Services (if scoring below the state designated level of proficiency).

Of the 61 current ELLs, 33% are Beginners, 30% are Intermediate, 38% are Advanced. Patterns across proficiencies and grades indicate that there is consistent satisfactory achievement in the areas of Listening and Speaking for most of our ELLs. On the 2008-2009 NYSESLAT (for current ELLs), in the Listening and Speaking modalities, 6% were Beginners, 4% were Intermediate, 42% Advanced, and 48% Proficient. In the areas of Reading and Writing, 15% were Beginners, 38% were Intermediate, 35% Advanced, and 8% Proficient. About 10-15% of our ELL population reaches Proficiency each year on the NYSESLAT.

In analyzing NYSESLAT scores by modality, we will continue to focus on developing Reading and Writing skills through differentiated instruction. We will concentrate on weekly reading skills, monthly genres in writing; with an emphasis on vocabulary development throughout all content areas. Our Inquiry Team has been working on strategies for embedding vocabulary instruction into lessons. As a result of this work, we utilize tools such as the Frayer Model, Concept Wheels, Word Family Trees, and Marzano's Model for Vocabulary Instruction.

Content performance data shows that 36% of ELLs scored at Level II on the NYS Science Assessment, and 64% scored at Levels III and IV. On the NYS Social Studies Assessment, 40% of ELLs scored at Level I, 60% scored at Levels II and III. On the NYS ELA Assessment, of 35 ELLs tested, 23% scored at Level I, 53% scored at Level II, and 23% scored at Level III. On the NYS Mathematics Assessments, of 38 ELLs tested, 18% scored at Level I, 24% scored at Level I, and 58% scored at Levels III and IV. Of the 38 students tested, five students took the assessment in their native language. Four of the five students scored at Levels II and III.

Early literacy skills of ELLs are assessed using ECLAS-2, EL SOL, and Fountas and Pinnell (F&P) assessments. ECLAS-2 and F&P assessments are used for all students, including ELLs in our school. The EL SOL assessment is used for all students (EP and ELL) participating in our Dual Language Program. Our ELLs tend to score at the same or somewhat lower level than the EPs on their grade in ECLAS-2 and F&P assessments. As a result, early literacy skills continue to be a focus for all of our ELLs. ELLs tend to perform the same or better than EPs on their grade with the EL SOL assessment. While EPs tend to have lower literacy skills in Spanish than ELLs, those EPs who have the additional support from parents or family members with some Spanish proficiency, have higher Spanish literacy skills than those without. We find that the results of ECLAS-2 and F&P assessments tend to follow the same trends; regardless of the program ELLs are involved in (ESL or Dual Language). As students

continue to second and third grade, when taken as a whole class, encompassing ELLs and EPs, our Dual Language classes tend to outperform our monolingual classes.

Dual Language classes are self-contained with one teacher per grade K-3, following a split day model. The ESL Program is primarily pull-out in order to provide all mandated minutes for ELLs in this program. It is taught by one teacher, providing services K-6.

Dual Language classes are heterogeneously grouped by grade, and participate in cluster classes with the same frequency as monolingual classes. ESL classes are grouped by a combination of grade and proficiency levels.

The instructional approaches used to meet the needs of our ELLs include the Workshop Model, used for literacy, math, and content area lessons. Academic language is formally taught and continuously practiced. We follow the literacy and language arts standards including the monthly genre focus, specializing in grammar and writing mechanics. Our focus is in oral and written communication, as well as socialization and cultural awareness. Within the content areas, vocabulary is emphasized through the use of word walls, TPR strategies and multiple exposures in various contexts.

Our school provides services as mandated by CR Part 154, according to the students' proficiency levels achieved on the NYSESLAT and LAB-R exams.

#### Dual Language:

Mandated ESL minutes are delivered through specific strategies and techniques geared towards ELLs in all subject areas, particularly within the literacy block. Beginner and Intermediate students receive their additional minutes through small group instruction. All ELL students participate in the 90 minute, daily ELA block, with scaffolding to support learning at their independent levels. Native language instruction is provided in all subject areas in accordance with our 50:50 model. Content areas are delivered in both languages. Cluster classes are taught in the Native Language when a bilingual teacher is in a cluster position.

#### ESL Program:

Mandated ESL minutes are delivered mostly through pull-out instruction. Students are pulled for either 45 minute blocks 4x's week for Advanced students and 8x's a week for Beginner and Intermediate students. All ELL students receive ELA instruction from their classroom teacher within the ELA block. NLA materials are made available to students to support their learning. These include bilingual dictionaries, books in their home language, and native language support embedded into technology programs such as Imagine Learning English. ELLs receive content area instruction in their classrooms. In addition, there is a focus on building content knowledge and vocabulary during ESL Instruction using the RIGOR program, Words Their Way and read-alouds, and interactive science activities.

Support services for SIFE include AIS, counseling, after school Title III programs and Saturday Academy. Students are served until they pass the NYSESLAT. For exited students, services are provided when space permits. The use of the RIGOR program also supports SIFE through decoding and sentence framing with a grammar focus, in addition to providing age/grade appropriate content in a linguistically appropriate manner for a variety of proficiency levels.

Newcomers are placed into an ELL program (ESL or Dual Language) according to parental choice. Newcomers are afforded the same opportunities as SIFE. They

participate in all programs available, including Read180, Reading Reform, Imagine Learning, in addition to ELA/ESL Instruction.

LTELLs continue in the various programs we offer, until they pass the NYSESLAT, with particular emphasis on reading and writing skills. Progress is monitored in order to ensure placement in the program that best meets the needs of individual students.

ELLs whom have been identified as having special needs receive ESL services in addition to other related services such as Speech, OT/PT, Counseling, and Adaptive PE. These services are provided in their native language, when required by the IEP. Many of our Special Education classes also have bilingual paraprofessionals, providing services for one or more students.

ELLs participate in targeted intervention in the areas of ELA and Math throughout the regular school day by F-status professionals at varying times throughout the year. In addition, our school also receives Title III funding which we use to provide an after school program for our ELLs which focuses on language development through the content areas, with particular emphasis on ELA and Math skills.

The After-School Program will focus upon the development of necessary skills for success in the classroom and on the NYSESLAT. The Title III After-School Program will take place Tuesdays and Thursdays from 3:35 to 5:05 for a total of 37 days (January-May). The program will have two classes (1<sup>st</sup>-3<sup>rd</sup> and 4<sup>th</sup>-6<sup>th</sup>) and 3 teachers (Common Branch, ESL and bilingual licenses). Students will rotate on a bi-weekly basis. One class will focus on reading and writing skills utilizing *Imagine Learning English* and *Words Their Way*, as well as other supplementary materials to support the needs of individual students. The other class will focus on Math skills with a tie to Literature using *Math Options: Math, Literature and You* workbooks and other supplementary materials to meet the needs of diverse student groups. The third teacher will follow the 1<sup>st</sup>-3<sup>rd</sup> grade student group as we have more ELLs in these grades.

Additional intervention services available in our school include Read180, Reading Reform, Math AIS, and Extended Day.

Continuing transitional support is provided for ELLs reaching proficiency on the NYSESLAT through their continued participation or transition to AIS services. In addition, the students may continue to receive ESL support where there is a demonstrated need. Classroom teachers of transitional ELLs will frequently update the ESL teacher as to the students' progress and review any concerns he/she may have. Transitional ELLs are also invited to attend our Title III after school program.

#### Dual Language Program:

PS 197Q currently has a 50:50 Spanish/English Dual Language Program in grades K-3 consisting of students with mixed language dominance. EPs and ELLs are integrated for instruction throughout the entire school day. When possible, cluster classes are taught in Spanish, as well as English. Over the past several years we have continued to refine our language delivery model. In Fall 2009 we began a split day model in which 50% of the day is taught in English and 50% of the day is taught in Spanish following a morning/afternoon rotation, which switches on opposite weeks. This model allows for both languages to be used in a single day, while maintaining continuity of language within each subject area on a weekly basis. See below:

|           | Monday  | Tuesday | Wednesday | Thursday | Friday  |
|-----------|---------|---------|-----------|----------|---------|
| Week 1 AM | English | English | English   | English  | English |
| Week 1 PM | Spanish | Spanish | Spanish   | Spanish  | Spanish |

|           |         |         |         |         |         |
|-----------|---------|---------|---------|---------|---------|
| Week 2 AM | Spanish | Spanish | Spanish | Spanish | Spanish |
| Week 2 PM | English | English | English | English | English |

We currently use a self-contained model with both languages taught by one teacher per grade level. Within the Dual Language Program, since our EPs and ELLs are integrated, emergent literacy is taught simultaneously in both languages following the sample schedule above.

Our school utilizes a variety of instructional materials and technology to best meet the needs of our diverse ELL population and programs. Harcourt Trophies/Trofeos (K-3), LeapFrog (K-2) and Core Knowledge supplemental materials (K-6) are used to provide a Balanced Literacy Program. Our math program utilizes Everyday Math (K-5) and Impact Math (6). Science/Social Studies content areas use Delta FOSS Science Kits, and Core Knowledge Materials. ESL Instruction utilizes Moving Into English (1-3), Words Their Way with ELLs (K-1), RIGOR (4-6), Leap Track (1-3), and a variety of trade books (K-6). Supplemental and AIS Programs and Technology include Ticket To Read, VMath Live, Read180, Reading Reform, Imagine Learning English, DimensionM, Wilson Reading, and Voyager Passport.

The professional development plan includes the use of both in-house and external training opportunities in order to best meet the needs of all teachers of ELLs in our building. Because of the prevalence of ELLs in our school, the target audience for professional development encompasses all staff members at PS197, including classroom teachers, cluster teachers/specialists, and support staff. Internal PD is provided by our ELL Team (comprised of ESL teacher, Dual Language Teachers, and an assistant principal) to develop our own teaching practices as well as to provide support for other classroom teachers and other professionals in the building. These opportunities are provided through embedded PD, common-planning, and per session opportunities. In addition, external training is provided to selected staff through workshops/conferences offered by the OELL and the Knowledge Network. The minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) is provided on a rolling basis and offered as a per-session training after school. This training provides insight into the identification process and varying needs of ELL sub-populations. Additionally, it provides a variety of instructional strategies to help classroom and other teachers help to meet the needs of the ELLs with which they work. *The Teaching of Language Arts to Limited English Proficient/English Language Learners: A Resource Guide for All Teachers*, published by NYSED, is used as a resource throughout professional development. Completion records are maintained by the principal.

Teachers and staff help with the transition of ELLs from elementary to middle school by finding appropriate programs and settings for individual students as they work through the middle school application process.

In response to parent surveys and direct requests made to school staff, we continue to offer Adult ESL classes for our parent population through an evening program taught by one of our staff. This class helps to address some parent concerns related to their role in and assistance with their child's education. It is offered two nights each week, for a total of 3 hours a week. Additionally, we offer a variety of parent workshops in conjunction with our Parent Association. Workshops include, ARIS Parent Link, Child Nutrition and Learning Leader Training. Additional workshops focusing on how to help children succeed on NYS exams and how to support children with disabilities are also offered. Parents of ELLs are invited to all parent workshops we offer, and translation is provided.

This year we are also able to offer a Family Reading Night. We, at PS197Q believe that by empowering the parent community with the skills necessary to be able to explicitly support their children at home, children will be more successful and engaged in learning. The series of two workshops work to establish clear and specific action steps on ways that families can support reading achievement at home. The first workshop has a focus on the parent collection of free reading materials, a modeling of how to read aloud to children incorporating reading strategies and activities to motivate and encourage literacy at home. The second workshop has a focus on reading comprehension, including asking questions, identifying with characters and retelling stories. With this additional instructional support, our school will continue to bridge and foster the home/school partnerships that will help address the learning needs of our population, while continuing to meet our overall literacy goal, which is to encourage a love and passion for reading.

Native language support is provided in Dual Language Programs in accordance with our 50:50 Dual Language model. Support is provided in our ESL and Dual Language programs through native language libraries (including online resources such as International Children's Digital Library for lower incidence languages), oral translations, use of peers and former ELLs, and native language paras when needed.

PS 197Q continues to evaluate the success of our programs for ELLs on an ongoing basis, using a wide variety of information. One example of this continuous evaluation of our programs for ELLs is our change to a split-day model for our Dual Language program (see above). We look at assessment and attendance data provided through ARIS, Scantron, Acuity, and PearsonInform. In addition we listen to parent feedback in regards to the variety of programs we offer and the various ways they can be involved in their child's education. We also solicit teacher feedback/observations through surveys and on-going discussions addressing various student needs and general ELL concerns at grade meetings, PD sessions, faculty conferences and informal meetings. Our school also responds to the levels of enthusiasm we see in our students. PS197Q strives to engage our children in daily interactive learning activities which allow them opportunities to develop language proficiency alongside content, while developing self-confidence and pride.

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

|  |  |
|--|--|
| SSO/District <b>Knowledge Network/27</b>                         | School <b>PS 197 – The Ocean School</b>  |
| Principal <b>Jean McKeon</b>                                     | Assistant Principal <b>Deborah Davis</b> |
| Coach <b>Michele Mavrovouniotis</b>                              | Coach <b>Diana Funtleyder</b>            |
| Teacher/Subject Area <b>Joshua Metz/ESL</b>                      | Guidance Counselor <b>Nechema Lax</b>    |
| Teacher/Subject Area <b>Anna Meisels/DL–2<sup>nd</sup> Grade</b> | Parent <b>Donna Hamlet</b>               |
| Teacher/Subject Area <b>type here</b>                            | Parent Coordinator <b>Susie Wilson</b>   |
| Related Service Provider <b>Keri Brower</b>                      | SAF <b>Leonard Murray</b>                |
| Network Leader <b>Patricia Tubridy</b>                           | Other <b>type here</b>                   |

### B. Teacher Qualifications

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

|   |          |  |          |  |          |
|---|----------|--|----------|--|----------|
| Number of Certified ESL Teachers                          | <b>1</b> | Number of Certified Bilingual Teachers                   | <b>4</b> | Number of Certified NLA/FL Teachers                            | <b>0</b> |
| Number of Content Area Teachers with Bilingual Extensions |          | Number of Special Ed. Teachers with Bilingual Extensions | <b>0</b> | Number of Teachers of ELLs without ESL/Bilingual Certification | <b>0</b> |

### C. School Demographics

|                                    |            |                      |           |   |               |
|------------------------------------|------------|----------------------|-----------|---|---------------|
| Total Number of Students in School | <b>510</b> | Total Number of ELLs | <b>61</b> | ELLs as Share of Total Student Population (%) | <b>11.96%</b> |
|------------------------------------|------------|----------------------|-----------|---|---------------|

## 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



|  |    |   |   |   |   |   |   |   |   |    |
|--|----|---|---|---|---|---|---|---|---|----|
| Dual Language  | 22 |   |   |   |   |   |   |   |   | 22 |
| ESL  | 25 | 2 | 3 | 6 | 2 | 3 | 2 | 3 | 2 | 34 |
| Total  | 47 | 2 | 3 | 6 | 0 | 2 | 3 | 0 | 2 | 56 |
| Number of ELLs in a TBE program who are in alternate placement: <u>3</u> |    |   |   |   |   |   |   |   |   |    |

### C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education               |          |          |          |          |          |          |          |          |          |          |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Number of ELLs by Grade in Each Language Group |          |          |          |          |          |          |          |          |          |          |
|  | K        | 1        | 2        | 3        | 4        | 5        | 6        | 7        | 8        | TOTAL    |
| Spanish  |          |          |          |          |          |          |          |          |          | 0        |
| Chinese  |          |          |          |          |          |          |          |          |          | 0        |
| Russian  |          |          |          |          |          |          |          |          |          | 0        |
| Bengali  |          |          |          |          |          |          |          |          |          | 0        |
| Urdu   |          |          |          |          |          |          |          |          |          | 0        |
| Arabic   |          |          |          |          |          |          |          |          |          | 0        |
| Haitian Creole                                 |          |          |          |          |          |          |          |          |          | 0        |
| French   |          |          |          |          |          |          |          |          |          | 0        |
| Korean   |          |          |          |          |          |          |          |          |          | 0        |
| Punjabi  |          |          |          |          |          |          |          |          |          | 0        |
| Polish   |          |          |          |          |          |          |          |          |          | 0        |
| Albanian                                       |          |          |          |          |          |          |          |          |          | 0        |
| Yiddish  |          |          |          |          |          |          |          |          |          | 0        |
| Other  |          |          |          |          |          |          |          |          |          | 0        |
| <b>TOTAL</b>                                   | <b>0</b> |

| Dual Language (ELLs/EPs)                       |          |           |          |           |          |           |          |           |          |          |          |          |          |          |          |          |          |          |           |           |
|--|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|
| Number of ELLs by Grade in Each Language Group |          |           |          |           |          |           |          |           |          |          |          |          |          |          |          |          |          |          |           |           |
|  | K        |           | 1        |           | 2        |           | 3        |           | 4        |          | 5        |          | 6        |          | 7        |          | 8        |          | TOTAL     |           |
|  | EL       | EP        | EL       | EP        | EL       | EP        | EL       | EP        | EL       | EP       | EL       | EP       | EL       | EP       | EL       | EP       | EL       | EP       | EL        | EP        |
| Spanish  | 2        | 4         | 7        | 6         | 7        | 2         | 6        | 7         |          |          |          |          |          |          |          |          |          |          | 22        | 19        |
| Chinese  |          |           |          |           |          |           |          |           |          |          |          |          |          |          |          |          |          |          | 0         | 0         |
| Russian  |          |           |          |           |          |           |          |           |          |          |          |          |          |          |          |          |          |          | 0         | 0         |
| Korean   |          |           |          |           |          |           |          |           |          |          |          |          |          |          |          |          |          |          | 0         | 0         |
| Haitian Creole                                 |          |           |          |           |          |           |          |           |          |          |          |          |          |          |          |          |          |          | 0         | 0         |
| French   |          |           |          |           |          |           |          |           |          |          |          |          |          |          |          |          |          |          | 0         | 0         |
| Other  |          | 15        |          | 12        |          | 13        |          | 12        |          |          |          |          |          |          |          |          |          |          | 0         | 52        |
| <b>TOTAL</b>                                   | <b>2</b> | <b>19</b> | <b>7</b> | <b>18</b> | <b>7</b> | <b>15</b> | <b>6</b> | <b>19</b> | <b>0</b> | <b>22</b> | <b>71</b> |

**This Section for Dual Language Programs Only**

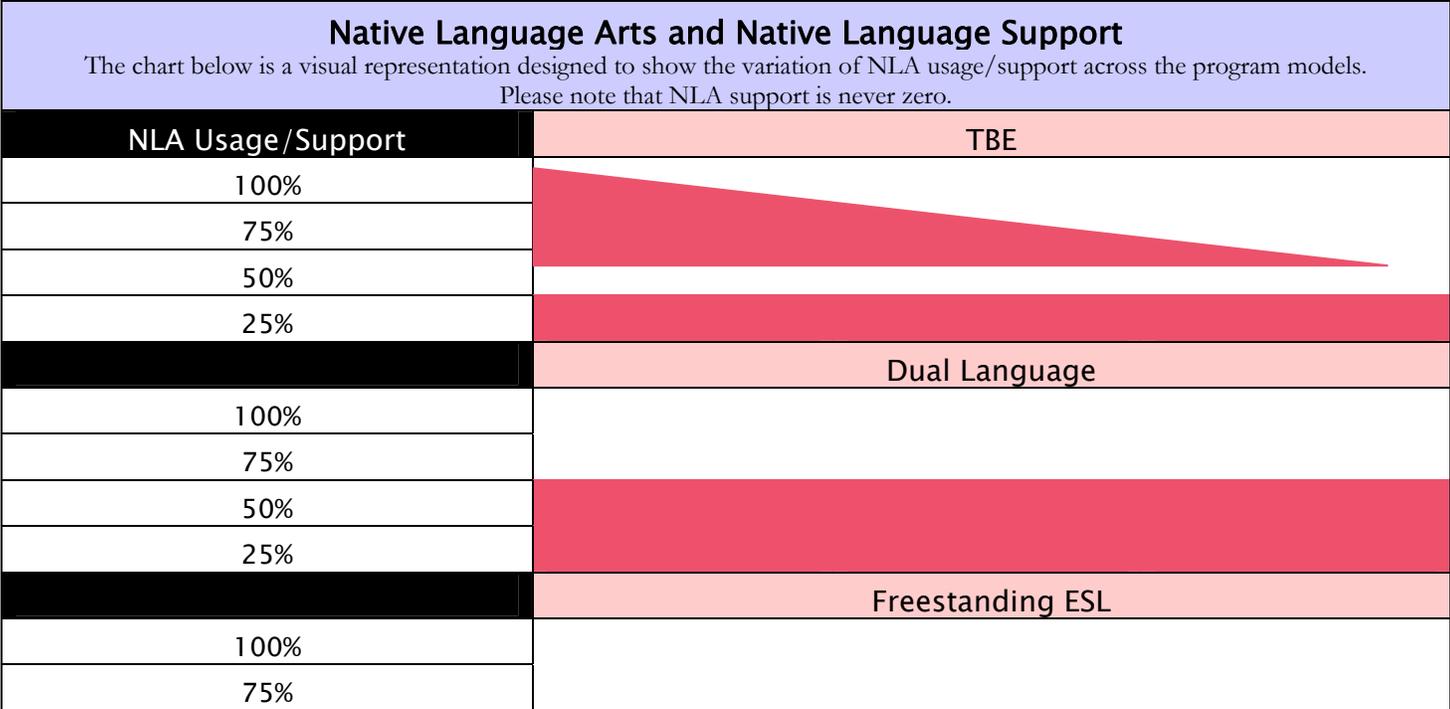
|   |   |
|---|---|
| Number of Bilingual students (students fluent in both languages): <u>19</u> | Number of third language speakers: <u>0</u> |
| Ethnic breakdown of EPs (Number)  |   |
| African-American: <u>35</u>   | Asian: <u>1</u>                             |
| Native American: <u>2</u>   | White (Non-Hispanic/Latino): <u>1</u>       |
|   | Hispanic/Latino: <u>35</u>                  |
|   | Other: <u>    </u>                          |

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

| Programming and Scheduling Information |   |   |   |   |   |   |   |   |   |    |
|--|---|---|---|---|---|---|---|---|---|----|
| TOTAL                                  | 6 | 4 | 2 | 0 | 7 | 9 | 6 | 0 | 0 | 34 |

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             |
| <b>FOR ALL PROGRAM MODELS</b>  |                      |                      |                      |
| ESL instruction for <i>all</i> ELLs as required under CR Part 154        | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154        |                      |                      | 180 minutes per week |
| <b>FOR TBE /DL PROGRAMS</b>  |                      |                      |                      |
| Native Language Arts   | 90 minutes per day   | 90 minutes per day   | 45 minutes per day   |



|             |  |
|-------------|--|
| 50%         |  |
| 25%         |  |
| <b>TIME</b> | <b>BEGINNERS INTERMEDIATE ADVANCED</b> |

### Programming and Scheduling Information--Continued

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

### Schools with Dual Language Programs

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

### Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

### Parental Involvement

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

## Part IV: Assessment Analysis

### A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality.

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) |   |   |   |   |   |   |   |   |   |       |
|---|---|---|---|---|---|---|---|---|---|-------|
|   | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | TOTAL |
| Beginner(B)   | 5 | 3 | 1 | 2 | 3 | 2 | 4 |   |   | 20    |
| Intermediate(I)   | 0 | 6 | 3 | 2 | 2 | 3 | 2 |   |   | 18    |



| NYS Science                  |         |    |         |    |         |    |         |    |       |
|------------------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                              | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                              | English | NL | English | NL | English | NL | English | NL |       |
| 4                            |         |    | 4       |    | 1       |    | 6       |    | 11    |
| 8                            |         |    |         |    |         |    |         |    | 0     |
| NYSAA<br>Bilingual<br>Spe Ed |         |    |         |    |         |    |         |    | 0     |

| NYS Social Studies           |         |    |         |    |         |    |         |    |       |
|------------------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                              | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                              | English | NL | English | NL | English | NL | English | NL |       |
| 5                            | 2       |    | 1       |    | 2       |    |         |    | 5     |
| 8                            |         |    |         |    |         |    |         |    | 0     |
| NYSAA<br>Bilingual<br>Spe Ed |         |    |         |    |         |    |         |    | 0     |

| Native Language Tests      |  |                           |                           |                           |   |                           |                           |                           |  |
|----------------------------|--|---------------------------|---------------------------|---------------------------|---|---------------------------|---------------------------|---------------------------|--|
|                            | # of ELLs scoring at each quartile<br>(based on percentiles) |                           |                           |                           | # of EPs (dual lang only) scoring at each<br>quartile<br>(based on percentiles) |                           |                           |                           |  |
|                            | Q1<br>1-25<br>percentile                                     | Q2<br>26-50<br>percentile | Q3<br>51-75<br>percentile | Q4<br>76-99<br>percentile | Q1<br>1-25<br>percentile  | Q2<br>26-50<br>percentile | Q3<br>51-75<br>percentile | Q4<br>76-99<br>percentile |  |
| ELE (Spanish Reading Test) | 1  | 3                         | 3                         |                           | 3   | 14                        | 7                         | 2                         |  |
| 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                          |           |                 |

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|  |  |  |  |

**Signatures**

School Principal Date

Community Superintendent Date

Reviewed by ELL Compliance and Performance Specialist Date

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

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**Form TIII – A (1)(a)**

Grade Level(s) 1-6

Number of Students to be Served: 53 LEP 4 Non-LEP

Number of Teachers 3

Other Staff (Specify) \_\_\_\_\_

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

**Title III, Part A LEP Program**

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

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Ninety percent of the ELL population at P.S. 197 is dominant in the Spanish Language. In order to best serve our ELL population, we will offer two programs to support their needs: ESL and Dual Language (Grades K-3). The Dual Language classes are comprised of monolingual English speakers, proficient students whose home language is Spanish (passed Lab-R), and ELLs. Over the last several years, we have continued to expand our Dual Language Program. Regretfully, due to unsustainable class sizes, we will not be offering 4<sup>th</sup> or 5<sup>th</sup> grade Dual Language classes for the 2009-2010 school year, but have taken steps to boost enrollment in our K-3 classes in hopes that we may re-open the 4<sup>th</sup> grade Dual Language class in 2010-2011. Currently, we have 22 ELLs enrolled in our Dual Language program (K-3). The ESL Program consists of pull-out and push-in components utilizing Sheltered English methodologies with a focus on building background knowledge, vocabulary, and work in the content areas. Students receive mandated ESL services following CR Part 154 Regulations. One teacher provides ESL services. Oral Language support in Pre-K to assist students in the acquisition of Spanish Language Skills will be continued and supported by the classroom teacher. This will provide them with an introduction to Spanish vocabulary in preparation for the Dual Language Program offered in Kindergarten.

Title III Funding will be used to support professional development for Dual Language Teachers as well as ESL training for classroom/cluster teachers of ELL students. Title III Funding will be used again this year to provide ELL students with additional opportunities to reinforce their learning through a series of After-School Programs, in addition to extended day instruction. The After-School Program will focus upon the development of necessary skills for success in the classroom and on the NYSESLAT. The Title III After-School Program will take place Tuesdays and Thursdays from 3:35 to 5:05 for a total of 37 days (January-May). The program will have two classes (1<sup>st</sup>-3<sup>rd</sup> and 4<sup>th</sup>-6<sup>th</sup>) and 3 teachers (Common Branch, ESL and bilingual licenses). Students will rotate on a bi-weekly basis. One class will focus on reading and writing skills utilizing *Imagine Learning English* and *Words Their Way*, as well as other supplementary materials to

support the needs of individual students. The other class will focus on Math skills with a tie to Literature using *Math Options: Math, Literature and You* workbooks and other supplementary materials to meet the needs of diverse student groups. The third teacher will follow the 1<sup>st</sup>-3<sup>rd</sup> grade student group as we have more ELLs in these grades.

Additional supplemental materials are also being ordered to support the new languages in our school this year. (Uzbek and Mandarin)

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

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Because of the prevalence of ELLs in our school, the target audience for professional development encompasses all staff members at P.S. 197, including classroom teachers, cluster teachers/specialists, and support staff. We embed ELL-focused Professional development through in-house workshops, in addition to taking advantage of those provided by the OELL, the Knowledge Network, and other organizations.

Suggested workshops include (dates TBD, when PD calendar for 2009-2010 is released):

- I. Effective Teaching Strategies for ELLs – building background knowledge
- II. Vocabulary Development in the Content Areas
- III. Writing Workshop – ELL Focus
- IV. OELL - Dual Language Symposium
- V. OELL - ELL Best Practices Conference
- VI. OELL - Unlocking the Potential – Mathematics Instruction for ELLs
- VII. OELL - Science Symposium for Teachers of ELLs

Funding will be used for 4 per-diem subs to allow for 4 teachers to attend outside PD offered by the OELL. Participating teachers and workshop topics TBD when PD calendar is released).

### **Parent Involvement Program**

We will continue to offer an Adult ESL class to enable parents to play a larger role in their child's education, supported by Title III and Contract for Excellence (C4E) funding. The program will be taught by a teacher with bilingual certification from our Dual Language program. The program is scheduled to begin November 12<sup>th</sup>, 2009 and run through the end of April (Tuesdays and Thursdays from 6-7:30). The program has been designed to help build basic competency in English for our parents, so they may be more comfortable in assisting their children at home. This year, we will be using English for International Communication – Intro Workbook designed by Cambridge University. The program has been well received by parents in previous years, with up to 30 parents attending on a regular basis. Title III Funding will support 20 sessions of this program, with the remainder supported by C4E Funding.

**Form TIII – A (1)(b)**

School: 197 BEDS Code: 342700010197

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

| <b>Allocation Amount:</b>   |                        |   |
|---|------------------------|---|
| <b>Budget Category</b>  | <b>Budgeted Amount</b> | <b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>  |
| <b>Professional salaries (schools must account for fringe benefits)</b><br>- Per session<br>- Per diem                                    | \$10,500               | <b>After School Program</b><br>Per session for teachers to deliver after school ELL program.<br>3 teachers x 1.5hrs x 37 sessions x \$49.89 = \$8,306.69<br><b>Professional Development</b><br>Per diem for school staff to attend OELL workshops<br>4 per diem subs x \$167.60 = \$670.40<br><b>Parent Program</b><br>Per session for adult ESL program<br>1 teacher x 1.5 hrs x 20 sessions x \$49.89 = \$1496.70 |
| <b>Purchased services</b><br>- High quality staff and curriculum development contracts.   |                        |   |
| <b>Supplies and materials</b><br>- Must be supplemental.<br>- Additional curricula, instructional materials.<br>- Must be clearly listed. | \$750                  | Math Options: Math, Literature and You (Levels 2 & 5, 20 each x \$9.85)<br>Words Their Way with ELLs – Level 3 (1 class pkg x \$237.06)<br>Uzbek-English/English-Uzbek Dictionaries (5 x \$9.82)<br>Children’s Illustrated Mandarin Dictionaries (7 x \$9.21)   |
| <b>Educational Software (Object Code 199)</b>   | \$3,750                | Direct, individualized instruction utilizing 25 annual licenses (\$150 each) – Imagine Learning English   |
| <b>Travel</b>   |                        |   |
| <b>Other</b>  |                        |   |
| <b>TOTAL</b>  | \$15,000               |   |

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

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

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

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

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

The latest review of the data on our School Report Card indicated that our Hispanic population is 41%. Attendance at Back-To-School Night, Monthly Parent Association Meetings, and Report Card Conferences with parents indicates that a number of our parents do not speak English and require interpreters in order to successfully communicate with school staff. Discussions with the Parent Association and Parent Coordinator supported our observations.

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.

In discussions with the Parent Association President and Parent Coordinator to assess what our need for translation/interpretation services would be, it was agreed that all parent communications should be sent in both English and Spanish, and that a Spanish interpreter should be available at meetings, workshops, and conferences between parents and staff members. Our needs and concerns, as well as actions were reported to the community through Parents Association meetings, memos to parents, and workshops held by the Parent Association, Parent Coordinator and Family Assistant.

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

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

Translation services are provided by staff members and funded through the Translation and Interpretation Services funding. This funding is also used to support the translation of all English letters, memos, calendars and meeting information which are sent home to parents. Translation services are provided by our bilingual Family Assistant, school aide, and teachers. All memos are sent home in a timely manner in Spanish and English. All correspondence is translated into other languages whenever available.

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.

A staff member (Family Assistant, School Aide, or Teacher) is available to translate in Spanish for all meetings and workshops, as well as individual conferences with teachers, supervisors, etc. Over-the-Phone Interpretation Services are utilized for other languages, as needed.

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>.

PS197Q determines the primary language by one to one meetings with the parents when the child registers. We also assess the parent language by reviewing the "Home Language Information Survey" which states the language used at home most of the time. A language translation and interpretation plan is put in place to address the needs for parental notification and requirements for translation and interpretation services. Details of this plan are described in parts A and B above. Additionally, many of the system's memos are sent to the school in translated form or are accompanied by a page written in many different languages that urges parents to get the information translate.

**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:   | \$ 346,975 | \$ 3,138     | \$ 350,113 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement:  | \$ 3,469   |              | \$ 3,469   |
| 3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):                                     |            | \$ 31        | \$ 313     |
| 4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:            | \$ 17,345  |              | \$ 17,345  |
| 5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):                     |            | \$ 155       |            |
| 6. Enter the anticipated 10% set-aside for Professional Development:   | \$ 34,975  |              | \$ 34,975  |
| 7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language): |            | \$ 314       |            |

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 95%
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.  
One teacher was not highly-qualified during the 2008-2009 school year. That teacher is now fully qualified.

## 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.

#### Parent Involvement Policy

##### Mission

The mission of PS197Q is to ensure that all students acquire knowledge and develop skills and understandings that will enable them to become productive citizens and lifelong learners.

This mission is best accomplished through a structure of communities that are committed to children and that are characterized by strong instructional team leadership, increased opportunities to learn/time on task, climate of high expectations for all students, a safe and orderly school environment, frequent monitoring of students’ progress with appropriate instructional adjustments to students’ programs, high levels of commitment to student success, an emphasis on teaching for learning, responsive supporting services, and extensive and authentic family/school/community partnerships.

PS197Q, The Ocean School, is committed to developing and implementing a parent involvement policy that fosters a partnership between the home, school and community that is required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA).

##### I. General Expectations

PS 197Q, The Ocean School, agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information

and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child's learning;
    - that parents are encouraged to be actively involved in their child's education at school;
    - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
    - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.
    -

## II. Description of How School Will Implement Required Parental Involvement Policy Components

1. PS197Q, The Ocean School, will take actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA. An annual meeting will be held by November 15 of each year in order to adopt this policy.
2. PS197Q, The Ocean School, will conduct the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA.

There are key areas that are identified that contribute to a partnership that supports greater student achievement:

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.
- The school will reach out to provide parents them with information about school programs and student progress. This will ensure that parents will have meaningful consultation with the school that is consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).
- The school will provide to parents individual information on the level of achievement of the parent's child in each of the State academic assessments.
- The school will provide to each individual parent timely notice that the parent's child has been assigned, or taught for 4 or more weeks by, a teacher who is not highly qualified.
  - The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.
  - This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.
- The school will incorporate this parental involvement policy into its school improvement plan.

- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school. The school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- PS 197Q will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: Reading First and Universal PreK, through the following activities:
  - With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home and in the school (library cards, home reading corner, resource centers, book sales, following directions, reading recipes, workshops, Parents' Association (PA), Parent Volunteer programs and School Leadership Teams (SLT), etc.)
  - The school will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), Continuing Adult Education Programs, and childcare programs.
- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
  - the State's academic content standards
  - the State's student academic achievement standards
  - the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
- Parents will be encouraged to attend PA meetings that will be held at times that are convenient for parents. When necessary, translators will be available, so those parents will understand all of the proceedings at PA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
  - Through the efforts of the Parent Coordinator and PA President with District support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- Parents will be invited to attend an annual meeting to inform them about the school's participation in Title I, Part A programs and explain the requirements and their right to be involved by November 15, 2009.
- School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
- The school calendar will be disseminated each month to all parents.
- English as a Second Language (ESL) workshops will be held for parents.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.
- Parent workshops will focus on basic educational concerns, health care, and financial planning.

### School Visitations

Parents with children attending PS197Q, The Ocean School are encouraged to visit their child's school as often as possible. Parents can visit their child's school at the following conveniently scheduled meetings and events by checking with their Parent Coordinator for the dates and time:

- Back to School Parent Orientation (September),
- Parent teacher conferences (fall and spring),
- PA and SLT meetings (monthly)
- Student of the month celebrations,
- Honors Assembly at the end of each marking period,
- Culminating celebrations marking their child's success at the school and
- Parent workshops and activities (as scheduled by the Parent Coordinator and school staff)

Parents will have reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. Parents may contact their school's parent coordinator to arrange an appointment.

### Professional Development:

PS197Q and CSD27 will help parents become equal partners with educators in improving their children's academic achievement. Parents will have the opportunity to participate in professional development sessions that focus on NY State academic content standards, State and local academic assessments, curriculum, monitoring their child's progress, understanding performance data, and health and social issues for families.

Professional Development is provided for parents on the School Leadership Team (SLT) in order to assist team members in making informed decisions about school matters by the region.

ELL Professional Development: ESL/Bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

Students with disabilities/Professional Development: Professional development will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children.

### Project Funding

PS197Q, The Ocean School, will set-aside a minimum of 1% of the project funds for the usage of parent involvement and outreach. Title I parent involvement funds may be combined with other parental involvement funding received from ESEA. Title I PAC representatives will prepare the budget proposal for usage of such funds in consultation with the Principal, Parent Coordinator, PA/PTA and SLT for the best involvement and outreach of parents in the school community.

Parental Involvement Project funds will be used to support parent participation at local and out-of-town conferences, district meetings, school events and activities.

### III. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Donna Hamlet. This policy was adopted by the PS197Q, The Ocean School on 10/28/09 and will be in effect for the period of one (1) year. The school will distribute this policy to all parents of participating Title I, Part A children on or before 10/31/10.

#### IV. Annual evaluation of the Parent Involvement Policy

At the end of each year, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PA/PTA/PAC and the school's parent coordinator and administration.

## **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**

The Ocean School PS197Q and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), (participating children), agree that this compact outlines how the parents and the entire school staff will share the responsibility for improved students 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.

#### **School Responsibilities**

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: The school will provide high-quality instruction by providing the staff with professional development and consistent monitoring of teaching staff.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

Parent-Conferences will be in November 2009 and March 2010.

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Report Cards will be distributed three times a year and monthly Progress Reports. Parents will receive results of practice exams. Teachers will call parents when students are falling behind in their subjects.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Parents can make an appointment with teachers during their daily Preparation Period. Parents can also come up to the school and meet with guidance counselor or Parent Coordinator who can update them on their child's progress.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parents will be able to participate in class celebrations, performances in the auditorium and student group presentation.

### **Parent Responsibilities**

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

- Monitoring attendance
- Making sure that homework is completed
- Monitoring amount of television their children watch
- Volunteering in my child's classroom
- Participating, as appropriate, in decisions relating to my children's education
- Promoting positive use of my child's extracurricular time
- Staying informed about my child's education and communicating with the school by promoting reading all notices from the school or the school region either received my child or mail and responding, as appropriate.
- Serving, to the extent possible on policy advisory groups, such as being the Title I, Part A parent representative on the School's Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Please be advised that PS197Q will meet the mandate to:

1. Provide an annual meeting for parents of participating students by: Creating a Parent's Association and meeting with them to share program information.
2. Provide parents an organized on-going and timely way to become involved in the planning, review and improvement of Title I programs by: Engaging them in the School Leadership Team process and meeting regularly with them to share information and plan collaboratively.
3. Provide parents with timely information about programs-including school performance profiles, individual student assessments, a description of the curriculum, assessment, and opportunities of parent involvement by: Utilizing the newly created Parent's Association, the Parent Coordinator and activities such as a curriculum night, parent-teacher conferences and Parent Association meetings, share information with the parents.
4. Provide for a jointly developed school-parent compact by: Working collaboratively with the new Parent Association to create, revise and disseminate the compact.

The name of our school's representative to the Region's Title I Parent Advisory Committee is Donna Hamlet, PA President

### **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.  
Please see Needs Assessment on pages 9-12.
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o 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.
    - o Are consistent with and are designed to implement State and local improvement, if any.

As a Schoolwide Program school, our CEP describes effective methods and instructional strategies that are based on scientifically based research, which will be incorporated to strengthen the core academic program of the school.

Key strategies include:

- Emphasis on “researched based instruction” to ensure that all students, including students with special needs and English language learners, receive exposure to grade-appropriate standards-based curricula, using sound instructional strategies and proven methods and have sufficient opportunities to master State content standards.
- Refinement of the Reading First initiative and the citywide approach for instruction in literacy and mathematics, which support a rigorous, high-quality curriculum in all classrooms, intensive instruction for all students, and an emphasis on literacy and math instruction in the integration of all subject areas.
- Use of all available data, including disaggregated State assessments grades 3-6, the Early Childhood Language Arts System (ECLAS), DIBELS, and multiple classroom-level measures, to monitor student progress and identify specific skills and areas of content knowledge and understanding in which our students need additional support, in order to meet State standards.
- The provision of Academic Intervention Services (AIS) to meet the needs of all students who require additional assistance to meet the State standards in ELA, mathematics, science, and social studies.
- The use of appropriate instructional materials for English language learners (ELL/LEP) and special needs students.
- The use of culturally balanced instructional programs and materials.

- The use of researched based reading instruction to support struggling readers (Read 180, Wilson and Foundations Reading, Reading Reform)
- Effective use of technology to support instruction and student learning.
- Continuous high-quality professional development to provide pedagogical staff with the tools, methodologies, and content to ensure effective instruction in core academic subjects.

All schoolwide reform strategies being implemented in PS197Q are designed to implement the District Comprehensive Educational Plan NCLB Addendum.

We will continue our partnership with Henry Street Settlement. They will continue to work with our students and teachers modeling active engagement, rigorous instruction, and infusion of the arts into the content areas. Another schoolwide initiative will focus upon enhancing student writing. PS197 continues our writing initiative using "Writing Traits 6 + 1." This program is designed to enhance students' ability to write explicitly and clearly for a variety of purposes. We will implement "Core Knowledge" curriculum schoolwide to add additional rigor to our instructional curriculum. As a result, we anticipate a more vigorous dialogue between students when engaging in Accountable Talk. Finally, we will continue to build on our efforts to develop independence and responsibility in each student through our PBIS intervention (Positive Behavior Intervention System.) This program will dovetail with our existing "Second Step" initiative to develop students' ability to handle conflict, empathy, and anger management.

### 3. Instruction by highly qualified staff.

All teachers hired in PS197Q for the 2009-10 school year are "highly qualified" as defined in NCLB. Highly qualified new teachers may include: Teachers who hold Transitional certificates, including NYC Teaching Fellows, and teachers who have NYS certification (CPT, for example) but have not yet been appointed by NYC.

Teachers in PS197Q that are not new to the profession are also highly qualified. They have met NYS certification requirements either by: possessing a bachelor's degree, a certificate to teach, and have also passed appropriate tests; or have demonstrated competence in the subject(s) they teach through an evaluation instrument that takes all aspects of teaching certification requirements into consideration.

PS197Q and the District provide extensive professional development and ongoing and sustained in class support for all new teachers, and extraordinary support for all school staff, at the school building and district level.

### 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.

PS197Q will provide extensive and ongoing professional development opportunities for all staff, including administrators, teachers, paraprofessionals, guidance counselors, related service providers, and SBST. Professional development offerings will include: differentiated training to meet the needs of both new and experienced staff that addresses individual strengths and weaknesses, grade level needs, content-area, teacher learning styles and specific Core Knowledge.

Professional development for staff will be coordinated at PS197Q by a Professional Development Team, which includes the Principal, Assistant Principals, Literacy Coach, Teacher Center Specialist, ELL/Data and Technology Specialist, IEP Teacher and Classroom Teachers. The PD Team will work collaboratively to plan and coordinate their activities to provide a two-tier approach to staff development. On one level, the team will work with staff to strengthen their knowledge base in literacy, mathematics and other content areas. The second level, to be implemented concurrently, will focus on

effective practices in the delivery of instruction. Professional development will encompass workshops, institutes, study groups, readings in professional literature and follow-up classroom technical assistance. All professional development activities will be undertaken to address the specific needs of staff and students. Three AUSSIE Specialists also provide ongoing professional development to our staff in the form of study groups, model lessons, lab sites and planning sessions.

In addition, an in-house teacher mentoring program, which will be a critical component of the support and professional development for new teachers, will be in place for PS197Q. This program takes into account the mentoring needs of all new teachers, including new Teaching Fellows/ Alternate Certification Teachers.

Administrators will participate in all school-based professional development activities, and will also be supported by the Learning Support Organization.

Training for parents and community members will include: (include all that apply and remove all that don't)

- Support for parents' understanding of, and participation in instructional initiatives
- Parent literacy development (Basic education, GED and ESL classes, computer classes, etc.)
- Parent Coordinator workshops
- Learning Leaders Parent Volunteer Program
- Support for increased parent participation on the School Leadership Team and subcommittees
- Family support resources in the community in the areas of career development, health, social services, etc.

Specialized training will be provided to members of the School Leadership Team to support their effectiveness in continuous improvement problem solving, comprehensive educational plan development, school-based budgeting, effective meeting strategies, and parent and community engagement.

All professional development will be evaluated to determine its effectiveness in promoting high-quality instruction, and increased participation in instructional initiatives by parents, leading to improved student results

The school's professional development committee will target the assessed pedagogical needs of the staff with differentiated high quality professional development. Workshops will be offered during daily common preparation periods, as Lunch and Learns, and as After-School Study Groups. Additionally, all coaches will meet with individual teachers and teams to support the goals of enhancing instruction throughout the building. There are two days during the year when students are not in session. These days are set aside to address curriculum and assessment. All professional development will be evaluated to determine its effectiveness in promoting high-quality instruction leading to improved student results and the removal of the school from "needs improvement" status.

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

The District has assisted all schools in the placement of 100% certified staff. Beginning in the spring of 2009 and continuing throughout the summer, the Principal and/or designee will continue to attend Job Fairs conducted centrally. The District also advertised in local papers, recruited through universities, and worked closely with the Central DOE Office of Recruitment and Professional Development to obtain the services of qualified Teaching Fellows.

PS197Q will continue ongoing recruitment efforts to ensure that we have the highest qualified, appropriately licensed and certified teachers in our classrooms. The Principal will follow the policies set forth by the Department of Education to ensure that the selection of highly qualified teachers follows the guidelines set by the New York State Education Department.

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

PS197Q will implement strategies to promote effective parental involvement in the school, including specific actions to support the system-wide goal of making schools more welcoming to and respectful of parents, and to afford parents the tools they need to be full partners in the education of their children. As a key strategy to accomplish this goal, our school has hired a full-time Parent Coordinator whose sole responsibility is to promote parent engagement and address parents' questions and concerns. Additionally, PS197Q will arrange for workshops focused on parent involvement strategies and techniques for helping their children to improve academically.

The Parent Support Offices will provide parents with an additional point of entry into the schools system beyond their children's schools. The Office will handle parent concerns and issues that can not be resolved at the school level. In order to accommodate parents' schedules, the Office will be open five days a week during business hours, as well as one weekend day and two evenings per week.

Additional support for PS197Q will be provided by the District and by the Central Office, through the Executive Director for Parent and Community Engagement, who will promote engagement, provide customer service center support and work on special projects to develop and enhance parent involvement. In addition, the Senior Instructional Manager for Parent Engagement and her team will work closely with the Executive Director and his team to design and deliver training programs for the Parent Coordinator, staff and parents.

The Parent Coordinator in our school is charged with the primary goal of increasing parent involvement. She has received a series of grants to engage the community in becoming more involved with our school. Special events and parent recognition are key factors in beginning a stronger partnership with the school. Saturday classes in ESL and Computer Technology were offered to our parents. Each month, a series of workshops is provided for parents at different times during the day. This is done to accommodate their work schedules. The workshops have been informative and practical. Parents have learned about the curriculum and ways to support their child's academic learning. Additionally, workshops have been presented on parenting skills, health issues, and money management.

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.

In order to achieve smooth transitions, administrators and teachers must work to ensure program continuity by providing an age-appropriate curriculum within all early childhood grades. To facilitate opportunities for communication and cooperation throughout the year, a variety of continuity and transition activities will be planned to support the "moving-on" experience. These experiences will be provided for staff, children, and parents from Community Based Organizations, Public School PreKindergartens and Special Education PreSchools as follows:

#### Ongoing Communication for Staff

- Invite staff of the preschool and kindergarten programs to participate in exchange visits..
- PreKindergarten teachers will develop a list of competencies/skills that PreKindergarten children will come away with when they complete the year and begin kindergarten. This list of competencies/ skills will be passed on to the kindergarten teachers for use in making curriculum decisions. The PreKindergarten standards will also be shared with the Kindergarten staff and supervisors.
- Share Department of Education curriculum and standards for kindergarten with CBO agencies and PreKindergarten staff in order to expose them to what will come next.

#### Transition Activities for Children

- Schedule a visit or a series of visits to the new school for the children
- Provide pre-kindergarten children with a summer package that includes transition activities

- Encourage children to ask questions about kindergarten
- Organize a PreKindergarten Day for parents and children who will be attending Kindergarten in the public school the following year

#### Involvement of Parents in Transition

- Provide parents with information about the school their child will be attending
- Invite school personnel, teachers and principals, to attend a parent meeting and discuss the kindergarten program, the role of parents in the school and to answer any other questions. It is a good idea to include family assistants or parent coordinators that can translate the information during the meeting.
- Organize and implement a Kindergarten Fair at each elementary school.
- Invite parents who have already had children transition to kindergarten to talk about their experience to the parents of the incoming group.
- Establish routines that children will use during the year, ex. where children will be picked up at the end of the day, where children will eat lunch, etc.
- During PreKindergarten Parent Advisory Meetings discuss kindergarten curriculum and expectations.

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.

Teachers will be engaged in ongoing discussions and decision-making processes with PS197Q regarding the use of academic assessments to inform instructional decisions to improve the achievement of individual students and the overall instructional program. Professional development will focus on data analysis and the use of multiple measures of student performance to drive instruction.

During staff development meetings, grade level meetings, conversations with coaches, teachers and administrators work collaboratively to analyze student work, establish rubrics and benchmarks, and develop instructional goals to increase student achievement. Teachers frequently review unit tests, portfolios, and class performance to assess student needs and identify next steps for planning of instruction.

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.

PS197Q will use disaggregated data including State, Acuity assessments, ECLAS and multiple classroom-level measures to regularly assess the progress of students, and identify specific skills and areas of content knowledge and understanding in which students need additional support, in order to meet State standards. Ongoing assessment of student progress will allow teachers to make timely and appropriate adjustments to the delivery of instruction.

Academic Intervention Services (AIS) will be provided, as financially feasible, to meet the needs of students who require additional assistance to meet the State standards in ELA, mathematics, science, and social studies. AIS will include additional instruction, as well as intensive guidance and support services to assist students who are experiencing affective-domain issues that are impacting on their ability to achieve academically. Although the intensity of the services provided will vary, based on the individual needs of students, it is our intention that all students performing at Levels 1 and 2 on State assessments, or deemed to be at risk for not meeting State standards as determined by Periodic Assessments, will receive appropriately targeted services.

Strategies for promoting learning for at-risk students will be enhanced by ongoing professional development and parental involvement activities. Level I and II students will be assigned to Extended Day classes Tuesdays through Thursdays, for 50 minutes, for further small group instructional support.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The District will work closely with each SWP school to consolidate, coordinate, and integrate all allowable Federal, State, and local programs, including Title I, Part A services, to ensure that a comprehensive and unified educational program provides high quality instruction and student support services to all students served by the Title I Schoolwide Program.

With the support of the Learning Support Organization and monitoring of instructional programs by local and state representatives, coordination is guaranteed. Through the SAPIS office, our students work with a SAPIS counselor to reduce violence and peer pressure. The Virtual Y program is a fine example of our partnership with local community based organizations dedicated to providing quality After-school programming for our students

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

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

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

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

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

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

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

*All SURR schools must complete this appendix.*

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

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

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

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

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

*All schools must complete this appendix.*

**Background**

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

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

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

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

**Background**

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

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

### ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

PS197Q has a PD Team and Grade Leader Team that collects data and collaborates to assess the school's educational programs. The data consists of classroom observations (and "snapshots") by administrators, results from standardized student assessments, informal assessments, teacher feedback at common planning and/or grade meetings and student portfolio analysis.

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

Applicable    Not Applicable

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

PS 197 has some educational program concerns that are identified in the ELA Alignment Issues. For example, our school uses Core Knowledge curriculum in grades PreK-6 that has been aligned by our LSO in the areas of the NYS Social Studies curriculum, but not fully aligned to NYS ELA Core Curriculum. Staff members have participated in professional development opportunities that allowed them to correlate the Core Knowledge curriculum to NYS ELA curriculum; it has not been achieved universally in the building. Also, the curriculum maps that teachers have developed for each grade outline the content topics—yet they do not specify the skills, strategies or students outcomes to be attained.

Our teachers also indicate that they do not have sufficient materials to support differentiation for the needs of English language learners, students with disabilities, and struggling readers. Classroom libraries are leveled to support different reading levels, however textbooks are provided only on the indicated grade levels.

Evidence also supports the findings for our English Language Learners. There is no city or district level plan for instruction. The instruction and planning for ELL education occurs at the level of the individual teachers. Overall there is a general lack of awareness of the NYS Learning Standards for ESL.

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.

There are some things PS197 could do in order to address the issues indicated in 1A.3. In the past our teachers attended summer institutes where they worked on curriculum development. This has not taken place since we've adopted Core Knowledge curriculum school-wide. At a summer institute (or weekend retreat), teachers have uninterrupted time to develop the curriculum fully and align it to state standards. Time is necessary outside of the regular school day to do this, and that requires financial resources.

Most of the Teachers' Editions that are in the classrooms have suggested methods for modifying instruction to engage all learners. Teachers would benefit from professional development that looks at these modifications, and time to plan accordingly.

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## **1B. Mathematics**

### **Background**

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

### **Specific Math Alignment Issues:**

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

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

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

PS197Q has reviewed the components used for the mathematics program. In addition the school has participated in dialogue with various teachers regarding their ability to implement the process strands into their lessons.

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

Applicable  Not Applicable

Since our school utilizes the NYC curriculum the finding stated above is applicable to our school on the basis that the guides do not provide reference to the process strands. However, the teachers at PS197Q are supported by grade leaders and the Teacher Center facilitator on how best to address these strands.

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?

The math alignment issue is deemed applicable to our school because we acknowledge that there is a deficiency in the city's curriculum guides. However, our classroom teachers are supported on strategies to align the curriculum to the process strands. Teachers are scheduled to meet weekly with a staff developer during their common prep planning period to plan out curriculum and instruction as a grade; once a month the focus is, primarily, the mathematics curriculum. As a Core Knowledge school, teachers are instructed to integrate other subject areas, including mathematics into reading and writing lessons. Our Core Knowledge libraries all include literature connections to mathematics.

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.

We will continue to put in place our current plan of action which includes the grade planning meetings and literature to mathematics connection.

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**KEY FINDING 2: INSTRUCTION**

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

## 2A – ELA Instruction

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

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

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

The administrators at PS197 regularly observe classroom teachers, both formally and informally ("snapshots") to assess classroom instruction and pedagogy. Additionally, coaches and staff developers observe classrooms in order to inform their mentoring and coaching.

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

Applicable    Not Applicable

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

PS197Q has made inroads into incorporating the Reading and Writing workshop model into instruction. Teachers receive in-house and DOE/UFT

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.

It is evident that when teachers have instructional support guides that explicitly explain how to differentiate a lesson, the method is more likely to happen. Therefore, providing the upper grade teachers (who do not use Teacher Guides in literacy) with professional development opportunities and resource binders for differentiated practices should increase the use of research-based practices. A professional study group at our school investigating the use of best practices and research-based practices would also benefit the teaching staff. PS 197 also aims to address this issue with job-embedded support from coaches and staff developers modeling and demonstrating best practices

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## **2B – Mathematics Instruction**

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

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.

PS197Q has conducted several school-wide mathematical walkthroughs since September. Each mathematics walkthrough had a primary focus that included measurable behavior objectives and the interaction of teacher to student, student to teacher and student to student. For the technological aspect of mathematics, a discussion with classroom teachers and the technology coordinator was had.

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

Applicable    Not Applicable

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

During the mathematics walkthrough, it was observed that teachers dominated the mathematics lesson. Student dialogue seemed centered on the teacher. We are addressing the need to differentiate mathematics instruction further. A mathematics workshop focused on data interpretation was provided to all teachers. Teachers are able to address the needs of individual students based on the data analysis. Teachers are able to group students based on their analysis. These analysis sessions are scheduled during a grade level planning period in the presence of the Math Coach. This approach allows the grade to determine trends in the data and discuss various forms of remediation.

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

The technology conversation specified that many of the computers in the classroom are out-dated or not working properly causing the lack of use. The mobile computer lab is inconsistent with its ability to access the internet. Many classrooms have received one brand-new I-Mac courtesy of the RESO A Grant.

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.

During the walkthrough process an administrator completes a math overview sheet highlighting what was observed during the visit. Recommendations for growth are documented as well as commendations. A copy of the overview sheet is placed in the teacher's mailbox by the end of that day. Trends that are noticed on a grade wide scale a memo will and has been issued addressing the deficiencies. In addition, during grade planning times the noted trends are discussed and applicable solutions are sought.

In regards to the technological aspect, each student has been issued a VMath Live account that is accessed via the internet. Teachers have been instructed to encourage student participation in this activity. Portable Smart boards in the classrooms would allow teachers to provide background information for the lesson and or links to other activities. In order to fully address the technological issue PS 197Q would require the acquisition of the necessary updated, fully operational equipment in each classroom. The technological ability of our teachers varies. Therefore, teachers may need additional support in the integration of technology into the classroom specifically a math lesson. Classroom management workshops may have to be offered to ensure that teachers understand the practicality of integrating technology into other subject areas such as mathematics.

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

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

Please respond to the following questions for Key Finding 3:

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

PS197Q will continue ongoing recruitment efforts to ensure that we have the highest qualified, appropriately licensed and certified teachers in our classrooms. The Principal will follow the policies set forth by the Department of Education to ensure that the selection of highly qualified teachers follows the guidelines set by the New York State Education Department.

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

Applicable  Not Applicable

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

According to the BEDS information 100% of the teachers at PS 197Q are highly qualified and are supported with a rigorous professional development program in-house, through Core Knowledge Network and DOE programs.

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

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

Please respond to the following questions for Key Finding 4:

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

ELL Professional Development is offered to teachers during common planning time, Election Day and on June planning day where our ESL Specialists shares his training and expertise with classroom teachers. The ELL specialist and classroom teachers meet bi-monthly for articulation and planning. Classroom teachers have the opportunity to attend Network and DOE PD.

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

Applicable  Not Applicable

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

PS197Q teachers have numerous opportunities to attend specific ELL professional development.

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.

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## **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.

PS197Q's Data/ELL Specialists disaggregates ELL and Dual Language student data including El Sol, ECLAS, Acuity, ELL Interim Assessments, NYS and NYSESLAT and shares this data regularly with classroom teachers. ELL students are also part of our Inquiry Team.

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

Applicable  Not Applicable

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

Ongoing data meetings.

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

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## **KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

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

Please respond to the following questions for Key Finding 6:

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

Classroom and cluster teachers receive copies of students IEPs. IEP teacher and SE assistant principal meet with teachers during grade meetings to address specific needs of SWD. Additional differentiation and student support is planned for the 2009-2010 school year.

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

Applicable  Not Applicable

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

SWD still performing below regular education according to most recent data.

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.

Continued professional development for regular and special education teachers offered by our IEP teacher, SE assistant principal, Network specialists, and intra- and inter-visitations.

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

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

Please respond to the following questions for Key Finding 7:

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

PS197Q uses a grade specific performance indicator to determine students performance indicators in ELA and mathematics.

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?

Because of our large SWD population PS197 continues to research additional strategies to best meet the needs of our students.

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.

PS197's PPT/LRE committee meets bi-monthly to discuss modifications and additional ways classroom teachers can incorporate the specific needs of SE students. Classroom and cluster teachers receive copies of students IEPs. IEP teacher and SE assistant principal meet with teachers during grade meetings to address specific needs of SWD. Additional differentiation and student support is planned for the 2009-2010 school year.

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

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

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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### **Part A: FOR TITLE I SCHOOLS**

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

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

In accordance with CR A-780, PS197Q provides equal access to students in temporary housing as provided to all children permanently housed in the local community to include enrollment support, medical support, free school meals, transportation via DOE provided school buses or MetroCards, attendance tracking and support, guidance support and before and after-school programs in the same manner as provided to all students. Our Family Assistant provides family related support, community outreach and referrals and services as families move or transition into permanent housing. Our Parent Coordinator provides McKinney-Vento Act Guides and Residency Questionnaires in accordance with Attachment # 2 of CR A-780.