



THE SEASIDE SCHOOL

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 27Q225

ADDRESS: 190 BEACH 110TH STREET. ROCKAWAY PARK. NY 11694

TELEPHONE: (718) 945-5218

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TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Part B. School Demographics and Accountability Snapshot

SECTION IV: NEEDS ASSESSMENT

SECTION V: ANNUAL SCHOOL GOALS

SECTION VI: ACTION PLAN

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

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

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

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

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 27Q225 **SCHOOL NAME:** The Seaside School

SCHOOL ADDRESS: 190 Beach 110th Street Rockaway Park, NY 11694

SCHOOL TELEPHONE: (718) 945 5218 **FAX:** (718) 474-8176

SCHOOL CONTACT PERSON: Matthew P. Melchiorre **EMAIL ADDRESS:** Mmelchi2@schoo
ls.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Patti Asbury

PRINCIPAL: Matthew P. Melchiorre

UFT CHAPTER LEADER: Susie Lepore

PARENTS' ASSOCIATION PRESIDENT: Roman Balkhuysen

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

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

SSO NETWORK LEADER: Patricia Tubridy

SUPERINTENDENT: Michele Lloyd-Bey

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Matthew P. Melchiorre	*Principal or Designee	
Susie Lepore	*UFT Chapter Chairperson or Designee	
Roman Balkhuysen	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Patti Asbury	Teacher	

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

* Core (mandatory) SLT members.

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Mission Statement

Our goal is to educate all of our children to their maximum potential in a nurturing and caring environment. We celebrate our unique differences while focusing on the development of academic skill, creativity, responsibility, and citizenship including cognitive, creative and social growth. P.S./M.S. 225Q functions as a team of teachers, staff members, parents, students and administrators. By cooperatively working together, we make a difference.

P.S. /M.S. 225Q is located on the Rockaway Peninsula approximately 1500 feet north of the Rockaway Beach Boardwalk and 2500 feet north of the Atlantic Ocean. We are a part of District 27 and a member of the Knowledge Network Learning Support Organization.

The school presently accommodates approximately 240 children in grades 4, 5, 7, and 8. We have ten (10) general education classes, two (2) self-contained special education classes, and one (1) collaborative team teaching class in Grade 5. Currently, the school's overall attendance rate as of October 2009 is 94.2%.

The administration of P.S. 225Q consists of a principal and two assistant principals. One AP supervises Grades 5-8. The other AP supervises 4 and special needs. The principal supervises all other personnel. While the principal is the instructional leader, both AP's are knowledgeable in their curriculum areas and provide academic and coaching support to our staff.

We have a fully departmentalized middle school program for our 7th and 8th graders with licensed subject area teachers. We support service learning projects and senior advisory to build character and provide our middle school students with the opportunity to help our school and our community.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

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

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 225 Seaside								
District:	27	DBN:	27Q225	School BEDS Code:	342700010225				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7	√	11		
	K	√	4	√	8	√	12		
	1	√	5	√	9		Ungraded		
	2	√	6	√	10				
Enrollment					Attendance - % of days students attended:				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	36	36	36		88.6	87.1	90.7		
Kindergarten	63	51	54						
Grade 1	58	58	46	Student Stability - % of Enrollment:					
Grade 2	66	48	66	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	70	61	63		90.9	87.7	92.0		
Grade 4	68	61	63						
Grade 5	81	69	60	Poverty Rate - % of Enrollment:					
Grade 6	83	63	59	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	99	82	60		82.8	65.6	63.3		
Grade 8	68	94	83	Students in Temporary Housing - Total Number:					
Grade 9	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 10	0	0	0		0	13	17		
Grade 11	0	0	0						
Grade 12	0	0	0	Recent Immigrants - Total Number:					
Ungraded	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Total	692	630	580		11	5	2		
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	51	42	39	Principal Suspensions	18	0	0		
# in Collaborative Team Teaching (CTT) Classes	16	13	14	Superintendent Suspensions	32	37	42		
Number all others	44	36	33						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				(As of October 31)	2006-07	2007-08	2008-09		
				CTE Program Participants	0	0	0		
				Early College HS Program Participants	0	0	0		
English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:					
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09		
# in Transitional Bilingual Classes	0	0	0						
# in Dual Lang. Programs	0	0	0	Number of Teachers	56	58	60		
# receiving ESL services only	61	68	57						

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	2	2	2	Number of Administrators and Other Professionals	8	11	12
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	1	1
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	1	2	3	% fully licensed & permanently assigned to this school	98.2	98.3	93.3
				% more than 2 years teaching in this school	35.7	70.7	73.3
				% more than 5 years teaching anywhere	33.9	37.9	33.3
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	86.0	79.0	80.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	74.6	78.4	98.3
American Indian or Alaska Native	1.0	1.0	1.0				
Black or African American	46.1	42.7	42.8				
Hispanic or Latino	32.7	36.8	38.6				
Asian or Native Hawaiian/Other Pacific Isl.	2.9	2.5	1.9				
White	17.3	17.0	15.3				
Male	50.9	54.6	52.9				
Female	49.1	45.4	47.1				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
√	NCLB Restructuring – Year 3						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	Restructuring Y 3			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native		-	-	-			
Black or African American		X	√	√			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander		-	-	-			
White		√	√	-			
Other Groups							
Students with Disabilities		√SH	√	-			
Limited English Proficient		X	√	-			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		5	7	4	0	0	0

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

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

The results of our Needs assessment are summarized below.

Strengths and Accomplishments

a. **Quantitative:** Our major trends in data are as follows:

ELA:

- Achieved the second highest 1 year performance increase in the Borough of Queens (Grade 8)
- Received extra credit for closing the achievement gap for the following subgroups:
 1. Special Education Students
 2. Hispanic Students in the Lowest Third Citywide
 3. Black Students in the Lowest Third Citywide
- 78.8% of our students made at least one year's progress
- 91.3% of our students in the lowest third made at least one year's progress
- Decreased the percentage of students in Level I by 6.5% schoolwide
- Decreased the percentage of ELL students in Level I by 18.4%
- Increased the percentage of ELL students in Levels III and IV by 14%
- Decreased the percentage of special education students in Level I by 17.2%
- Increased the percentage of special needs students in Levels III & IV by 11.9% school wide
- Increased the percentage of students in Levels III & IV by 16.6% school wide
- Increased the percentage of White Students in Levels III and IV by 9% school wide
- Increased the percentage of Hispanic Students in Levels III and IV by 16% school wide
- Increased the percentage of Black Students in Levels III and IV by 19% school wide

Mathematics

- Received extra credit for closing the achievement gap for the following subgroups:
 1. English Language Learners
 2. Special Education Students
 3. Hispanic Students in the Lowest Third Citywide
 4. Black Students in the Lowest Third Citywide

- 73% of our students made at least one year's progress
- 72% of our students performed at or above grade level
- 77.5% of our students in the lowest third made at least one year's progress
- Decreased the percentage of students in Level I by 6.2% schoolwide
- Decreased the percentage of ELL students in Level I by 8.7%
- Increased the percentage of ELL students in Levels III and IV by 7.7%
- Decreased the percentage of special education students in Level I by 17.0%
- Increased the percentage of special needs students in Levels III & IV by 14.7% school wide
- Increased the percentage of students in Levels III & IV by 16.6% school wide
- Increased the percentage of White Students in Levels III and IV by 15.6% school wide
- Increased the percentage of Hispanic Students in Levels III and IV by 11.8% school wide
- Increased the percentage of Black Students in Levels III and IV by 6.9% school wide

Social Studies

67% of our students scored at or above grade level on the state social studies exam.

Science

65% of our students scored at or above grade level on the state science exam. That is an increase of 9% from the previous year.

Attendance

Our attendance rate has increased from 90.7% in June to 94% as of October 2009. Our suspension rate has decreased by 66% over the past 5 years.

b. Qualitative

We have an afterschool chess club that is run in conjunction with the 100th Precinct Community Council. The chess club will be competing in an amateur tournament this spring. We have an afterschool literacy club in which students create their own books, as well as share literary experiences.

We are host to the Millennium Group--a community based organization that provides after school programs for our students 5 days per week.

We work collaboratively to set goals and provide professional development opportunities for our staff.

As a school targeted for phase out by 2011, we work collaboratively with the two other schools at our campus.

The Arts

We integrate arts through cross curricular lessons and extracurricular activities.

We also ensure that student artwork is celebrated and displayed in our school and at local and regional exhibitions.

We plan cultural trips for our students so that they can anchor their learning in real world, observable experience.

Challenges

a. **Quantitative:**

Test Scores

We met our AYP in all subgroups in ELA for the 2008-2009 school year. However, since we are a restructured school that is also phasing out, we must meet all of our AYP targets for a second consecutive year to become a school in good standing.

We have noticed a slippage in scale score and/or performance level in our ELL students in Level III and IV. While this backward trend is most prevalent in ELA scores, it also exists—to less lesser extent—in math scores. ELA for our ELL students is the only area in which we did not receive extra credit on our Progress Report.

Attendance

While we have seen some improvement, we still view attendance as a challenge. Our attendance teacher, parent coordinator, and administration work in conjunction with teachers, parents, and students to ensure that a maximum number of students attend school regularly.

Budget

We have lost students over the past three years. This translates to less tax levy dollars. A shortage of funds—combined with a lack of space due to sharing facilities— challenges our ability to maintain small class size and provide after school programs for our students.

While we are a Title I school, our percentage of students qualifying for free lunch has been in a decline for several years. Additionally as a result of our phase out status, we now has a register that is about 1/3 the size as last year. These issues translate to a smaller Title I budget over time. The lack of Title I funds directly impacts supplemental programs, parent involvement dollars, and money for professional development

b. **Qualitative**

Parent Involvement

This continues to be a challenge. Our PA and SLT work into conjunction with the parent coordinator to reach out to parents and the community. We are in frequent contact with OFYA to address this issue.

Staffing

Due to our phase out status, we had to excess 30 staff members at the end of the 2008-2009 school year. It is also a challenge to recruit and retain teachers due to the temporary nature of any future jobs.

Professional Development

Our qualified teachers desire and require ongoing and differentiated professional development. The challenge is to creatively meet their needs and the needs of the school with meaningful and applicable professional development opportunities. Teacher surveys indicate a need for professional development in the area of data analysis.

Transportation

Our older students all take public transportation. This is due to the fact that they attended our school before it was rezoned five years ago. As a result, transportation factors in when we create and arrange after school programs. Distance and transportation also impact parent involvement.

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.

Goal #1	To improve student performance in academic areas. By June 2010, 70 % of our students (Grades 4, 5, 7, 8) will make one year's progress in ELA and Math, as measured by the New York State Standardized Tests.
Goal #2	To improve instruction in the area of English Language Learners. By June 2010 the number of ELL students who test proficient on the NYSESLAT will increase by 10%. Also, we will increase by 10% the number of ELLs scoring in Levels III and IV on the New York State ELA test. 75% of teacher observations will reflect 2 or more strengths in literacy instruction. 80% of teachers will be implementing balanced literacy components.
Goal #3	To improve the writing skills of school's students in Grade 5. By June 2010, we will increase by 20% the number of students demonstrating proficiency in writing as measured against a standards-based writing rubric (Six Plus One model).
Goal #4	To provide ongoing professional development opportunities strategically targeted to utilizing student performance progress data. This professional development will increase academic rigor, differentiation of instruction, meet student goals, and serve teacher needs and interest. 60% of faculty conferences and/or grade meetings will focus on professional development based on data analysis from periodic assessments, ARIS data, student portfolios and teacher created classroom assessments.

Goal #5	To increase the number of teachers participating in Inquiry Teams in the school. By June 2010, 90% of content area teachers in inquiry team work using various systems (ARIS, Acuity), ongoing professional development, and meaningful discussion/planning sessions as evidenced by attendance sheets and increased participation in online communities.
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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): Goal #1

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve student performance in academic areas. By June 2010, 70 % of our students (Grades 4, 5, 7, 8) will make one year’s progress in ELA and Math, as measured by the New York State Standardized Tests.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Implementation of a unified balance literacy program (4, 5, 7, 8) that includes quality instruction in the writing process, vocabulary development, comprehension and reading fluency • Implementation of Wilson Reading System to advance the development of skills in phonemic awareness, decoding, encoding and reading for student with disabilities • Implementation of the Children First City Wide Comprehensive Literacy Program • Implementation of full time ESL program that focuses on language acquisition and literacy development for students identified through the LAB-R and home language survey and targeted based on their performance on the NYSESLAT • For students not making one year’s progress an Academic Intervention Plan will be developed and implemented using a Push In/Pull Out model providing academic support. Student plans will utilize small group instructional practices and differentiated instruction • For students in grades 4,5 the Everyday Math Curriculum will be implemented with the support of an f-status math coach and emphasis on the workshop model • For students in grades 7-8 the Impact Math Curriculum will be implemented with the support of a full time math coach with an emphasis on problem solving • Contracts for excellence allocations used to reduce class size • Provide extended day instruction in 37.5-minute blocks 4 times per week to maximize instructional time <p>Target Population: All students in Grades 4, 5, 7, 8</p>

	<p><u>Responsible Staff:</u></p> <ul style="list-style-type: none"> ▪ Administration ▪ Classroom teachers ▪ F-status math coach ▪ AIS Providers ▪ ESL Teacher ▪ SETSS Teacher ▪ SBST ▪ Related Service Providers
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ▪ Tax Levy FSF: teachers' salaries; coaches' salaries; per session; inquiry team per session ▪ Title I ▪ Mentor ▪ C4E: Reduce class size to have a smaller student/teacher ratio ▪ Title III: ESL teacher/supplemental materials ▪ Part 154: ESL Teacher/supplemental materials
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ▪ State Standardized Tests will show a projected gain of 70% of our students meeting one year's progress, as demonstrated on the NYC Progress Report ▪ Fountas and Pinnell Levels as assessed through QRA will increase by of 3 levels from September to May for 70% of students ▪ Predictive/ITA assessments will show a 60% gain of students performing in Tiers III and IV ▪ Portfolio Data ▪ IEP Progress Reports will indicate that 65% of students are meeting their prescribed academic goals as indicated by their modified criteria ▪ Unit Tests and Skills Assessments will demonstrate that 65% of students will achieve mastery ▪ Progress will be measured against initial data and the interim benchmarks established collaboratively

Subject/Area (where relevant):	Goal #2
<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To improve instruction in the area of English Language Learners By June 2010 the number of ELL students who test proficient on the NYSESLAT will increase by 10%. Also, we will increase by 10% the number of ELLs scoring in Levels III and IV on the New York State ELA test 75% of teacher observations will reflect 2 or more strengths in literacy instruction 80% of teachers will be implementing balanced literacy components</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> ▪ Provide after school instruction to ELL students in preparation for the NYSESLAT ▪ Continue implementation of full time ESL teacher to provide direct small group instruction to identified ELL students ▪ Administer Periodic assessments in Fall 2009 and Spring 2010 and used results to develop targeted instruction ▪ Use NYSESLAT and ITA data to develop student goals and drive instruction ▪ Provide intensive professional development in data analysis, grouping students, differentiation of instruction and setting goals ▪ Provide ongoing support via grade meetings, goal meetings, model lessons, mentoring, site visits to schools in our peer horizon. ▪ Provide meaningful feedback to teachers through the observation process and individual meetings ▪ Work collaboratively to share best practices ▪ Launch PD using ARIS Connect as a place for Inquiry Communities ▪ Focus grade conferences on inquiry process ▪ Employ an f-status coach to assist with inquiry and mentoring of new teachers <p>Target Population: All pedagogical staff</p> <p><u>Responsible Staff:</u></p> <ul style="list-style-type: none"> ▪ Administration ▪ Classroom teachers ▪ Paraprofessionals ▪ AIS Providers ▪ All other teachers

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ▪ Tax Levy FSF: teachers' salaries; coaches' salaries; per session; per diem for substitutes ▪ Per diem for substitutes ▪ Title I: professional development per session; travel for offsite visits
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • State assessments will indicate a 10% increase in the number of ELLs meeting AYP • 10% of our ELL population will show and increase in scale score in the NYSESLAT • Feedback on professional development • Collaborative meetings • Increased performance on assessments • Debriefing sessions after site visits • Formal classroom observations will indicate direct grouping and differentiation of instruction for ELL students • An observed increase in best practices, as indicated by implementation of the balanced literacy block • Teachers will identify a target group of students for inquiry in each grade and/or class. They will document their work, student progress, next steps, and reflections on the CFI interface • Minutes and agendas from meetings, and student work indicate that the inquiry teams are active in throughout 90% of the school

Subject/Area (where relevant):	Goal #3
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve the writing skills of school's students in Grade 5. By June 2010, we will increase by 20% the number of students demonstrating proficiency in writing as measured against a standards-based writing rubric (Six Plus One model).</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Provide teachers with professional development in the Six Plus One model • Take a beginning of the year writing sample and use monthly student writing pieces to assess progress and revise instruction to align with student needs • Assess writing progress against the rubric three times per year • Follow balanced literacy prototype standards and base writing on genre of the month • Introduce one (1) element of the Six Plus One model throughout the year at eight-week intervals. Each trait of the model will be the focus of an eight-week cycle • Employ a full time writing cluster to provide direct instruction for 2-3 periods per week per class • Continue our after school literacy club to enhance and reinforce writing proficiency with an emphasis on creativity
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> ▪ Tax Levy FSF: teachers' salaries; coaches' salaries; per session; per diem for substitutes ▪ Writing teacher cluster ▪ After school literacy club teacher
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Agendas and attendance sheets indicating staff participation • Analyze student work • Create an excel spreadsheet demonstrating the number of students at proficiency with standards-based writing rubric attached. • Individual student portfolios graded using the 6 Plus rubric showing a 20% increase in student writing proficiency by June 2010

Subject/Area (where relevant):	Goal #4
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To provide ongoing professional development opportunities strategically targeted to utilizing student performance progress data. This professional development will increase academic rigor, differentiation of instruction, meet student goals, and serve teacher needs and interest.</p> <p>60% of faculty conference and/or grade meetings will be on professional development based on data analysis from periodic assessments, ARIS data, student portfolios and teacher created classroom assessments.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ▪ Canvass staff via survey to determine PD needs ▪ Target PD that is data related ▪ Actively search for meaningful PD online, internally, through our LSO, and via the Principals' and Teachers' weeklies ▪ Have staff members participate in ongoing PD on and off site ▪ Plan faculty and grade conferences with data and PD needs in mind so that 60% of the time is spent addressing data and the planning of instruction ▪ Hire consultants as needed ▪ Use coaches to provide PD ▪ Implement New Teacher Mentoring Program beginning Fall 2009 ▪ Pair up all new staff with a mentor teacher <p><u>Target Population:</u></p> <ul style="list-style-type: none"> ▪ All pedagogical staff members (teachers, paraprofessionals, administration) <p><u>Responsible Staff members:</u></p> <ul style="list-style-type: none"> ▪ Administration ▪ F-status coaches (PD and mentoring) ▪ LSO
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> ▪ Tax Levy FSF: teachers' salaries; coaches' salaries; per session,; inquiry team per session ▪ Title I: professional development per session; consultants; travel for offsite visits <p>Title III: PD for our ESL staff</p>

Indicators of Interim Progress and/or Accomplishment

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

- Agendas will reflect a 60% focus on data
- PD sessions feedback sheets will indicate a positive response
- Future PD will be modified accordingly
- Administration will meet regularly with coaching staff and mentors to discuss progress and plan future activities
- Learning Environment Surveys will reflect satisfaction with PD initiatives
- Teacher Planning will reflect an increased focus on data interpretation and techniques as a result of professional development

Subject/Area (where relevant):	Goal #5
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the number of teachers participating in Inquiry Teams in the school. By June 2010, 90% of content area teachers in inquiry team work using various systems (ARIS, Acuity), ongoing professional development, and meaningful discussion/planning sessions as evidenced by attendance sheets and increased participation in online communities</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ▪ Launch PD using ARIS Connect as a place for Inquiry Communities ▪ Schedule staff professional development two times per month ▪ Focus grade conferences on inquiry process ▪ Employ an f-status coach to assist with inquiry and mentoring of new teachers ▪ Provide common planning time for teachers during prep periods and after school to plan instruction and facilitate inquiry discussions
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> ▪ Tax Levy FSF: teachers' salaries; coaches' salaries; per session,; inquiry team per session ▪ Title I: professional development per session; consultants
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> ▪ Teachers will identify a target group of students for inquiry in each grade and/or class. They will document their work, student progress, next steps, and reflections on the CFI interface. ▪ Minutes and agendas from meetings, and student work indicate that the inquiry teams are active in throughout 90% of the school

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	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	20	11	10	5	3	3	3	1
5	25	12	4	4	4	1	1	1
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	15	20	6	7	4	4	3	1
8	20	17	9	26	4	4	5	1
9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

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

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>AIS services using a push in and pullout model Two Assistant Principals with a strong background in literacy to provide instructional support Wilson instruction for at risk readers Extended day instruction</p>
<p>Mathematics:</p>	<p>Part time math coach Mentoring for new teachers Inquiry target group in Grade 5 ELL Extended day instruction Great Leaps instruction</p>
<p>Science:</p>	<p>Full time science cluster for middle school grades Ongoing professional development for cluster and classroom teachers Integration into regular classroom setting Co-teaching model for self contained special education classes Exit project planning for Grade 8 Early exit project prep for grades 4 and 5 using PowerPoint</p>
<p>Social Studies:</p>	<p>Full time social studies teacher for middle schools Integration into regular classroom setting Co-teaching model for self contained special education classes Intensive test prep and DBQ initiative for Grades 4 and 5 Exit project planning for Grade 8 Early exit project prep for grades 4 and 5 using PowerPoint</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>The guidance counselor is an integral part of the behavior intervention team. In addition to mandated services, guidance provides at risk intervention for conflict resolution/suicide prevention/and all child welfare issues. Guidance also proactively addresses students to prevent conflict</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>The school psychologist actively participates with behavioral issues. He also assists in crisis evaluation and helps to make a determination if EMS needs to be called. He sits on the Pupil Personnel team and provides input for academic and behavioral needs of students</p>

At-risk Services Provided by the Social Worker:	The school psychologist actively participates with behavioral issues. He also assists in crisis evaluation and helps to make a determination if EMS needs to be called. He sits on the Pupil Personnel team and provides input for academic and behavioral needs of students. She provides ERSS counseling and initial parent support, as needed.
At-risk Health-related Services:	Full time DOE nurse Staff trained in CPR/AED

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.

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 Knowledge Network/CSD27	School Seaside
Principal Matthew P. Melchiorre	Assistant Principal Tammy Holloway
Coach	Coach
Teacher/Subject Area Renee Palermo/ESL	Guidance Counselor Dawn Akerman
Teacher/Subject Area	Parent Roman Balkhuysen
Teacher/Subject Area	Parent Coordinator Yvonne Hall
Related Service Provider	SAF
Network Leader Patricia Tubridy	Other

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	232	Total Number of ELLs	29	ELLs as Share of Total Student Population (%)	12.50%
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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 screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 0

Number of third language speakers: 0

Ethnic breakdown of EPs (Number)

African-American: 0

Asian: 0

Hispanic/Latino: 0

Native American: 0

White (Non-Hispanic/Latino): 0

Other: 0

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	0	0	0	0	5	7	0	5	4	21
Chinese	0	0	0	0	0	1	0	0	0	1
Russian	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	1	0	0	2	3
Haitian Creole	0	0	0	0	2	0	0	0	0	2
French	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	1	0	1
Albanian	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	1	0	0	0	0	1
TOTAL	0	0	0	0	8	9	0	6	6	29

Programming and Scheduling Information

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

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

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

Native Language Arts and Native Language Support

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

NLA Usage/Support	TBE
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	

75%		TIME	BEGINNERS	INTERMEDIATE	ADVANCED
50%					
25%					

Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	0	0	0	0	5	1	0	1	2	9

Intermediate(I)	0	0	0	0	1	2	0	1	3	7
Advanced (A)	0	0	0	0	4	5	0	4	0	13
Total	0	0	0	0	10	8	0	6	5	29

NYSESLAT Modality Analysis										
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8
LISTENING /SPEAKING	B	0	0	0	0	1	1	0	1	1
	I	0	0	0	0	0	0	0	0	1
	A	0	0	0	0	6	3	0	2	2
	P	0	0	0	0	1	5	0	3	2
READING/ WRITING	B	0	0	0	0	4	1	0	1	2
	I	0	0	0	0	1	2	0	1	4
	A	0	0	0	0	3	6	0	4	0
	P	0	0	0	0	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	3	1	3	0	7
5	0	6	2	0	8
6	0	0	0	0	0
7	0	3	2	0	5
8	0	3	2	0	5
NYSAA Bilingual Spe Ed	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	0	0	0	0	0	0	0
4	2	0	1	0	3	0	1	0	7
5	0	0	3	0	3	0	2	0	8
6	0	0	0	0	0	0	0	0	0
7	0	0	2	0	3	0	0	0	5
8	0	0	4	0	1	0	0	0	5

NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	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	0	0	2	0	5	0	1	0	8
8	1	0	3	0	0	0	0	0	4
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	0	0	0	0	0	0	0	0	0
8	3	0	0	0	0	0	0	0	3
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	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)
Nicole Kelly	Assistant Principal		
Yvonne Hall	Parent Coordinator		
Renee Palermo	ESL Teacher		
	Parent		
Patti Asbury	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Bambi Ackerman	Guidance Counselor		
Lennon Murray	School Achievement Facilitator		
Patricia Tubridy	Network Leader		

	Other		
	Other		

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

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

Form TIII – A (1)(a)

Grade Level(s) 4, 5, 7, 8, ___ **Number of Students to be Served:** 47 LEP Non-LEP

Number of Teachers 10 **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.

PS/MS 225Q
Language Allocation Policy

Part II: ELL Identification Process

1. Steps followed for initial identification of potential ELLS

Upon arrival, a newly admitted student will be given a Home Language Identification Survey (HLIS) by either Barbara Prior (payroll secretary) or Aralis Eusebio (attendance teacher). The ESL teacher (Renee Palermo) will conduct the informal oral interview in English. Aralis Eusebio will conduct Spanish interviews. She is a licensed teacher with bilingual certification. Polish interviews will be conducted by Marta Kargol (teacher). She is fluent in Polish. All other languages will require us to hire translators. Renee Palermo will administer the LAB-R and the initial assessment.

All ELL students will be evaluated annually, using the NYSESLAT. Renee Palermo will administer this test and coordinate efforts with our testing coordinator, Tammy Holloway (Assistant Principal)

2. Structures to ensure that parents understand program choice

Each parent of a newly admitted ELL child will attend a workshop. At this workshop, they will be made aware of their entitlement options. For parents who cannot attend, a letter in the parent's native language will be sent home; this letter will inform parents of their program options. Renee Palermo (ESL teacher) will facilitate this process.

3. Distribution and Return of Forms

Within the first two weeks of school, Renee Palermo (ESL teacher) distributes appropriate forms in sealed envelopes. These forms are backpacked home with the students. Yvonne Hall (Parent Coordinator) and Valerie Simon (SAPIS worker) facilitate form collection and follow up with parents who have not returned forms. Upon return, forms are placed in the cumulative record folders of each student. Additionally, copies of all forms are kept in the ESL room (Rm. 205).

4. Criteria and procedures for placement

Eligibility is determined by HLIS, and the oral interview. For those students who meet eligibility requirements, the LAB-R test is then administered by Renee Palermo (ESL teacher). For students who qualify for services, final placement is determined based on parent choice. In the event that our school is not able to honor a parent's request—for instance, desire for a bilingual program where none exists—we must give the parent the option of

attending a school with that program. If the parent chooses to stay, we will inform him/her that should 15 or more parents of the same language and in adjacent grades want a similar program, our school will create one.

5. Trend in program choices

We do not have any requests for additional programs for the last three (3) school years.

6. Alignment of program models

Since there has been no evidence that parents want a different program, we conclude that our present ESL program is satisfying our parents' needs. We will continue to solicit input and will respond accordingly, should parent needs change.

Part III: ELL Demographics

1. Delivery of instruction

a. Organizational Model

We have several organizational models that affect our ELL students. Our general and special education classes are self-contained. Middle school classes are departmentalized. Our ESL teacher provides pullout instruction. Therefore, the ESL teacher and classroom teachers deliver instruction.

b. Program Model(s)

Classes in all grades remain in their classrooms for the bulk of the instructional day. Teachers in grades 7 and 8 travel from class to class. All classes are heterogeneously grouped by ability. The majority of 5th grade ELLs are in one official class. This model has demonstrated success for our students in the past.

2. Mandated number of Minutes

The ESL teacher pulls out student according to the number minutes per week that are required. Children are given supplemental instruction and are pulled out during the 90-minute literacy or math block.

3. Content Area Instruction

Content vocabulary is a major focal point of our ESL instruction. Specific vocabulary is reviewed in conjunction with the classroom teacher and using a variety of instructional strategies, such as context clues, visual aids.

4. Differentiation of Instruction

- a) Classes in all grades remain in their classrooms for the bulk of the instructional day. Teachers in grades 7 and 8 travel from class to class. All classes are heterogeneously grouped by ability. The majority of 5th grade ELLs are in one official class. This model has demonstrated success for our students in the past.
- b) SIFE students: students are given an informal assessment to evaluate their basic skills and knowledge of English.
- c) Newcomers are ELLs who have been in the US for a period of less than three (3) years. Our primary focus is to help these students adapt to their environment. The students need to feel safe. Vocabulary and content area subject matter are also a focus. Instruction is based on student deficiencies as demonstrated by standardized and informal assessments.
- d) ELLs who have received 4-6 years of service are placed in a setting based on parent choice. Since at this point most ELLs are proficient in speaking and listening, the instructional focus is to build stronger reading and writing skills. Instructional techniques include the use of charts, outlines and graphic organizers. These are used to help students make predictions and infer meaning from text.
- e) The ESL teacher will conference with classroom teachers to discuss content and concept areas that are presenting difficulty to students.
- f) Instruction is based on IEP learning outcomes. Students meet in heterogeneous groups.

5. Plan for continuing transitional support

Out longitudinal data reflect the following trend: long term and discontinued ELLs exhibit learning deficits that require the continuation of ESL strategies. Proficient ELLs will continue to receive services and be tracked (ARIS, Acuity, teacher-generated assessment) to identify areas of difficulty. This will be done through the inquiry process, as well as at grade meetings and pupil personnel meetings.

6. New Programs/Improvements

We will make our ELL students the focus of data analysis and inquiry work. We will provide staff with professional development in how to address the needs of this subgroup. We will encourage staff to seek out PD opportunities on their own.

We will provide an after school program that helps our ELL students prepare for the NYSESLAT. The details of this plan are delineated in our Title III documentation.

7. Discontinuation of Programs

No programs will be discontinued.

8. Access to Programs

ELL students are entitled to the same curriculum and services offered to English Proficient students. TO that end, the following opportunities are available for our ELLs:

- a) Community Based Organization (Millennium Group)
- b) Extended Time instruction
- c) Extracurricular programs (Chess, athletics)
- d) Trips and senior activities
- e) SES instruction for Title I ELLs under NCLB

9. Access to Media

ELLs have access to computers and media in the school library and technology lab. The ESL room has a functioning listening center and bilingual library. Additionally, we have two carts of laptops and three smart boards to be used in classrooms.

10. Delivery of Native Language Support

In pullout ESL, English is spoken with little support for native language instruction. Therefore, we will encourage parents to continue to support native language achievement.

11. All services and support correspond to an ELL's age and level

12. Description of Activities

The following activities are available during the summer:

- a) Tour of the building
- b) Meeting with parent coordinator
- c) Meeting with principal

In future years, we plan to have a summer workshop for ELL students and their parents.

Professional Development

1. Staff participates in on-site and off-site PD geared toward ESL instruction. The ESL teacher is present at other PD sessions, as well as select pupil personnel team meetings. Teachers of ELLs participate in data analysis workshops.
2. Student needs and test data are analyzed before a child enters grades 7 or 8. As a phasing out school, we will not have students matriculating from within. We will have frank, data-based discussions with the middle school staff.

Parent Involvement

1. ELL parents are represented at all PTA meetings. The parent coordinator solicits input from ELL parents at monthly PAC meetings and as needed. Our office staff communicates regularly to ensure that parents of ELLs are involved and kept up to date. School communications are translated into native languages as needed.
2. The school collaborates with EPIC to provide parent workshops.

3. Parent needs are evaluated through surveys, written requests, conversations, and feedback from meetings.
4. Parental involvement activities are an outgrowth of solicited parent needs.

Part IV Assessment Analysis

1. Early Assessment Tools

Our school uses a combination of Fountas and Pinnell, PPVT, Woodcock Johnson, and beginning of the year assessments on all new admits, which include ELLs.

2. Data Patterns

The majority of our ELLs are far more proficient in Listening and Speaking than in Reading and Writing. In listening and speaking, 72% of students are advanced, with 11 scoring proficient enough to place out. By contrast, in Reading and Writing, 42% of students are advanced, with zero scoring proficient enough to place out.

3. NYSESLAT

NYSESLAT patterns indicate that we should focus more on Reading and Writing. Additionally, advanced students should receive instruction and intervention based on deficiencies in content strands on ITA and predictive assessments.

4. Trends

Our data reflect the following trends:

- a) Patterns across grade indicate that the number of advanced students is equally distributed across grades 4, 5, and 7. There are no advanced students in grade 8
- b) Periodic assessments are used to diagnose specific student needs and create a finer comparison between the needs of ELL and EP students. This allows for a better instructional plan.
- c) Our long term ELLs outperform our EP students in ELA. However, fewer students in middle school are at the advanced level despite the number of years of service. Our ELLs show the same deficiencies in mathematics as our EP students: number sense and measurement.

5. Dual Language Programs

We do not have a dual language program.

6. Evaluation

Our ELL programs are evaluated based on student outcomes, yearly growth, NYS AYP targets, NYC progress report data, attendance at PD sessions and parent workshops.

KEY PERSONNEL

Name	Position
Renee Palermo	ESL Teacher
Yvonne Hall	Parent Coordinator
Aralis Eusebio	Attendance Teacher
Barbara Prior	Secretary
Valerie Simon	SAPIS
Marta Kargol	Teacher
Tammy Holloway	Assistant Principal
Nicole Kelly	Assistant Principal
Matthew Melchiorre	Principal

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.

Form TIII – A (1)(b)

School: 27Q225 BEDS Code: 342700010225

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$9,000	Teacher Per session for extracurricular instruction and planning 10 teachers x 2 hours per week x 10 weeks Supervisor per session for extracurricular instruction and planning Topics: <ul style="list-style-type: none"> • Differentiating instruction • Looking at Student Work • Developing Academic Language • Balanced Literacy • Writers’ Workshop • Quality Teaching for English Learners • ELA/ESL Standards and their alignment to core curriculum • Project –Based Instruction • Using Bloom’s Taxonomy to formulate Higher order Thinking Questions • Incorporating the Skill of the Week • Linking Math Skills to Writing • Social and Academic English
Supplies and materials - Additional curricula, instructional materials.	\$3000	General Supplies to support program

Travel	\$2000	<p>Interschool visitations within New York City; Inter-visitations will be conducted in other NYC public schools. The focus would be to observe best practices and improve instruction. Title III funding would pay for travel expenses and substitute coverage. Five teachers and a supervisor will be the focus of these visits We would like to make 5 visits We would need 10 per diem sub days Travel expenses will need to be automobile use reimbursement, parking fees, and public transportation Each visit will consist of two staff members and a supervisor.</p>
Other		
TOTAL	\$15,000.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Information is gathered through the home language survey upon admission and by formal and informal interview of parents, School Report Card demographics data and ATS reports are also used for evaluative purposes. This process is repeated on an annual basis.

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.

We have a need to have letter translated into the following languages: Spanish, Mandarin, and Haitian Creole. These findings are reported through school memos, staff conferences, parent letters, and department meetings. Additionally, we need translators in Spanish, French and Arabic for students with testing modifications.

Part B: Strategies and Activities

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

All written communications including progress reports, meeting notices, brochures and flyers to parents are sent home in English and translated versions where applicable. Parent Coordinators, Family Assistants, Administration, and Office staff will support efforts to involve parents in school and community.

School personnel will provide translation services for Spanish speaking parents. Translation in other languages will be obtained and provided as needed.

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.

Spanish speaking administration, teaching staff, and school aides are on staff to provide these services as needed

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.
Our safety plan will reflect that parents with language barriers will not be barred from the main office solely for that reason.

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:	165,146	\$448.00	\$165,594
2. Enter the anticipated 1% set-aside for Parent Involvement:	1,650		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$4.48	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$8,257		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$22.4	
6. Enter the anticipated 10% set-aside for Professional Development:	\$16,500		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$45	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 94%

9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

We continue to provide professional development opportunities for our teachers to continue to be highly qualified. Also, we continue to seek out and recruit licensed staff in all content areas

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.

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

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

Title I Parent Involvement Policy and Parent-School Compact PS/MS 225Q

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore PS/MS 225Q, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. PS/MS 225Q's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. PS/MS 225Q will support parents and families of Title I students by:

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

PS/MS 225Q's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the PS/MS 225Q Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement

Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, PS/MS 225Q will:

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

¹ Please note that only New York City Public schools that have attained a student population of two-hundred (200) or more will receive funding to hire a Parent Coordinator.

- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.
- continue to provide outreach to parents in an effort to increase our rate of parent involvement and attendance at school events and PTA meetings.

PS/MS 225Q will further encourage school-level parental involvement by:

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

Section II: School-Parent Compact

PS/MS 225Q, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]* is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. PS/MS 225Q staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year (e.g., Open School Week); and
- arranging for appropriate staff members to be available for parent meetings.

Provide general support to parents by:

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

Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education. I will also:
 - communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
 - respond to surveys, feedback forms and notices when requested;
 - become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
- share responsibility for the improved academic achievement of my child.

Student Responsibilities:

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

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by _____ on _____.

This Parent Involvement Policy was updated on _____.

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
PS/MS225Q will annually conduct a comprehensive needs assessment, as a critical part of the comprehensive educational planning process, to assess the effectiveness of instructional programs and educational strategies in supporting students toward meeting challenging State and City content and performance standards.

PS/MS225Q will use disaggregated student results on State and City assessments Grades 4, 5, 7, 8, QRA, and multiple classroom-level measures to assess the achievement of students in relation to the State standards, and identify specific skills and areas of content knowledge and understanding in which students need additional support in order to meet State standards. Qualitative data will also be reviewed to identify other factors that may affect student performance, i.e., health, attendance, school climate, professional development, parent involvement, and student satisfaction. These data will help schools to determine which educational programs need to be improved.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies derived from scientifically-based research and that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

PS 225Q is a Schoolwide Programs school. As a result, our CEP describes effective methods and instructional strategies that are based on scientifically based research, which will be incorporated to strengthen the core academic program of the school. Key strategies include:

- Emphasis on “quality first teaching” to ensure that all students, including students with special needs and English language learners, receive exposure to grade-appropriate standards-based curricula, using sound instructional strategies and proven methods and have sufficient opportunities to master State content standards.
- Implementation of the citywide approaches for instruction in literacy and mathematics, which support a rigorous, high-quality curriculum in all classrooms, intensive instruction for all students, and an emphasis on literacy and math instruction in the integration of all subject areas.
- Use of all available data, including disaggregated State assessments, ITA and Predictive assessments, and multiple classroom-level measures, to monitor student progress and identify specific skills and areas of content knowledge and understanding in which our students need additional support, in order to meet State standards and make at least one year’s progress.
- The provision of Academic Intervention Services (AIS) to meet the needs of all students who require additional assistance to meet the State standards in ELA, mathematics, science, and social studies.
- Opportunities for applied learning.
- The use of appropriate instructional materials for English language learners (ELL/LEP) and special needs students.
- The use of culturally balanced instructional programs and materials.
- Infuse arts into all content areas
- Effective use of technology to support instruction and student learning.
- Continuous high-quality professional development to provide pedagogical staff with the tools, methodologies, and content to ensure effective instruction in core academic subjects.
- Advisory program for students in Grade 8

All school-wide reform strategies being implemented in PS/MS225Q, are designed to implement the Regional District Comprehensive Educational Plan (RDCEP) and District Comprehensive Educational Plan NCLB Addendum.

3. Instruction by highly qualified staff.

All teachers hired in PS/MS225Q, for the 2009-2010 school year will be “highly qualified” as defined in NCLB. Highly qualified new teachers may include: Teachers who hold Transitional B certificates, including NYC Teaching Fellows, Teach for America corps members, Peace Corps Fellows, and Columbia Urban Educators; and teachers who have NYS certification (CPT, for example) but have not yet been appointed by NYC.

Teachers in *PS/MS225Q* that are not new to the profession are also highly qualified. They have met NYS certification requirements either by: possessing a bachelor's degree, a certificate to teach, and have also passed appropriate tests; or have demonstrated competence in the subject(s) they teach through an evaluation instrument that takes all aspects of teaching certification requirements into consideration.

PS/MS225Q, and the Knowledge Network LSO provide extensive professional development and ongoing and sustained in class support for all new teachers, and extraordinary support for all school staff, at the school building and district level.

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

Professional development for staff will be coordinated in *PS225Q*, by a Professional Development Team, which includes the Principal, Assistant Principals, and teachers. The PD Team will work collaboratively to plan and coordinate their activities to provide a two-tier approach to staff development. On one level, the team will work with staff to strengthen their knowledge base in literacy, mathematics and other content areas. The second level, to be implemented concurrently, will focus on effective practices in the delivery of instruction. Professional development will encompass workshops, institutes, study groups, readings in professional literature and follow-up classroom technical assistance. All professional development activities will be undertaken to address the specific needs of targeted staff members or groups of staff.

In addition, an extensive teacher mentoring program, which is a critical component of the support and professional development for new teachers, will be in place for *PS225Q*. This program takes into account the mentoring needs of all new teachers, including new Teaching Fellows/ Alternate Certification Teachers.

Administrators will participate in all school-based professional development activities to strengthen the following:

- Instructional leadership
- Clinical supervision of instruction
- Time management
- Launching instructional initiatives
- Uses of technology in carrying out administrative duties – e-mail, excel, etc.
- Data analysis and using data
- Developing learning communities through action research groups, effective meeting strategies and rituals, focused walk-through, etc.

Training for parents and community members will include:

- Support for parents' understanding of, and participation in instructional initiatives
- Parent literacy development (ESL classes, computer classes, etc.)
- Parent Coordinator workshops
- Learning Leaders Parent Volunteer Program

- Support for increased parent participation on the School Leadership Team and subcommittees
- Family support resources in the community in the areas of career development, health, social services, etc.

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

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

As a school that is being phase out, we will need to excess staff. Nevertheless, it will be necessary to recruit and retain qualified teachers. Beginning in the spring of 2009 and continuing throughout the summer, the Principal and/or designee will continue to attend Job Fairs conducted centrally and throughout the Region. We also will advertise in local papers (funding permitting), recruit through universities, and worked closely with the Central DOE Office of Recruitment and Professional Development to obtain the services of qualified Teaching Fellows. Additionally, ongoing recruitment strategies by the DOE including advertising and recruiting on college campuses in various states and internationally. We will continue to post all vacancies on the Open Market System.

PS225Q, will continue ongoing recruitment efforts to ensure that we have the highest qualified, appropriately licensed and certified teachers in our classrooms.

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

PS225Q, will describe in their CEP the implementation of strategies to promote effective parental involvement in the school, including specific actions to support the system-wide goal of making schools more welcoming to and respectful of parents, and to afford parents the tools they need to be full partners in the education of their children. As a key strategy to accomplish this goal, we will maintain a full-time Parent Coordinator whose sole responsibility will be to promote parent engagement and address parents' questions and concerns. Additionally, PS225Q will arrange for workshops focused on parent involvement strategies and techniques for helping their children to improve academically.

The Parent Support Offices, located in the Instructional Support Center and at the District Office will provide parents with an additional point of entry into the schools system beyond their children's schools. The Office will handle parent concerns and issues that can not be resolved at the school level. In order to accommodate parents' schedules, the Office will be open five days a week during business hours, as well as one weekend day and two evenings per week. The Parent Support Officer in the Instructional Support Center will also help coordinate the activities of the Parent Coordinator for PS225Q.

Additional support for PS225Q will be provided by the District and by the Central Office, through the Executive Director for Parent and Community Engagement, who will promote engagement, provide customer service center support and work on special projects to develop

and enhance parent involvement. In addition, the Senior Instructional Manager for Parent Engagement and her team will work closely with the Executive Director and his team to design and deliver training programs for the Parent Coordinator, staff and parents.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

PS/MS 225Q does not have primary grades

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Teachers will be engaged in ongoing discussions and decision-making processes with PS/MS225Q and district administrators regarding the use of academic assessments to inform instructional decisions to improve the achievement of individual students and the overall instructional program. Professional development will focus on data analysis and the use of multiple measures of student performance to drive instruction. Teachers will participate in the selection of 5 periodic assessments. After the selection of school inquiry team(s), selected staff members will continue to monitor data and share findings with classroom teachers and other staff.

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.

PS/MS225Q will use disaggregated State and City assessments Grades 3-8, ARIS, ITT tool, the Early Childhood Language Arts System (ECLAS), and multiple classroom-level measures to regularly assess the progress of students, and identify specific skills and areas of content knowledge and understanding in which students need additional support, in order to meet State standards. Ongoing assessment of student progress will allow teachers to make timely and appropriate adjustments to the delivery of instruction.

Academic Intervention Services (AIS) will be provided to meet the needs of students who require additional assistance to meet the State standards in ELA, mathematics, science, and social studies. AIS will include additional instruction, as well as intensive guidance and support services to assist students who are experiencing affective-domain issues that are impacting on their ability to achieve academically. Although the intensity of the services provided will vary, based on the individual needs of students, all students performing at Levels 1 and 2 on State assessments, or deemed to be at risk for not meeting State standards, will receive appropriately targeted services. Additionally, all students will participate in discussions of their needs and goals. Strategies for promoting learning for at-risk students will be enhanced by ongoing professional development and parental involvement activities.

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. Funding sources will be aligned to serve the academic and social/emotional needs of our students. This will include service learning projects, crisis intervention, and anti-bullying/leadership programs

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

NCLB/SED Status: Restructuring **SURR² 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.

We did not meet our AYP for students in the Black subgroup in ELA. Additionally, our special education students only met AYP through the safe harbor target. Some of these students are in both subgroups.

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.

This question was already addressed in our action plans, pp. 15-22.

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.

This money will be used for professional development in a variety of topics built around English language learners and subgroups. There will be a focus on instruction, mentoring, and student inquiry data analysis.

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

An f-status teacher will be provided to mentor new teachers and provide support to existing teachers. An additional person will assist with teachers who are not new to teaching but new to the grade. This will ensure that staff members are fully prepared to provide quality instruction to students in specific targeted subgroups. The implementation of these strategies can be found in our action plans, pp. 15-22.

² School Under Registration Review (SURR)

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.

We will take the following steps:

Step 1: Notify all staff of school's improvement status, and meet with specific staff designated to support parent notification processes to ready them to answer inquiries from parents (including Assistant Principals, Guidance Counselors, Parent Coordinator, and other support staff).

- More than one staff member should be acquainted with school improvement, SES, and Public School Choice information as the volume of questions from parents might be quite large.
- Guidance Counselors will need to be able to discuss school improvement efforts and academic intervention programs for parents who call or visit the school.

Step 2:

- Send parent notification letter home via student backpacks
- Schedule a parent information/orientation meeting

Step 3: Conduct the parent informational meeting.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)³ data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

³ To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

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

– **English Language Learners**

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

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

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

A careful analysis of student data was conducted. Results and item skills analysis were conducted to determine if there were any gaps

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

Applicable Not Applicable

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

ELL students did not perform as well as the English speaking subgroup. Additionally, certain content strands seemed to be deficient, specifically number sense, and measurement.

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.

Professional development will be provided in teaching English Language Learners and addressing content strand deficits

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what

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

Specific Math Alignment Issues:

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

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

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

We analyzed student data and student work. We conducted an item skills analysis to look for gaps in content strands.

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

Applicable Not Applicable

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

Our middle school math curriculum was standards based and rigorous. All classes were taught by licensed math teachers. We had 75% of our advanced regents class pass the integrated algebra regents exam.

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

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

We examined observation reports and classroom snapshots. Also, administration and coaches conferred on what they observed informally

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

Applicable Not Applicable

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

A majority of our teachers used the workshop model in conjunction with a balanced literacy approach to ELA instruction. Shared, guided and independent reading were apparent in a majority of our classrooms. Therefore, direct instruction was **not** the dominant model in 62% of our classrooms.

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.

This finding is not applicable, however, we plan to continue to support teachers and monitor instruction to ensure that direct instruction is not the dominant model.

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* (SOM⁴) 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.

We examined observation reports and classroom snapshots. Also, administration and coaches conferred on what they observed informally.

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

Applicable Not Applicable

⁴ 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.

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?

This finding is only applicable in part. While direct instruction was seen **less than 75%** of the time, we **did** find that technology was present less frequently than desired. Student activities other than seatwork were observed, but we would like to see more.

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.

To address the technology issue, we invested in smart boards and professional development on how to use them for math instruction. We retained an f-status math coach to assist with alternatives to direct instruction. We also work closely with teachers to ensure that best practices are implemented.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

We analyzed historical data to determine the rate of teacher turnover

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

Applicable Not Applicable

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

Historically, we have lost approximately 5-7 teachers each year. Additionally, we underwent restructuring of staff in 2005, resulting in a 50% turnover. Presently, we are being phased out and lost half of our staff in that process

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.

We will continue to recruit and retain highly qualified teachers. This may present a challenge, as we will be in excess again this year, and many candidates do not want to accept a position in a school that is phasing out. We must therefore support our existing teachers to the greatest extent possible

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.

We surveyed the staff to determine their professional development needs. Strategies for ELL students was a dominant theme.

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

Applicable Not Applicable

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

ELL students did not perform as well as their English speaking counterparts. Our ESL teacher was new and unaccustomed to working with students in academic need

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.

We will provide ongoing PD in this area, as indicated in the goals of this plan.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

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

Applicable 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?

Given the high need for PD training, we can assume that all teachers were not comfortable with this data.

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.

We will include instructional data analysis for students that have English language needs

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

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

Applicable 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?

Some teachers were unaware of the process of referral.

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.

A full time AP for special needs was retained. General ed. teachers are part of the process of evaluation. Free and open discussions occur regularly. Processes were streamlined.

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

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

Please respond to the following questions for Key Finding 7:

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

All IEPs were reviewed by an administrator

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

Applicable Not Applicable

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

IEPS were aligned.

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

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.) We have four (4) students in temporary housing.
2. Please describe the services you are planning to provide to the STH population.

We have a full time attendance teacher to provide support and outreach. Our guidance counselor also provides support for the emotional needs of our students. Our parent coordinator works closely with parents.

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.