



**ELIZABETH BLACKWELL MS 210Q**

**2009-2010**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: MIDDLE SCHOOL 210 QUEENS, DISTRICT 27Q**  
**ADDRESS: 93-11 101<sup>ST</sup> AVENUE, OZONE PARK, NY 11416**  
**TELEPHONE: 718 845-5942**  
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**SECTION I: SCHOOL INFORMATION PAGE**

SCHOOL NUMBER: 210Q SCHOOL NAME: Elizabeth Blackwell

SCHOOL ADDRESS: 93-11 101 Avenue Ozone Park, NY 11416

SCHOOL TELEPHONE: 718-845-5942 FAX: 718-845-4037

SCHOOL CONTACT PERSON: Rosalyn Allman-Manning EMAIL ADDRESS: rmannin@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Rosalie Cooper

PRINCIPAL: Rosalyn Allman-Manning

UFT CHAPTER LEADER: Mark Silberman

PARENTS' ASSOCIATION PRESIDENT: Arelis Peralta

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

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

DISTRICT: 27Q SSO NAME: Knowledge Network

SSO NETWORK LEADER: Maureen D'Onofrio

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
<b>Rosalyn Allman-Manning</b>	*Principal or Designee	
<b>Mark Silberman</b>	*UFT Chapter Chairperson or Designee	
<b>Arelis Peralta</b>	*PA/PTA President or Designated Co-President	
<b>Lali Estrella</b>	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
<b>Rosalie Cooper</b>	Member/Chair Person	
<b>Nicholas Santora</b>	Member/ Teacher	
<b>Jane Martin Lavaud</b>	Member/ Teacher	
<b>Emmy Davis</b>	Member/ Teacher	
<b>Romual Jean Baptiste</b>	Member/ Teacher/Alternate	
<b>Iris Droz</b>	Member/ Parent	
<b>Herb Flores</b>	Member/ Parent	
<b>Annette Howard</b>	Member/ Parent	
<b>April Marrasquin</b>	Member/ Parent	
	Member/ Parent	
<b>Maricela Quinones</b>	Alternate Parent	

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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Elizabeth Blackwell Junior High School (M.S. 210Q) is the largest middle school in Community School District 27. The school's population historically exceeds its October 31 budgetary projections due to the demographics of the surrounding community and the reputation of our programs. The building is over utilized. There are 75 classrooms serving 2,042 students where English, Spanish, Bengali, Urdu, Punjabi and Chinese are the dominant languages. The student population represents 61% Hispanic, 27% Asian, 5% Caucasian and 7% African-American (as of School Democratic and Economic Snapshot 3/2009). Despite the multi-ethnic composition of our student body, we remain an extremely safe school where culture and language is highly respected. The school staff is comprised of 125 teachers and administrators who are 100% highly qualified under NCLB.

We are proud of our commitment to our Special Education population. We have 9 self-contained classes and two grade six, two grade seven, and three inclusion classes on grade eight. Numerous other students receive other Special Education services. Mandated counseling, SETSS, speech, occupational and physical therapy are some of the services provided. Our Pupil Personnel Team and Mainstreaming Committee help us insure that all of our students with special needs are serviced. We have made great strides by integrating special education students into inclusion classes and providing some general education students (in need of academic intervention services) with reading programs offered to the special education population. We will continue to have students who will receive 10 periods of SETSS. This is to keep these students in General Education for the majority of the day. We also implemented Scholastics Read 180, a computer assisted reading program to improve reading comprehension skills. Middle School 210Q is committed to having all Special Education students in the Least Restricted Environment. The Pupil Personnel Team holds bi-monthly meetings to discuss the needs of all students in the school. To maintain students in General Education we offer special Reading/Tutorial Programs, mandated Speech and Counseling. Our school Psychologist works with students who have difficulty with anger management. Students are given techniques to help them manage their anger while assisting them so that they may remain in their present educational setting. MS 210Q also offers extended day tutorial programs for students in Special Education.

ELL students are encouraged, and in some cases mandated to attend extended and after school programs. Our Parent Coordinator and a bilingual Guidance Counselor conduct parent workshops on a regular basis, allowing parents to learn about ARIS, the high school application process, school programs and items of concerns. This has resulted in our improving the technology, art, and music programs for these students. Fast Forward, ELLIS and Classroom Incorporated are computer assisted programs to assist our LEPs in Literacy. Our Art and Music Talent Programs address the needs of our students who have multiple modalities of learning. As our LEP population increases, there will be a greater need for incorporating these students into our Talent Programs. Parent involvement within our school community continues to increase. There is a bulletin board where parents can read all school notices as well as district and central board publications. Community activities are also posted. Additionally, parents receive messages via our school messenger telephone relay system. The school has an announcement board which posts school programs and important dates to the surrounding community. Lastly, parent publications such as "In The Middle" (which is also translated in Spanish) is distributed monthly, as well as, a school calendar. All school notices are translated in the major languages identified previously. The library has become

a highly valuable resource center used by individual students and classes as well as teaching staff. Our funded programs have support instruction in the areas of Balanced Literacy and Mathematics.

We are very proud of our technology programs. We also have two computer labs, which have been updated with DELL and APPLE computers. Our library is equipped with computers and all data lines are functioning, allowing us to have internet service in all classrooms. We also have multiple computer carts, smart boards, "Cows," and opaque projectors for classroom use. Additionally, Renzulli Learning Systems is accessible in our Apple computer laboratory. Renzulli is a web-based program that matches students' interests and learning styles to provide enriched, challenging learning. Several honors and inclusion classes use this program during their technology period. Orchard Mathematics software is installed in our Dell computer laboratory. Orchard provides differentiated instruction in mathematics and is used with several classes during their technology period.

MS 210Q is organized as a "house" structure to create smaller learning communities. Each house has a character theme that is supported by a theme quotation. Assistant Principals manage academic and attendance data. House assemblies are conducted to reinforce school policies and commend students. Each house is supervised by an Assistant Principal and has an assigned Guidance Counselor. Deans are assigned to assist Assistant Principals in maintain a safe and orderly environment within our school community.

Students receive a minimum of 8-9 periods of Reading/Literacy & Math instruction; 5-6 periods of Science and Social Studies weekly. Our Accelerated Regents Prep program students receive additional minutes to accommodate required laboratories in Science. The 6<sup>th</sup> grade follows a self-contained model with the same mandated periods as mentioned above. As per the UFT contract, each teacher has twenty five teaching periods. The Social Studies and Science teachers will teach the content areas through a Balanced Literacy approach.

With the support of staff, parents and community collaborations, MS 210Q will continue to maintain high expectations for all students in our building. As stated in our mission statement, MS 210Q will continue to build self-esteem and instill an ongoing joy of learning as our students become productive members of our community.

## 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>	J.H.S. 210 Elizabeth Blackwell						
<b>District:</b>	27	<b>DBN:</b>	27Q210	<b>School BEDS Code:</b>	342700010210		
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7	√	11
	K		4		8	√	12
	1		5		9		Ungraded
	2		6	√	10		√
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	0	0	0		91.5	91.0	93.0
Kindergarten	0	0	0	Student Stability - % of Enrollment:			
Grade 1	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 2	0	0	0		93.0	93.4	94.2
Grade 3	0	0	0	Poverty Rate - % of Enrollment:			
Grade 4	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 5	0	0	0		68.5	63.1	62.3
Grade 6	619	617	597	Students in Temporary Housing - Total Number:			
Grade 7	699	680	661	(As of June 30)	2006-07	2007-08	2008-09
Grade 8	804	697	708		4	20	41
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 11	0	0	0		54	58	61
Grade 12	0	0	0	Special Education Enrollment:			
Ungraded	39	27	38	(As of October 31)	2006-07	2007-08	2008-09
Total	2161	2021	2004				
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	121	102	108	Principal Suspensions	35	60	55
# in Collaborative Team Teaching (CTT) Classes	33	51	55	Superintendent Suspensions	27	19	35
Number all others	141	119	109	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0
(BESIS Survey)	2006-07	2007-08	2008-09	Early College HS Program Participants	0	0	0
(As of October 31)	2006-07	2007-08	2008-09	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	0	16	0	(As of October 31)	2006-07	2007-08	2008-09
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	222	200	222	Number of Teachers	128	133	133

**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	5	33	26	Number of Administrators and Other Professionals	18	28	28
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	2	2
<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)	6	9	9	% fully licensed & permanently assigned to this school	99.2	100.0	100.0
				% more than 2 years teaching in this school	79.7	82.0	82.7
				% more than 5 years teaching anywhere	50.0	59.4	66.2
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	86.0	83.0	83.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	94.9	95.1	87.6
American Indian or Alaska Native	0.0	0.2	0.0				
Black or African American	7.2	6.8	7.2				
Hispanic or Latino	61.1	60.6	61.4				
Asian or Native Hawaiian/Other Pacific Isl.	26.5	27.3	26.4				
White	5.2	5.1	4.9				
<b>Male</b>	51.2	52.2	50.7				
<b>Female</b>	48.8	47.8	49.3				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>Individual Subject/Area Ratings:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	CA			ELA:			
Math:	IGS			Math:			
Science:	IGS			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		√SH	√	√			
Limited English Proficient		√SH	√	√			
Economically Disadvantaged		√	√	√			
<b>Student groups making AYP in each subject</b>		8	8	7	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>	NR		
<b>Overall Score:</b>	81.5			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment:	7.7			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	21.7			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	43.1						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	9						

<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?

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### Performance Trends:

#### Based on the NYS ELA from 2007- 2009:

- All students decreased the percent of students in Level 1 from 6.0 to 0.2 and increased Level 3 and 4 from 50.9 to 74.9%
- For the Student with Disability (SWD) subgroup Level 1 decreased from 18.9 to 0.9% and Levels 3 and 4 increased from 10.1 to 39.5%
- Level 1 decreased from 35.0 to 1.6% and increased Levels 3/4 from 5% to 26.2% in the Limited English Proficient subgroup

#### Based on the NYS Math from 2007-2009:

- The All Students group decreased Level 1 more than 5%, with Level 3 and 4 increasing from 64% to 82%
- The percent of Students with Disabilities (SWD) in Levels 3 and 4 increased almost 20% with 45.3 % of students proficient
- For the English Language Learners (ELL), Level 1 decreased from 24.6 to 8.5 % and increased Levels 3 and 4 from 29.9 to 58.9%

#### Based on the NYC Progress Reports from 2007-2009:

##### ELA

- Student performance increased from 50.9% to 74.1%
- Students making at least one year of progress increased from 46.8 to 64.5%

##### Math

- Student performance increased from 64.5% to 82.3%
- Students making at least one year of progress increased from 56.8 to 64.2%

##### Attendance

- Increased from 91.5 to 93%

#### Based on the NYS Science Exam from 2008- 2009:

- All students performance has remained the same for Levels 3 and 4 at about 65% while Level 1 has increased from 4 to 6%
- For the Student with Disability (SWD) subgroup Level 1 decreased from 18 to 14% and Levels 3 and 4 increased from 20 to 32%
- Level 1 increased from 13 to 27% and decreased Levels 3/4 from 31% to 29% in the Limited English Proficient subgroup

Based on the NYS Social Studies Assessment from 2007-2009:

- The All Students group decreased Level 1 from 10% to 7% and increased Level 3 and 4 11%, with 43% of students proficient
- The percent of Students with Disabilities (SWD) in Levels 3 and 4 decreased from 7 to 3% and also decreased Level 1 from 26 to 20%

Elizabeth Blackwell was removed from Corrective Action and is now a school in good standing. This was accomplished by the identified subgroups (LEPs and special education) making adequate yearly progress (AYP) for two consecutive years in ELA, which was the area of identification. Because these groups did well, we did not have to rely on Science as the Safe Harbor Target. However, we must continue to enrich our students in these groups in science so that we achieve the AMO of 100 in 2010. With the LEP's, the students that took the ELA test for the first time performed very well with only 2 students scoring below level 2. We also received credit on the school report card due to 31% of our ELL students improving by at least one half proficiency points in ELA and 31.6% improvement by at least one half proficiency point in math. This was not the case with our students with disabilities. Although this subgroup made AYP, there was a lower percentage of proficiency in ELA (27.6%) and math (23.2%). The data table below indicates that for the past three years, these identified subgroups continue to show improvement in ELA in levels 3 & 4 and to make progress towards narrowing the achievement gap as compared with other subgroups.

The greatest accomplishments continue to be the increase in mathematics for all students. However, because special education students did not achieve exemplary gains in mathematics on the school report card, there is a concern for this group as AYP continues to increase. The table below outlines the trends in mathematics for all grades and special education.

Another accomplishment is the increase in our score on the Learning Environment Survey in each area under school environment. However, the two lowest areas continue to be communication and engagement. A third accomplishment is the increase in our average attendance. Our most significant barriers continue to be the academic achievement of our LEP and students with disabilities subgroups as we face an increasing AYP. ESL and teachers of LEP students will continue to receive professional development in effective teaching strategies and methodologies for these specific students. We will continue the services of an ESL Coach from Fordham University to assist these teachers in the classroom in addition to the off-site professional development. We have also expanded our parent outreach to include bilingual school messages, purchasing additional materials and providing targeted students with AIS during after on school academic and puppetry program. The addition of an F-status science teacher during spring 2009 to assist in science instruction towards meeting AYP was an asset. We plan to continue this support to our students during the 2009-2010 school year, budget permitting. Additional materials are being purchased to support our READ 180 program, technology through Fast Forward and Smart Boards for our visual learners. Marquis Studios has also been contracted to provide puppetry to enrich the vocabulary of these students.

Teachers of students with disabilities will continue to receive professional development in effective teaching strategies and methodologies. We will contract coaches in ELA and mathematics to ensure that teachers of students with disabilities provide effective math instruction. Additional manipulatives will be purchased and students will be invited to academic after school programs. Wilson Reading and Read 180 computer assisted programs will also be provided for ELA.

## 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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1. By June 2010, the English Language Learner student group will demonstrate progress towards achieving state standards as measured by a 5% increase in students scoring at Levels 3 & 4 on the NYS ELA assessment administered in April 2010.

After conducting our needs assessment, it was concluded that although the ELL student group has made progress in this area as demonstrated by the data for the past three years, this student group continues to under perform compared to all other subgroups. As a result, we continue to prioritize the progress for our ELL subgroup for the 2009-2010 school year.

2. By June 2010, the percentage of students with disabilities in levels 3 & 4 will increase by 5% on the NYS ELA Assessment given in April 2010.

After conducting our needs assessment, it was concluded that although the students with disabilities subgroup has made progress as demonstrated by the data for the past three years, this student subgroup continues to under perform and the achievement gap must be narrowed. As a result we have made progress for our students with disabilities subgroup a priority goal for the 2009-2010 school year.

3. By June 2010, the percentage of students with disabilities in levels 3 & 4 will increase by 5% on the NYS Math Assessment given in May 2010.

After conducting our needs assessment, it was concluded that although the students with disabilities group has made progress in this area as demonstrated by the data for the past three years, this student group continues to under perform compared to all other subgroups. As a result, we continue to prioritize the progress of our students with disabilities subgroup for the 2009-1010 school year.

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** English Language Arts  
ELA - ELL

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, the English Language Learner student group will demonstrate progress towards achieving state standards as measured by a 5% increase in students scoring at Levels 3 &amp; 4 on the NYS ELA assessment administered in April 2010.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>▪ Teacher will use the Teacher’s College Quick Reading Assessment to assess student comprehension and reading growth within given benchmarks throughout the year.</li> <li>▪ After school and enrichment programs to assist students in reading and writing</li> <li>▪ Provide coaching for teachers of LEP students and teachers of ESL.</li> <li>▪ Provide extended day computer assisted programs for ELLs (ELLIS, Fast Forward, Classroom Inc.)</li> <li>▪ Use of Classroom Incorporated during the regular and extended day programs to improve vocabulary development and comprehension.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>▪ Contract for Excellence</li> <li>▪ Title I</li> <li>▪ Title III</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>▪ Predictive Assessments (twice yearly)</li> <li>▪ ITAs (2)</li> <li>▪ Practice NYS Exam</li> <li>▪ Portfolio Assessment (monthly)</li> <li>▪ Intervisitations</li> <li>▪ Practice NYSESLAT</li> <li>▪ TC Quick Reading Assessment (administered three times)</li> </ul>

**Subject/Area (where relevant):** English Language Arts  
 Students With Disabilities

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, the percentage of students with disabilities in levels 3 &amp; 4 will increase by 5% on the NYS ELA Assessment given in April 2010.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>▪ Teacher will use the Teacher’s College Quick Reading Assessment to assess student comprehension and reading growth within given benchmarks throughout the year.</li> <li>▪ After school and enrichment programs to assist students in reading and writing</li> <li>▪ Provide coaching for teachers in collaborative and differentiated instruction</li> <li>▪ Provide push-in pull-out services such as Wilson Reading</li> <li>▪ Provide school related services</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>▪ Contract for Excellence</li> <li>▪ Title I ARRA SWP</li> <li>▪ Title III</li> <li>▪ Title I</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>▪ Predictive Assessments (twice yearly)</li> <li>▪ ITAs (2)</li> <li>▪ Practice NYS Exam</li> <li>▪ Portfolio Assessment (monthly)</li> <li>▪ Intervisitations</li> <li>▪ Practice NYSESLAT</li> <li>▪ TC Quick Reading Assessment (administered three times)</li> <li>▪ NYSAA</li> </ul>

**Subject/Area (where relevant):** Mathematics  
Students with Disabilities

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, the percentage of students with disabilities in levels 3 &amp; 4 will increase by 5% on the NYS Math Assessment given in May 2010.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>▪ Teachers will use the fall and spring math inventory to identify areas that need improvement for their students</li> <li>▪ After school mathematics program will be conducted to assist students in mathematics</li> <li>▪ Professional development will be provided to special education teachers of mathematics in the form of coaching</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>▪ C4E</li> <li>▪ Title I ARRA SWP</li> <li>▪ Title I</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>▪ Monthly Portfolio Assessment</li> <li>▪ Fall and Spring Math Inventory</li> <li>▪ Predictive Assessment (twice)</li> <li>▪ ITAs (2)</li> <li>▪ Practice NYS Math Assessment</li> </ul>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	103	77	108	78	5	0	0	1
7	136	98	98	92	4	3	0	1
8	232	175	102	181	5	1	0	1
9								
10								
11								
12								

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

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

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p>Teachers work with small groups to enhance skills needed for test sophistication, test taking strategies and instruction to help students who are struggling meet the goals on the IEP. Teachers work with small groups of students to enhance skills during Extended Day 50 minutes needed for test sophistication, test taking strategies, and instruction to help students who are Level 1 &amp;2. ESL teachers work with small groups of ELL students to enhance skills needed for test sophistication, test taking strategies, vocabulary and instruction. After school program is offered to assist all students in Levels 1 and 2.</p>
<p><b>Mathematics:</b></p>	<p>Teachers work with small groups of students to enhance skills needed for test sophistication, test taking strategies and instruction to help students who are struggling to meet the goals on the IEP. Teachers work with small groups of students during extended day to enhance skills needed for test sophistication, test taking strategies, and instruction. Teachers work with small groups of students to enhance skills needed for test sophistication, test taking strategies and instruction to help students meet the goals on the IEP. SETSS teachers work with small groups of students.</p>
<p><b>Science:</b></p>	<p>Teachers work with small groups of students to enhance skills needed for test sophistication, test taking strategies and instruction to help students who are struggling to meet the goals on the IEP. “F” status teacher works with ELL and small groups of students identified as level 2 in science to enhance skills needed for test sophistication, test taking strategies, and instruction. Test prep material is also purchased to support a Saturday test prep class in the Spring.</p>
<p><b>Social Studies:</b></p>	<p>Teachers work with small groups of students to enhance skills needed for test sophistication, test taking strategies and instruction to help students meet the goals on the IEP. Teachers’ work with small groups of students to enhance skills needed for test sophistication, test taking strategies, and instruction to help students meet the goals on the IEP. Test prep material is also purchased to support a Saturday test prep class in the Spring.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>Guidance Counselor Intervention</p> <ul style="list-style-type: none"> <li>• Group and Individual Counseling, Needs Based</li> <li>• Students not Meeting Promotional / Performance Standards</li> <li>• Students Experiencing Behavioral / Emotional / Family Issues Negatively Impacting on Learning</li> <li>• Students who are multiple holdovers</li> </ul>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p>School Psychologist</p> <ul style="list-style-type: none"> <li>• Individual Counseling</li> <li>• Provides staff development for staff</li> <li>• Provides referrals for agencies</li> <li>• Makes contact with various sites for parents</li> </ul>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p>Social Worker</p> <ul style="list-style-type: none"> <li>• Provides referrals for parents             <ul style="list-style-type: none"> <li>- Offers assistance at PPT meetings</li> <li>- Liaison between school &amp; parents</li> </ul> </li> </ul>

**At-risk Health-related Services:**

Health Services

- Regional Nursing Director- Coordinates Services Throughout Region
- Full time Supervising Nurse for Each District- Monitors Services
- Full time Public Health Advisor for Each Middle School
- Monitor Health Needs of All Students
- Provide First Aid
- SAPIS Coordinator on-site

**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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## ELIZABETH BLACKWELL MIDDLE SCHOOL 210Q

*Rosalyn Allman-Manning, Principal*

93-11 101<sup>ST</sup> AVENUE

OZONE PARK, NEW YORK 11416

TEL: (718) 845-5942 • FAX: (718) 845-4037

ASSISTANT PRINCIPALS: *Laurie Adragna, Dino Bianchinotti, Palo Dedvukaj, Karlene Shadeed, Victoria Somma*

### Part A: Language Allocation Policy (LAP)

Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

#### I. Language Allocation Policy Team Composition:

**Principal:**

*Rosalyn Allman-Manning*

**Assistant Principal:**

*Karlene Shadeed*

**Guidance Counselor:**

*Haydee Pistone*

**Content Area Teacher:**

*Ana Cabrera*

**Content Area Teacher:**

*Jacqueline Ungar*

**ESL Teacher:**

*Patricia Brown*

**Assistant Principal:**

**Literacy Coach:**

*N/A*

**Math Coach:**

*N/A*

**Parent**

**Coordinator:**

*Rose Flores*

#### II. Teacher Qualifications

Please indicate the following:

- Number of certified ESL Teachers 4
- Number of certified bilingual Teachers 1
- Number of certified Foreign Language Teachers teaching NLA 0
- Number of Content Area Teacher with Bilingual Extension
- Number of Special Education Teachers with Bilingual Extension
- Number of Teachers of ELLS without ESL/bilingual Certification 9  
with Bilingual Extension

#### III. School Description / Demographics (Be sure to include the number of students in school and number of ELLs in the school.) 2,038 students 223 ELLs

#### IV. ELL Identification Process & Parent Choice Include a brief paragraph to describe in detail:

- **Initial identification process for ELLS (include HLIS and LAB-R)**

Beginning with the registration process for new admits, all parents are given the Home Language Identification Survey to elicit information about the language spoken in the student's home as well as the student's prior schooling. An interview with parents and students with a pedagogue or our bilingual family assistant (when a pedagogue is not readily available), takes place during this process in order to find out additional details or reasons for parents answering questions in a specific way. It is this interview, combined with the results of the HLIS that determine Lab-R testing eligibility. By completing the form in this manner, we can get the information necessary in order to determine LAB-R testing eligibility. Based on the responses and language dominance the parents are notified and the LAB-R is administered to the student.

After the Lab-R is administered and hand scored, and if the student is eligible for ESL services, they are placed in the appropriate program. The parents are notified by letters both in English and the home language concerning the child's placement in the free standing ESL program. (Placement Letter).

- **Staff responsible (include qualifications-license) for implementing HLIS and administration of LAB-R.**

The pupil personnel secretary gives the HLIS Survey to parents of newly admitted students and the ESL teachers interpret the survey to see if the student is eligible for LAB-R testing. The LAB-R is administered by the ESL teachers.

- **Step to ensure yearly NYSESLAT implementation (include staff responsibilities in process)**

ESL teachers conduct NYSESLAT test prep and administer the test as per the dates required by the New York City Department of Ed. Parents are also notified of impending test.

- **Parent information/ Parent Orientation Process and parent Program Choice Procedures - Include process, outreach plan and timelines for parent choice options**

Parents and guardians are invited to attend a Parent Orientation session, view the Parent Orientation video, and receive information of the different programs available. (Transitional Bilingual, Dual Language, Freestanding ESL). The Parent Orientation is given twice a year, in the Fall and Spring.

- **Yearly distribution and collection of parent choice letters.**

The ESL teachers distribute the entitlement letters and Parent Survey and Program selection forms and collect them from the students (at school) and parents (at the Parent Orientation meeting).

- **Procedures to place ELLs in Bilingual and/or ESL programs including communication with parents.**

After the LAB-R is administered and if the student is eligible for ESL services, they are placed in the appropriate program. The parents are notified by letters in both English and the home language concerning the child's placement in the ESL program.

- **Trends in parent program choice as evidenced by past years.**

After reviewing the Parent Survey and Program Selection forms for the past few years, we have noticed a trend towards the ESL program with very few parents requesting the Bilingual program.

- **Align school programs to parent choices.**

The school provides free standing ESL classes as per the majority of the parent choices.

- **Future plans to align school programs to parent choices for educational program models.**

The school will continue to implement the correct practices because they are aligned to the parent choices.

**V. ELL Programs Please include the following:**

Number of ELLs in Transitional Bilingual Education Programs	N/A
Number of ELLs in Dual Language Education Programs	N/A
Number of ELLs in ESL Self Contained Classes by grade Education Programs	51
Number of ELLs in ESL Push –In / Pull-Out by grade Education Programs	223 (as of 10/31/09)

**VI. Years of Services / Programs / ELLS by Sub-groups (Please refer to worksheet.)**

**Include:**

- Number of ALL ELLs **223 (as of 10/31/09)**
- Number of SIFE **26**
- Number of Newcomers **96**
- Number of ELLs in grades 4-6 **87**
- Number of ELLs in special education **54**
- Number of Long – term ELLs **75**
- Number of ALL ELLs by subgroup and years of service

In addition to the subgroups and years of service above, there are also 45 ELL students who have been serviced for 4 to 5 years.

**VII. Home Language Breakdown and ELL Programs**

**1. ESL Program - Break down by grade and language**

In 6<sup>th</sup> grade the languages of the ELLs are as follows: 52 Spanish, 8 Bengali, 4 Arabic, 2 other

In 7<sup>th</sup> grade the languages of the ELLS are as follows: 41 Spanish, 2 Chinese, 15 Bengali, 2 Arabic, 3 other.

In 8<sup>th</sup> grade the languages of the ELLS are as follows: 68 Spanish, 14 Bengali, 2 Arabic, 1 Haitian-Creole, 1 French.

**2. Transitional Bilingual Education –Break down by grade and language N/A**

**3. Dual Language – Include N/A**

- **Break down by grade and language**
- **Number of ELLs participating**
- **Number of bilingual students fluent in both languages**
- **Number of third language speakers**
- **Ethnic breakdown of English Proficient Students in DLProgram**

**VIII. Program and Schedule Information**

- **Describe how instruction is delivered.**

The students in the ESL program are grouped by grade and English language ability. There are two full ESL classes on each grade, and some general and special education students who have not been placed in these ESL core classes are pulled out for small group ESL instruction.

- **Include sample student schedule.**

**Class 816 – Teacher Ms. Reynolds 2009-2010**

TIME	1	2	3	4	5	6	7	8
MON	LA 273	LA 273	ELL 273	S.S. 260	LUNCH	ELL MUSIC/ART 260	SCI 259	MATH 275
TUES	MATH 275	P.E.	SCI 259	ELL MUSIC/ART 259	LUNCH	S.S. 260	LA 273	LA 273
WED	LA 273	S.S. 260	SCI 259	SCI 259	LUNCH	ELL 275	MATH 275	MATH 275
THUR	LA 273	LA 273	ELL 273	SCI 259	LUNCH	S.S. 260	MATH 275	MATH 275
FRI	SCIENCE 259	S.S. 260	MATH 275	MATH 275	LUNCH	LA 273	P.E.	LA 273

➤ **Describe model**

M.S. 210 currently utilizes the self contained, push in and pull out ESL models.

➤ **Staffing for compliance with CR Part 154( required instructional time)**

The ESL teachers provide the necessary ESL instruction in “equal daily allotments”, as required by Commissioner’s Regulations Part 154. In grades 6, 7 and 8, beginner and intermediate ELL students receive 360 minutes per week of ESL instruction. Advanced students in these grades receive 180 minutes a week of ESL instruction.

➤ **Content Instruction**

The content area instruction is in English and is supported by ESL methodologies. The ESL teachers link and co plan with the content area teachers to plan instructional strategies for ELLs. Targeted intervention programs at MS 210 for ELLs are designed to enhance ELLs academic vocabulary in all content areas. Vocabulary is taught together with content area using direct instruction, information from context, morphology, knowledge about multiple meanings and from cognates to infer word meaning.

➤ **Differentiating Instruction for ELLs / Sub-groups**

Instruction is differentiated for ELL subgroups, including newcomers, former ELLs, special needs and long term ELLs.

- a. SIFE students are placed in the appropriate classes and also pulled out for small group instruction. They attend the extended day and after school programs and may also receive resource room services.
- b. Instruction for newcomer ELLs is differentiated by employing choral reading, songs, rhymes, chants and musical activities to help children imitate and remember language. Vocabulary development through reading and storytelling with picture books applying TPR (Total Physical Response) is also utilized. Some newcomer ELLs are pulled for small group instruction. The Fast Forward and ELLIS programs are also utilized for newcomers.
- c. Many ELLs receiving service for 4-6 years are pulled out for small group ESL instruction.
- d. Long term ELLs should be supported in literacy development across the content areas. Regardless of subject matter content and literacy need to be simultaneously the focus for long term ELLs. Long term ELLs also benefit from the Read 180 Program.

**IX. Plan for SIFE**

SIFE students are placed in the appropriate classes and also pulled out for small group instruction. They attend the extended day and after school programs and may also receive resource room services.

**X. Plan for ELLs in school less than 3 years/ Newcomers**

Instruction for newcomer ELLs is differentiated by employing choral reading, songs, rhymes, chants and musical activities to help children imitate and remember language. Vocabulary development through reading and storytelling with picture books applying TPR (Total Physical Response) is also utilized. Some newcomer ELLs are pulled for small group instruction. The Fast Forward and ELLIS programs are also utilized for newcomers.

**XI. Plan for ELLs in school 4-6 years**

Many ELLs receiving service for 4-6 years are pulled out for small group ESL instruction.

**XII. Plan for ELLs in school 6 years completed or more / Long Term ELLs**

Long term ELLs should be supported in literacy development across the content areas.

**XIII. Plan for ELL Special Needs Students**

ELLs identified as having special needs are placed within appropriate classes and programs.

Some receive resource room services while others are in self contained Special Education classes. Many of these students are pulled out for ESL small group instruction.

**XIV. Intervention Programs for ELLs (AIS)**

Targeted intervention programs at MS 210 for ELLs are designed to enhance ELLs academic vocabulary in all content areas. The meanings of academically used words are taught together with strategies for using information from context, from morphology, from knowledge about multiple meanings, and from cognates to infer word meaning. Some ELLs receive resource room and speech services.

**XV. Transitional Student Support Plan ( ELLs that pass NYSESLAT are Transitional students for 2 years).**

ELLs reaching proficiency on the NYSESLAT are entitled to and given extended time on state exams.

**XVI. Future Plans for ELL Programs –Describe changes planned- improvements, discontinued programs**

We plan on incorporating more technology by purchasing more laptops for the ESL department to be used in small group instruction. We will increase the number of ELL students using the Fast Forward program.

**XVII. Equal access to all programs**

ELLs are afforded equal access to all school programs and are offered after school and supplemental services. ELLs are also offered Title III Funded after school activities.

**XVIII. After school programs for ELLS**

ELLs are offered Title III Funded after school programs.

**XIX. Instructional materials including technology**

Technology is implemented in ESL instruction in the following ways:

- Laptops
- Smartboard
- ELLIS Computer Program
- Fast Forward Computer Program

**XX. Instructional materials in Content Areas**

The content area teacher utilizes visual teaching aides and technology in the classroom (laptops and the smartboard) to instruct the ELLs

**XXI. Native Language Support**

All ESL students have access to bilingual dictionaries and glossaries in English and their native languages. These resources can be used in all their content classes. The ESL teachers provide vocabulary in both English and in the ELLs native language. There are Spanish Language textbooks available in content areas such as Science, Social Studies and Mathematics to assist the ELL students in learning content in their native language and English. Besides English, the school library provides literature in Spanish and Chinese. We are currently looking for Bengali literature to assist these ELLs.

**XXII. Support Services**

An ESL coach from Fordham University is utilized to support ESL teachers in effective teaching strategies for ELLs.

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**XXIII. Professional Development**

- **PD plan for teachers and staff working with ELLS**  
Professional Development days target ESL teachers and ELL support staff with best practices methodology.
- **Training of all staff – 7.5 Hours required/ records**  
On Election Day the ESL Coach from Fordham University conducted a workshop for teachers working with ESL students.

**XXIV. Assessment Analysis (Refer to LAP worksheet to complete this section on assessment)**

- **Implications for Instruction**
- ***Implications for LAP in English Language Arts Area***
- ***Implications for LAP in Mathematics Content Area***
- ***Implications for LAP in Science Content Area***
- ***Implications for LAP in Social Studies Content Area***

The implications of the LAP on the four major content areas is as follows: Teachers will use the data to focus in their pedagogic practices to differentiate instruction to meet the individual needs of the ELL students such as grouping according to specific needs.

***For High Schools (ONLY)***

***N/A***

***The assessment data must include an analysis of Content Area Tests and Regents including***

- ***Comprehensive English***
- ***Math A and B***
- ***Integrated Algebra***
- ***Geometry***
- ***Biology***
- ***Chemistry***
- ***Earth Science***
- ***Global History and Geography***
- ***Foreign Language***
- ***NYSAA***

**XXV. Describe ELL program success**

Elizabeth Blackwell was removed from Corrective Action and is now a school in good standing. This was accomplished by the identified subgroups (LEPs and special education) making adequate yearly progress (AYP) for two consecutive years in ELA, which was the area of identification. Because these groups did well, we were not forced to use Science as the Safe Harbor Target. With the LEP's, the students that took the test for the first time performed very well with only 2 students scoring below level 2. We also received credit on the school report card due to 31% of our ELL students improving by at least one half proficiency point in ELA and 31.6% improvement by at least one half proficiency in math.

**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>MS 210 Elizabeth Blackwell</b>
Principal <b>Rosalyn Allman–Manning</b>	Assistant Principal <b>Karlene Shadeed</b>
Coach <b>Christina Scherer–ESL</b>	Coach <b>Carmen Rodriguez</b>
Teacher/Subject Area <b>P. Brown–ESL</b>	Guidance Counselor <b>Haydee Pistone</b>
Teacher/Subject Area <b>Gr.6 Cabrera–Ungar</b>	Parent <b>Rose Flores</b>
Teacher/Subject Area <b>Reynolds–ElShahat–Mayers</b>	Parent Coordinator <b>Rose Flores</b>
Related Service Provider <b>Haydee Pistone</b>	SAF <b>Anita Skopp</b>
Network Leader <b>Maureen D'Onofrio</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>4</b>	Number of Certified Bilingual Teachers	<b>1</b>	Number of Certified NLA/FL Teachers	<b>1</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>9</b>

### C. School Demographics

Total Number of Students in School	<b>2038</b>	Total Number of ELLs	<b>223</b>	ELLs as Share of Total Student Population (%)	<b>10.94%</b>
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## Part II: ELL Identification Process

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

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





**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): \_\_\_\_

Number of third language speakers: \_\_\_\_

Ethnic breakdown of EPs (Number)

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino: \_\_\_\_

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other: \_\_\_\_

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

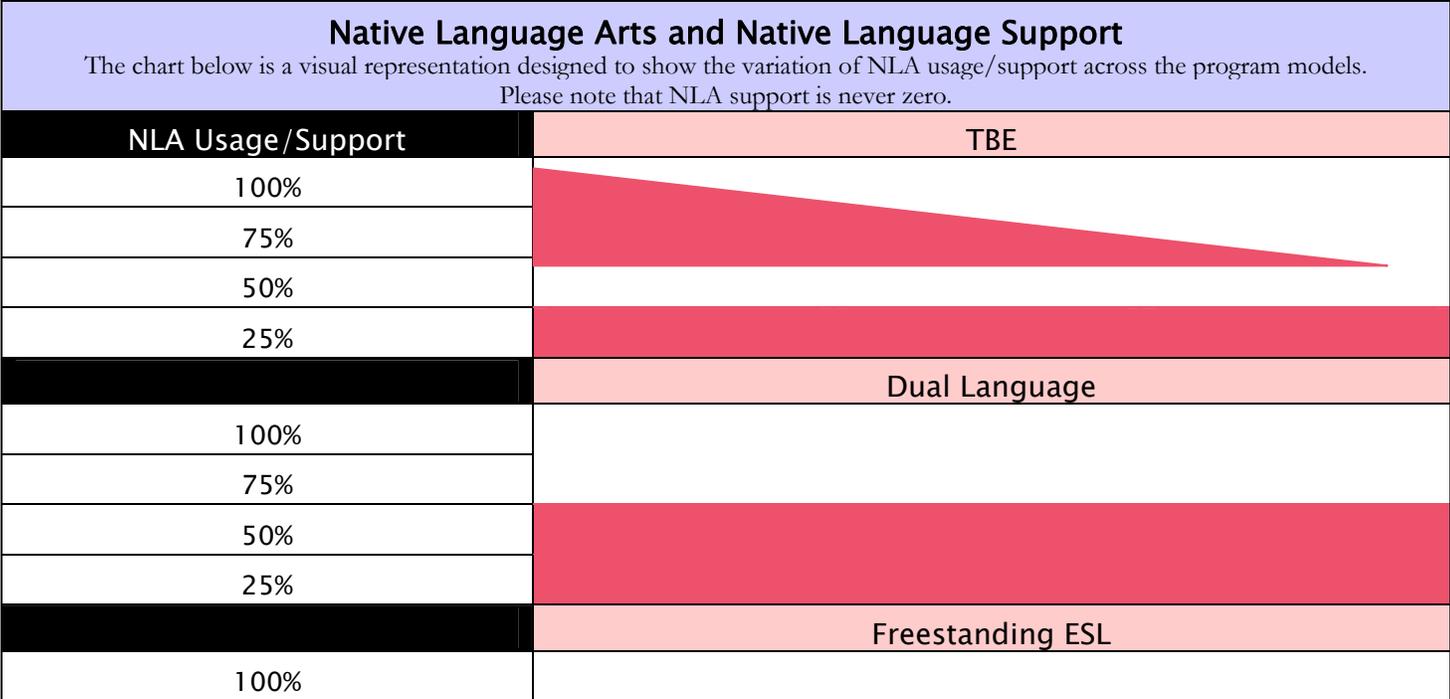
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish							52	41	68	161
Chinese							0	2	0	2
Russian							0	0	0	0
Bengali							8	15	14	37
Urdu							0	0	0	0
Arabic							4	2	2	8
Haitian Creole							0	0	1	1
French							0	0	1	1
Korean							0	0	0	0
Punjabi							0	0	0	0
Polish							0	0	0	0
Albanian							0	0	1	1
Other							2	3	0	5

**Programming and Scheduling Information**

<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>66</b>	<b>63</b>	<b>87</b>	<b>216</b>
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1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

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



75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>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)							18	17	26	61

Intermediate(I)							15	21	33	69
Advanced (A)							36	28	22	86
Total	0	0	0	0	0	0	69	66	81	216

NYSESLAT Modality Analysis										
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8
LISTENING /SPEAKING	B	0						6	8	6
	I							5	11	10
	A							29	28	42
	P							21	14	19
READING/ WRITING	B							12	10	19
	I							15	21	36
	A							29	24	22
	P							6	5	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	1	28	24	2	55
7	0	29	10	0	39
8	1	46	14	0	61
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	1		15		40		9		65
7	7		21		16		1		45
8	8		22		45		5		80

NYSAA Bilingual Spe Ed									0
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NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	29		58		37				124
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

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

5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
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)
Karlene Shadeed	Assistant Principal		
Rose Flores	Parent Coordinator		
Patricia Brown	ESL Teacher		
Rose Flores	Parent		
Ana Cabrera	Teacher/Subject Area		
Jacqueline Ungar	Teacher/Subject Area		
Christina Scherer	Coach		
Carmen Rodriguez	Coach		
Haydee Pistone	Guidance Counselor		
Anita Skopp	School Achievement Facilitator		
Maureen D'Onofrio	Network Leader		

Arlene DiBenedetto	Other		
	Other		
<b>Signatures</b>			
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**

**Form TIII – A (1)(a)**

**Grade Level(s)** 6, 7, 8      **Number of Students to be Served: (projected approximately)** - 200    LEP \_\_\_\_\_    Non-LEP \_\_\_\_\_

**Number of Teachers** 4      **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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The English Language Learners receive the necessary E.S.L. and ELA instructional units in "equal daily allotments", as required by Commissioner's Regulations Part 154. In grades 6, 7<sup>th</sup> and 8<sup>th</sup>, beginner and intermediate level students receive 360 minutes per week of E.S.L. instruction. Advanced students in these grades receive 180 minutes per week of E.S.L. instruction. In addition to the E.S.L. classes, there are various support services available to assist the ELL students achieve a satisfactory level of academic and social performance. Materials and supplies to support our students will included the purchase of bilingual books to support classroom libraries, books on tape, authentic literature and review books for the ELA, math and NYSESLAT assessments. Title III funding offers ELLs after school and plans are in effect for arts enrichment. The after school program will offer students in grades 6,7 & 8 remedial assistance as well as preparation for the ELA and math assessments in spring 2010. Staffing of the program will consist of four monolingual classroom teachers (with ESL/ELL training and coursework), one administrator and one certified bilingual teacher. The certified bilingual teacher will push into the four classes to provide native language support within a team-teaching model. The program will run two days a week, 90 minutes each day, 3 hours per week, for 24 weeks, from 12/1/2009 – 5/31/2010. Students will be grouped according to grade with no more than 20 students in each class. We are using review ELA and math books, as well as the book, "Words Their Way". In spring 2010, an F status science teacher will be hired to provide supplemental science instruction to grade 8 ESL/ELL students in preparation for the NYS Science Assessment so that these students achieve AYP in science. This teacher will push in during science instruction to assist with the laboratory and objective portion of this test. Supplementary science test prep materials will be purchased for these students. The arts enrichment activity will be contracted through Marquis Studios in spring 2010. This after school program is researched based to increase vocabulary for English language learners through puppetry skills. This additional program will be staffed by a teacher who will be paid with other school funding (CFE or SWP). Two groups of 15 students in grades 6 & 7 will be scheduled for two hours, two days per week for a total of 16 days.

**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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The E.S.L. teachers continue to provide E.S.L. training to subject area teachers through professional development workshops. This will be an ongoing process at M.S. 210Q as the E.S.L. teachers strive to work collaboratively with content area teachers to benefit our ELLs. An introductory ESL course of study will be implemented for content area teachers who work with the ELL students. This might include study groups and professional development to address such topics as: How to identify ELLs, Resources to use with ELLs, ESL Methodology, Testing of ELLs- NYSESLAT and Effective Teaching Strategies for ELLs. The LAP team will continue to meet and plan strategies to implement the LAP principles as they can best meet the needs of our school community. We continue to contract a mentor from Fordham University to provide professional development and coaching for our ESL and content area teachers. The mentor will provide one full day of coaching for 10 days in the form of modeling, teacher conferences, and co-teaching. All teachers of ESL/ELL students are provided this coaching. Professional development activities and workshops will include the following topics:

- The alignment of ESL and ELA Standards
- Grouping for pull-out ESL instruction
- Looking at the data and grouping for instruction
- Extending comprehension strategies
- Co-teaching learning strategies for ELLs
- Vocabulary Development
- Languages Structures
- Lesson Planning

**Form TIII – A (1)(b)**

**School: MS 210Q**

**BEDS Code: 342700010210**

**Title III LEP Program**

## School Building Budget Summary

Allocation Amount: \$41,600.00		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>Professional salaries (schools must account for fringe benefits)</b> <ul style="list-style-type: none"> <li>- Per session</li> <li>- Per diem</li> </ul>	<b>\$23,678.66</b>	<b>After School Program</b> 5 teachers x 3 hours wk. x 24 weeks x \$49.89 =\$17,960.40 Supervisor 1 supervisor x 46 hours x 52.21=\$2,401.66 <b>Supplementary Academic Intervention Program</b> "F" status science teacher 1F-Status Teacher x \$331.66 per day x 10 days =\$3,316.60 <b>.Arts Enrichment Program</b> 1 Teacher at no cost to Title III
<b>Purchased services</b> <ul style="list-style-type: none"> <li>- High quality staff and curriculum development contracts.</li> </ul>	<b>\$15,000.00</b>	<ul style="list-style-type: none"> <li>▪ <b>Fordham University</b> mentor will provide in-house PD 10 days of coaching to support ESL and teachers of ELL students \$9,000</li> <li>▪ <b>Marquis Studio puppetry program</b> to increase vocabulary skills. 16 days after school program for ELLs \$6,000</li> </ul>
<b>Supplies and materials</b> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials.</li> <li>- Must be clearly listed.</li> </ul>	<b>2,921.34</b>	<ul style="list-style-type: none"> <li>▪ <b>Supplementary libraries</b></li> <li>▪ <b>books on tape</b></li> <li>▪ <b>Authentic literature</b></li> </ul>
<b>Educational Software (Object Code 199)</b>		
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	<b>\$41,600.00</b>	

## Appendix 2: LAP Narrative to CEP – 2009-2010

### Part A – Language Allocation Policy (LAP)

**Part A: Language Allocation Policy (LAP)**

Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

**Language Allocation Policy Team Composition:**

**Principal:**  
*Rosalyn Allman-Manning*  
**Assistant Principal:**  
*Karlene Shadeed*  
**Guidance Counselor:**  
*Haydee Pistone*

**ESL Teacher:**  
*Patricia Brown*  
**Assistant Principal:**

**Literacy Coach:**  
*N/A*

**Content Area Teacher:**  
*Ana Cabrera*  
**Content Area Teacher:**  
*Jacqueline Ungar*

**Math Coach:**  
*N/A*  
**Parent Coordinator:**  
*Rose Flores*

**Teacher Qualifications**

Please indicate the following:

- Number of certified ESL Teachers 4
- Number of certified bilingual Teachers 1
- Number of certified Foreign Language Teachers teaching NLA --
- Number of Content Area Teacher with Bilingual Extension
- Number of Special Education Teachers with Bilingual Extension
- Number of Teachers of ELLS without ESL/bilingual Certification with Bilingual Extension 9

**School Description / Demographics (Be sure to include the number of students in school and number of ELLs in the school.)**

2,038 students                      223 ELLs

**ELL Identification Process & Parent Choice Include a brief paragraph to describe in detail:**

- **Initial identification process for ELLS (include HLIS and LAB-R)**  
Beginning with the registration process for new admits, all parents are given the Home Language Identification Survey to elicit information about the language spoken in the student's home as well as the student's prior schooling. An interview with

parents and students with a pedagogue or our bilingual family assistant (when a pedagogue is not readily available), takes place during this process in order to find out additional details or reasons for parents answering questions in a specific way. It is this interview, combined with the results of the HLIS that determine Lab-R testing eligibility. By completing the form in this manner, we can get the information necessary in order to determine LAB-R testing eligibility. Based on the responses and language dominance the parents are notified and the LAB-R is administered to the student.

After the Lab-R is administered and hand scored, and if the student is eligible for ESL services, they are placed in the appropriate program. The parents are notified by letters both in English and the home language concerning the child's placement in the free standing ESL program. (Placement Letter).

- **Staff responsible (include qualifications-license) for implementing HLIS and administration of LAB-R.**  
The pupil personnel secretary gives the HLIS Survey to parents of newly admitted students and the ESL teachers interpret the survey to see if the student is eligible for LAB-R testing. The LAB-R is administered by the ESL teachers.
- **Step to ensure yearly NYSESLAT implementation (include staff responsibilities in process)**  
ESL teachers conduct NYSESLAT test prep and administer the test as per the dates required by the New York City Department of Ed. Parents are also notified of impending test.
- **Parent information/ Parent Orientation Process and parent Program Choice Procedures**  
**- Include process, outreach plan and timelines for parent choice options**  
Parents and guardians are invited to attend a Parent Orientation session, view the Parent Orientation video, and receive information of the different programs available. (Transitional Bilingual, Dual Language, Freestanding ESL). The Parent Orientation is given twice a year, in the Fall and Spring.
- **Yearly distribution and collection of parent choice letters.**  
The ESL teachers distribute the entitlement letters and Parent Survey and Program selection forms and collect them from the students (at school) and parents (at the Parent Orientation meeting).
- **Procedures to place ELLs in Bilingual and/or ESL programs including communication with parents.**  
After the LAB-R is administered and if the student is eligible for ESL services, they are placed in the appropriate program. The parents are notified by letters in both English and the home language concerning the child's placement in the ESL program.
- **Trends in parent program choice as evidenced by past years.**  
After reviewing the Parent Survey and Program Selection forms for the past few years, we have noticed a trend towards the ESL program with very few parents requesting the Bilingual program.
- **Align school programs to parent choices.**  
The school provides free standing ESL classes as per the majority of the parent choices.
- **Future plans to align school programs to parent choices for educational program models.**  
The school will continue to implement the correct practices because they are aligned to the parent choices.

C. **ELL Programs Please include the following:**

Number of ELLs in Transitional Bilingual Education Programs	N/A
Number of ELLs in Dual Language Education Programs	N/A



➤ **Include sample student schedule.**

<b>TIME</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>MON</b>	LA 273	LA 273	ELL 273	S.S. 260	LUNCH	ELL MUSIC/ART 260	SCI 259	MATH 275
<b>TUES</b>	MATH 275	P.E.	SCI 259	ELL MUSIC/ART 259	LUNCH	S.S. 260	LA 273	LA 273
<b>WED</b>	LA 273	S.S. 260	SCI 259	SCI 259	LUNCH	ELL 275	MATH 275	MATH 275
<b>THUR</b>	LA 273	LA 273	ELL 273	SCI 259	LUNCH	S.S. 260	MATH 275	MATH 275
<b>FRI</b>	SCIENCE 259	S.S. 260	MATH 275	MATH 275	LUNCH	LA 273	P.E.	LA 273

➤ **Describe model**

M.S. 210 currently utilizes the self contained, push in and pull out ESL models.

➤ **Staffing for compliance with CR Part 154( required instructional time)**

The ESL teachers provide the necessary ESL instruction in “equal daily allotments”, as required by Commissioner’s Regulations Part 154. In grades 6, 7 and 8, beginner and intermediate ELL students receive 360 minutes per week of ESL instruction. Advanced students in these grades receive 180 minutes a week of ESL instruction.

➤ **Content Instruction**

The content area instruction is in English and is supported by ESL methodologies. The ESL teachers link and co plan with the content area teachers to plan instructional strategies for ELLs. Targeted intervention programs at MS 210 for ELLs are designed to enhance ELLs academic vocabulary in all content areas. Vocabulary is taught together with content area using direct instruction, information from context, morphology, knowledge about multiple meanings and from cognates to infer word meaning.

➤ **Differentiating Instruction for ELLs / Sub-groups**

Instruction is differentiated for ELL subgroups, including newcomers, former ELLs, special needs and long term ELLs.

a. SIFE students are placed in the appropriate classes and also pulled out for small group instruction. They attend the extended day and after school programs and may also receive resource room services.

b. Instruction for newcomer ELLs is differentiated by employing choral reading, songs, rhymes, chants and musical activities to

help children imitate and remember language. Vocabulary development through reading and storytelling with picture books applying TPR (Total Physical Response) is also utilized. Some newcomer ELLs are pulled for small group instruction. The Fast Forward and ELLIS programs are also utilized for newcomers.

c. Many ELLs receiving service for 4-6 years are pulled out for small group ESL instruction.

d. Long term ELLs should be supported in literacy development across the content areas. Regardless of subject matter content and literacy need to be simultaneously the focus for long term ELLs. Long term ELLs also benefit from the Read 180 Program.

. **Plan for SIFE**

SIFE students are placed in the appropriate classes and also pulled out for small group instruction. They attend the extended day and after school programs and may also receive resource room services.

. **Plan for ELLs in school less than 3 years/ Newcomers**

Instruction for newcomer ELLs is differentiated by employing choral reading, songs, rhymes, chants and musical activities to help children imitate and remember language. Vocabulary development through reading and storytelling with picture books applying TPR (Total Physical Response) is also utilized. Some newcomer ELLs are pulled for small group instruction. The Fast Forward and ELLIS programs are also utilized for newcomers.

. **Plan for ELLs in school 4-6 years**

Many ELLs receiving service for 4-6 years are pulled out for small group ESL instruction.

. **Plan for ELLs in school 6 years completed or more / Long Term ELLs**

Long term ELLs should be supported in literacy development across the content areas.

. **Plan for ELL Special Needs Students**

ELLs identified as having special needs are placed within appropriate classes and programs. Some receive resource room services while others are in self contained Special Education classes. Many of these students are pulled out for ESL small group instruction.

.  
7. **Intervention Programs for ELLs (AIS)**

Targeted intervention programs at MS 210 for ELLs are designed to enhance ELLs academic vocabulary in all content areas. The meanings of academically used words are taught together with strategies for using information from context, from morphology, from knowledge about multiple meanings, and from cognates to infer word meaning. Some ELLs receive resource

room and speech services.

• **Transitional Student Support Plan** ( ELLs that pass NYSESLAT are Transitional students for 2 years).

ELLs reaching proficiency on the NYSESLAT are entitled to and given extended time on state exams.

• **Future Plans for ELL Programs** –Describe changes planned- improvements, discontinued programs

We plan on incorporating more technology by purchasing more laptops for the ESL department to be used in small group instruction. We will increase the number of ELL students using the Fast Forward program.

• **Equal access to all programs**

ELLs are afforded equal access to all school programs and are offered after school and supplemental services. ELLs are also offered Title III Funded after school activities.

• **After school programs for ELLS**

ELLs are offered Title III Funded after school programs.

• **Instructional materials including technology**

Technology is implemented in ESL instruction in the following ways:

- Laptops
- Smartboard
- ELLIS Computer Program
- Fast Forward Computer Program

• **Instructional materials in Content Areas**

The content area teacher utilizes visual teaching aides and technology in the classroom (laptops and the smartboard) to instruct the ELLs

• **Native Language Support**

All ESL students have access to bilingual dictionaries and glossaries in English and their native languages. These resources can be used in all their content classes. The ESL teachers provide vocabulary in both English and in the ELLs native language. There are Spanish Language textbooks available in content areas such as Science, Social Studies and Mathematics to assist the ELL students in learning content in their native language and English. Besides English, the

school library provides literature in Spanish and Chinese. We are currently looking for Bengali literature to assist these ELLs.

**Support Services**

An ESL coach from Fordham University is utilized to support ESL teachers in effective teaching strategies for ELLs.

**Professional Development**

➤ **PD plan for teachers and staff working with ELLS**

Professional Development days target ESL teachers and ELL support staff with best practices methodology.

➤ **Training of all staff – 7.5 Hours required/ records**

On Election Day the ESL Coach from Fordham University conducted a workshop for teachers working with ESL students.

**Assessment Analysis**

The performance of our English language learners in ELA has dramatically improved since 2006. The data illustrated below demonstrates a decline in the percentage of students achieving level 1 on the NYS ELA assessment and an increase in the percentage of students achieving levels 3 & 4 on the same:

Year	% Level 1	%Level 2	%Levels 3 & 4
2006	34.1	57.2	8.7
2007	35	60	5.0
2008	14.1	72.2	13.6
2009	1.6	72.3	26.2

Because of the achievement of our ELL students on the 2008 and 2009 NYS ELA assessment, this subgroup’s performance index of 144 exceeded its AMO of 138. Their performance index of 121 in science also exceeded its AMO of 100 for this content area. Additionally, since our ELLs achieved 31.1% exemplary gains in ELA and 31.6% exemplary gains in mathematics, the school received additional credit for this achievement on our 2008-2009 Progress Report.

The 2009 English Language Learners Class Data Profile was used to analyze the academic strengths and weaknesses of our ELLs in the four modalities: Listening, Speaking, Reading and Writing. The data indicated the following results:

- Overall, there were 223 found eligible on the NYSESLAT and LAB-R assessments.
- Of the 223 students found eligible, 62 tested at the Beginner level, 72 tested at the intermediate level, 89 tested at the advanced level, and (zero) 0 tested at the Proficient.
- A review of the data on Listening/Speaking and Reading Writing Modalities, the data revealed that in the

Listening/Speaking portion of the NYSESLAT, overall, 13 students scored at the beginner level, 25 students scored at the intermediate level, 47 students scored at the advanced level, and 86 students scored at the Proficient level.

- In the Reading/Writing portion of the NYSESLAT, overall, 41 students scored at the Beginner level, 73 scored at the Intermediate level, 75 scored at the Advanced level and 40 scored at the Proficient level.
- A review of the NYSESLAT grade level data on the combination modalities indicated that for the Listening /Speaking modalities as follows: Grade 6 had 6 students at the Beginner level, 5 at the Intermediate level, 29 at the Advanced level and 21 at the Proficient level. Grade 7 had 8 at the Beginner level, 11 at the Intermediate level, 20 at the Advanced level, and 14 at the Proficient level. In Grade 8, there were 6 Beginners, 10 Intermediate, 42 Advanced and 19 Proficient level students. For the Reading Writing modalities in each grade level revealed: Grade 6 had 12 Beginners, 15 Intermediate, 29 Advanced and 6 Proficient students. In Grade 7, there were 10 Beginners, 21 Intermediate, 24 Advanced and 5 Proficient. Grade 8 had 19 Beginners, 26 Intermediate, 22 Advanced and 0 Proficient students.

This data indicated that ELLs perform better on the “Listening and Speaking” modalities of the NYSESLAT and LAB-R exams than on the Reading / Writing modalities. This information supports research that indicates the English Language Learners can speak and listen before they can read and write. BICS (Basic Interpersonal Skills) is attained prior to CALP (Cognitive Academic Language Proficiency). In order to address this, the students are required to participate in curricular activities that address four language modalities. Beginner and intermediate students, as well as the Special Education students, are encouraged to use the ELLIS program .This computer program especially addresses the listening and speaking needs of these students. The reading and writing of the students are addressed in the ELA classroom through a variety of reading and writing strategies. Students are exposed to a variety of E.S.L. materials, some of which include NYSESLAT and ELA test prep materials, the High Point books, E.S.L classroom libraries, listening center and other hands on materials. The implications of the LAP on the four major content areas is as follows: Teachers will use the data to focus in their pedagogic practices to differentiate instruction to meet the individual needs of the ELL students such as grouping according to specific needs.

• **Describe ELL program success**

Elizabeth Blackwell was removed from Corrective Action and is now a school in good standing. This was accomplished by the identified subgroups (LEPs and special education) making adequate yearly progress (AYP) for two consecutive years in ELA, which was the area of identification. Because these groups did well, we were not forced to use Science as the Safe Harbor Target. With the LEP's, the students that took the test for the first time performed very well with only 2 students scoring below level 2. We also received credit on the school report card due to 31% of our ELL students improving by at least one half proficiency point in ELA and 31.6% improvement by at least one half proficiency in math.

### **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 HLIS survey is used to identify both ELL students and the languages spoken in the school building. This data, along with the Place of Birth Report ensures that all parents are provided with appropriate and timely information in a language they can understand. Also, the Department of Education conducts a yearly parent survey to express their opinion of their children's school.**

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.

**According to the data referenced above, most of the written and oral interpretation needs are required in Spanish with the second largest translation need being Bengali. All of the necessary written and oral interpretation needs of different languages are fulfilled by the school during parent teacher conferences, state tests and through the distribution of translated DOE school documents.**

#### **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.

**All of the Department of Education notices are translated into the student's native languages. The staff works together to ensure that both written and oral translation services are provided to parents in a timely manner. An outside contractor provides translators for oral translation during state tests.**

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.

**MS 210Q utilized both, in house translators and contracted translator interpretation services for parent meetings, parent teacher conferences and state exams. The translation unit is also utilized for three-way conference calls.**

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>

**The school will fulfill Section VII of the Chancellor's Regulations in the following ways:**

- **Sending home NYC Department of Education letters in the student's native language**
- **Providing oral translation services in person and by 3-way conference calls, when necessary.**

## 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:	<b>1,147,381</b>	<b>137,155</b>	<b>1,284,536</b>
2. Enter the anticipated 1% set-aside for Parent Involvement:	<b>11,273</b>		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		<b>1,371</b>	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	<b>57,369</b>		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		<b>6,857</b>	
6. Enter the anticipated 10% set-aside for Professional Development:	<b>114,738</b>		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		<b>13,715</b>	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 100% as of the 2008-2009 BEDS HQT effective 5/15/09.

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.

The school continues it's strategies to recruit highly qualified teachers to fill vacancies. These strategies include attending DOE job recruitment fairs, Teaching Fellows program, utilizing the on-line open-hire system, and working with education departments within colleges and universities.

## 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.

#### APPENDIX 4 PART B.1 & B.2: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

*NCLB requirement for all Title I schools*

### Parent Involvement Policy

#### The Elizabeth Blackwell Middle School 210Q

**The Elizabeth Blackwell Middle School 210Q believes that all students in our programs can achieve high standards of excellence in academic areas. We will always emphasize the role of both the school and the home in ensuring that our children grow cognitively, creatively and socially. Our message is to engage all of our students in our programs in active and productive activities.**

MS 210Q 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

MS 210Q 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, 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. **MS 210Q** 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 January 30<sup>th</sup> of each year in order to adopt this policy.**
2. **MS 210Q** 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 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.

- **MS 210Q** will coordinate and integrate Title I parental involvement strategies with parental involvement strategies 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 attend workshops, events and activities coordinated by our Parent Coordinator. The workshops will provide helpful information on learning activities parents can provide at home with their child such as library cards, home reading corner, resource centers, book sales, following directions, reading recipes, etc.
  - The Parent Coordinator and other school staff 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: 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 PTA/Title I PAC meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA/PAC executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA/PAC meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
  - Through the efforts of the Parent Coordinator, the PAC Chair person and PTA 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 **October 31, 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, two weeks before the start of the month.
- Our school will make every effort to provide English as a Second Language (ESL) and Computer workshops for parents at a convenient time.
- 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.

### **School Visitations**

Parents with children attending **MS 210Q** 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)
- PTA/PAC and SLT meetings (monthly)
- Principal's Fall and Spring Teas
- Principal's Honor Roll
- Summer Reading Challenge celebration
- Parent workshops and activities (as scheduled by the Parent Coordinator and school staff)
- Arista Induction.

### **Professional Development:**

**MS 210Q and CSD 27** 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. Monthly professional development sessions for parents will be provided by the district parent support officer, parent coordinator and other qualified staff at monthly PTA/PAC meetings.

**Professional Development** is provided by the National /Region II Coalition of Title I Parent Conferences to familiarize Title I PAC/PTA Members with their role, responsibilities and national incentives that promote academic success. It is recommended that one (1) PAC/PTA member attend each conference.

**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 district.

**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 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 assessments given to their children.

### **Project Funding**

**MS 210Q** 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/PTA representatives will prepare the budget proposal for usage of such funds in consultation with the Principal, Parent Coordinator, PTA and SLT for the best involvement and outreach of parents in the school community.

**MS 210Q** will set-aside **\$11,273** to be used at the district level to support district-wide parent involvement events and activities.

Parental Involvement Project funds will be used to support parent participation at local and out-of-town conferences, district meetings, school events and activities. Parental involvement funding may be used but not limited to: postage, transportation, refreshments, parent incentives, childcare, books and materials, consultants, technology equipment and software, etc.

### **Responsibilities of the Title I Parent Advisory Council and/or PTA**

In order to maintain the effectiveness of **MS 210Q** Title I Parent Involvement Policy, it will be necessary for the PAC/PTA to support and uphold the contents of this policy, as well as:

- a. Serve for two year term,
- b. Attend monthly school and district meetings,
- c. Prepare and evaluate the effectiveness of the: Title I Parent Involvement Policy, School-to-Parent Compact, Title I Parent Involvement Budget Proposal and School's Annual School Accountability Report,
- d. Review Title I Parent Involvement Policy, School-to-Parent Compact, Title I Parent Involvement Budget Proposal and School's Annual School Accountability Report with parent members of the school community,
- e. Review and provide input in the CEP, annual program evaluations and budget proposals, and
- f. Conduct an annual review and evaluation of the District Parent Involvement Policy.

### **Qualifications of PAC and/or PTA Representatives**

Members of Title I Parent Advisory Council/PTA must be a parent of a child attending **MS 210Q** and elected by parent membership.

### **Election/Voting Procedures**

Members of the Title I PAC/PTA will adhere to the following election/voting procedures:

- a. Elections will take place at the time of the PTA elections
- b. Elections will be chaired by the nomination committee, DPAC members or the DPSO,
- c. Nomination committee will be formed in April of the election year
- d. Nominations will be accepted from the floor and closed on the day of elections
- e. A quorum of four (4) parent members must be present to conduct official business of the PTA and PAC
- f. Only parents with children attending MS 210Q can vote
- g. Absentee ballots/nominations or voting by proxy is not permitted
- h. Vacancies will be filled by the next highest ranking officer and/or by special election at the next PTA and PAC meeting.

### **Duties of PAC and/or PTA Officers**

The Title I PAC and/or PTA will consist of the following officers: Chairperson, Co-Chair, Secretary and Appointed Designee. Members missing three (3) consecutive meetings or failure to perform duties and responsibilities will be removed from office upon written grievance filed with the district office/DPAC, reviewed by general parent membership and vote to remove officer from their responsibilities. Vacancies will be filled by the next highest ranking officer and/or by special election at the next PAC/PTA meeting.

**The Chair** shall preside at all meetings, in service parent workshops, call special meetings, appoint chairpersons of all standing and special committees with the exception of the nominating committee, guide the activities and business of the PAC/PTA, annually review, evaluate and uphold the District's and School's Parent Involvement Policy and School-to-Parent Compact, present at the annual conference a report of the work and activities of the **MS 210Q** for the past year and sign all legal documents. The chairperson shall review DCEP/CEP submitted by the District/School. Review Title I funded program information and data. Serve as a representative to the District Title I Parent Advisory Council and share all information distributed to the DPAC members. The Chair must serve as a voice for New York City children whereby legislators and others may be aware of the concerns of responsible parents in New York City regarding proposed allocations, CEPs, bases for formulas, proposals, etc. and be an ex-officio member of all committees except the nominating committee.

**The Co-Chair** will have dual responsibilities in the absence of the chair as well as ensure that the minutes, agendas, and sign-in sheets for all committee meetings are recorded and secured within the district office. The Co chair will be responsible for monitoring the PAC's/PTA's budget.

**The Secretary** will prepare, file and ensure that the minutes, agendas, financial forms/invoices/receipts and sign-in sheets for all committee meetings and/or events are recorded and secured within the school.

**The Designee** is appointed by the Chair and shall vote in the absence of the chair.

### **Record Keeping**

Schools are required to maintain documents that substantiate Title I/PCEN parent involvement activities and expenditures **for a period of seven (7) years**. Bookkeeping records such as impress forms and purchase orders as well as program records including, but not limited to, meeting minutes and agendas, sign-in sheets, newsletters and flyer, etc must be available for review by local, State or Federal monitors/auditors upon request.

### **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 Joanne Isabella, Title I Chair. This policy was adopted by the MS 210's Parent/Teacher Association and the Title I Parent Advisory Council for the 2009 – 2010 school years 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 May, 2010.**

### **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 PTA/PAC and the school's parent coordinator and administration.

### **Part B: School-Parent Compact**

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 below as a framework for the information to be included in their school-parent compact. (Note: This template is also available in the eight major languages on the DOE website at <http://www.nycenet.edu/Parents/NewsInformation/TitleIPIG.htm>.) 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.

# The Elizabeth Blackwell MS 210Q

93-11 101 Avenue

Ozone Park, NY 11416

(718) 845-5942 Fax (718) 845-4037

2009-2010

## Title I School-Parent Compact Framework

The school and parents working cooperatively to provide for the successful education of their children agree:

<p><b>MS 210Q will:</b></p> <p>MS 210Q and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-2010.</p> <p><b>MS 210Q will:</b></p> <ul style="list-style-type: none"><li>• Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the State's student achievement standards as follows:<ul style="list-style-type: none"><li>▪ <b>Qualified State Certified teachers.</b></li></ul></li><li>• Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, these conferences will be held: <b>November 2009 and February 2010</b></li><li>• Provide parents with frequent reports on their children's progress throughout the year.</li><li>• Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:<ul style="list-style-type: none"><li>▪ Parent – teacher conferences</li><li>▪ Mutually convenient appointment times.</li></ul></li><li>• Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:<ul style="list-style-type: none"><li>▪ Parent-teacher conferences</li></ul></li><li>• Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.</li><li>• Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting</li></ul>	<p><b>The Parent/Guardian will:</b></p> <p>We, the parents and guardians, will share the responsibility to improve academic achievement of our child specifically, we will:</p> <ul style="list-style-type: none"><li>• Promoting positive use of my child's extracurricular time.</li><li>• Making sure my child has all supplies needed to Perform in class.</li><li>• Monitoring attendance</li><li>• Making sure that homework is completed</li><li>• Monitoring amount of television their children watch</li><li>• Volunteering in my child's classroom</li><li>• Participating as appropriate, in decisions relating to my children's education.</li><li>• Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.</li><li>• Serving, to the extent possible, on policy advisory groups such as being the Title I, Part A parent representative on the school's School 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.</li></ul> <p><b><u>Student Responsibilities:</u></b></p> <p>We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:</p> <ul style="list-style-type: none"><li>• Do my homework every day and ask for help when I need to.</li><li>• Read at least 30 minutes every day outside of school time.</li><li>• Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.</li><li>• Be responsible and accountable for my own behavior, which includes the following rules and regulations put forth by my teacher and the school.</li></ul>
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at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

- Provide to each parent an individual ID to log on to ARIS Parent Link.

- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

- Come to school prepared with supplies needed to learn.
- Respect myself, peers, administrators, teachers and all staff at MS 210Q.

**SIGNATURES:**

**ROSALYN ALLMAN-MANNING, PRINCIPAL**

**December, 2009**

**Joanne Isabella, Title I PAC Chair**  
**PAC CHAIR OR PTA PRESIDENT**

**December, 2009**

**(Please note that signatures are not required)**

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

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards. **PLEASE SEE SECTION IV.**  
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
  - i. the State's academic content standards
  - ii. the State's student academic achievement standards
  - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (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.)
  - iv. Quality Review
2. School wide 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:
    - a. ELL students will attend after school tutorial classes for ELA
    - b. Students will receive tutorial during extended day
    - c. ELL/SWD subgroups will attend Saturday classes in preparation for the NYS Science test (pending budget availability)
    - d. Identified classes will receive violence intervention programs.
3. Instruction by highly qualified staff.  
Certified teachers, thoroughly trained teachers in new programs – Core Knowledge, Integrated Algebra, Living Environment, Social Studies Core Curriculum.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School wide Program to meet the State's student academic standards.
  - a. In house training from Assistant Principals and UFT Teacher Center Specialist, outside vendors.
  - b. UFT training during school Friday Afternoons, Saturday Mornings, and summer.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
  - The school maintains partnerships with colleges and universities that have teaching programs. We also attend Department of Education hiring fairs and interview certified teachers through open hire. The efforts help us ensure that our teachers are highly qualified.
6. Strategies to increase parental involvement through means such as family literacy services.
  - a. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by providing workshops in the high school application process, homework assistance, promotional policies (especially for grade 8), Principal's Fall and Spring Teas to promote the Book of the Month, participation in

the monthly parent breakfast sponsored by school Parent Coordinator and ARIS Parent Link training.

- b. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by attending Parent / Teacher Association meetings and discussing school programs, assist parents with scheduled PTA/PAC activities during and after the school day.
- c. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by providing parental newsletters and other materials for the Parent Involvement Room.
- d. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand by back packing translated school letters, "Middle Years," school messaging system, and school announcement board on school lawn.
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand by back packing and telephone relaying all notices regarding PTA, PAC and related parental meetings requested and approved.

The Parent Teacher Association hopes to implement the following additional strategies to promote and support an active parent participation within the school community.

- To continue a collaborative effort between the PTA, Parent Coordinator, SAPIS Coordinator, PAC Parent Advisory Council and school administration and staff with the goal of increased parent involvement.
  - From October 2009 – June 2010, implement programs in needed subject areas for parents
  - Implement PC/PTA/PAC newsletter in English and Spanish to improve communication with parents. This newsletter will inform parents as to what has been done at MS 210Q.
  - Disseminate information regarding meetings, workshops and events through flyers distributed through public venues, public libraries, local newspapers and the neighborhood supermarkets
  - Display in Family Room (a room shared with the Parent Coordinator, PTA, and PAC), materials, recent memos, notices, children newspaper for easy access for parents.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs. **N/A**
  8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
    - a. Workshops on Data driven instruction
    - b. SLT partnership
    - c. Study Groups
    - d. Inter- class conferences
    - e. Inter- grade conferences

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.
  - a. Teacher training
  - b. Inter-visitation
  - c. Data driven workshops
  - d. Extended Day
  
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.
  - SAPIS
  - Forest Park Rangers
  - St. John's University Liberty Partnership Program
  - Violence Prevention Program
  - Cross Island YMCA Beacon

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

**N/A**

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

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

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

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

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

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

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

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

**N/A**

*All SURRE schools must complete this appendix.*

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

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

**Part A: SURRE 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 SURRE. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

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

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

*All schools must complete this appendix.*

**Background**

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

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

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

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

**Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading

(decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

### **ELA Alignment Issues:**

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

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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.

- **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 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 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.

Although our ELL subgroup met AYP there still is a great deal of work to be done regarding curriculum and instruction. We have already done this at the school level through planning.

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

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?

The evidence that supports this is the NYS testing data and the absence of a sound curriculum to address these students.

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

We have created a curriculum map that still requires more specific curriculum and methodology content.

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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.

## Specific Math Alignment Issues:

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

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

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

Our school is addressing the gaps by redesigning our pacing calendars for our teachers and providing additional material. We also provide continuous professional development on standard based instruction.

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

Applicable

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

Our math scores continue to increase each year. However, the lack of depth is supported by the numbers of 3's and 4's that do not maintain proficiency levels.

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. With looping and professional development, we are addressing the depth of mathematics instruction.

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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.

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

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## **KEY FINDING 2: INSTRUCTION**

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

### **2A – ELA Instruction**

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

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

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

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

**X**  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?

Classroom observations, walkthroughs and quality review support the need for increased differentiation of instruction.

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.

Our school is already addressing the issue through classroom coaching, professional development and weekly and triennial assessments.

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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.

Our school engages in classroom snapshots, observations, walkthroughs and intervisitations.

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

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?

The information within our snapshots, observations, walkthroughs and intervisitations document instructional practices. Also, all math teachers follow a prototype delineating a workshop instructional model that encourages differentiation.

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.

Not Applicable

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

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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.

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

Please respond to the following questions for Key Finding 3:

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

Our school provides support for our new teachers in the form of mentorships, support and new teacher support groups through Teacher Center.

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

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?

Low turnover rate and high retention of new teachers.

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

Not Applicable

#### **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.

Our school provides multiple opportunities for teachers of ELL students. However, teachers of non-ELLs need support as well.

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

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?

Support for ELL teachers includes study groups, off-site professional development and in-house ELL coach.

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.

Posting of all ELL professional development opportunities will be made available to staff.

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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.

Affected classroom teacher is provided testing data for their ELL student(s).

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

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?

New data is being compiled as new ELL students arrive. Classroom teachers meet with ESL teachers to discuss student progress and plan next steps.

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.

Not Applicable

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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.

Professional development is conducted for all teachers in the building, highlighting how to read and understand the IEP. All teachers maintain copies of the IEP.

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

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?

Data supports academic improvement in students with special needs.

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.

Not Applicable

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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.

Reviewing all IEPs to determine the alignment of goals to the classroom environment.

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

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?

The majority of IEPs does not contain behavior intervention plans nor are the goals and objectives clearly stated throughout the entire IEP.

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.

Professional development will be on-going.

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

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

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
  - 11 students are currently living in temporary housing.
2. Please describe the services you are planning to provide to the STH population.
  - Transportation services
  - Program for students with limited English Proficiency
  - Gifted programs
  - Nutritional program
  - Family Associate to help with attendance
  - After school and extended day services
  - At risk counseling
  - School field trips, supplies, and senior activity fees

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

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