



**THE ROSA PARKS SCHOOL  
PS 254 Q**

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

**SCHOOL: 27Q254  
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## 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
Naomi Drouillard	*Principal or Designee	
Ivette McCarthy	*UFT Chapter Chairperson or Designee	
Katherine Alana	*PA/PTA President or Designated Co-President	
Carlos Urgiles	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Monica Mena	Member/ Parent	
Gloria Ruiz Attia	Member/ Parent	
Sheila Daneshwar	Member/ Parent	
Mirnaly Paulino	Member/ Parent	
Sherma Feggins	Member/ Chairperson	
Pamela Markham	Member/ Assistant Principal	
Cheryl-Ann Beharry	Member/ Assistant Principal	
Megan Rao	Member/ UFT	

***Signatures of the members 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.***

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

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

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Public School 254 Queens, a state-of-the-art building that opened in September 2004, is located in the Richmond Hill section of Queens, New York. During the 2009-2010 school year, Public School 254 Queens will house Pre-Kindergarten through Grade 5 students. This school serves a population consisting of 631 students from culturally diverse backgrounds.

In alignment with our school's mission statement, we make a concerted effort to ensure that each day is a positive experience for our students. Students' work is displayed throughout the school and celebrated for its merits. In addition, positive value posters and banners are displayed in the hallways, lunchroom and auditorium encouraging students to always think and strive to reach their goals.

Public School 254 is also a host school for P.S. 75. P.S. 75 is a special needs school housed on the second floor of the school. Both schools share common areas during special assemblies and lunch. These students participate in the moving up ceremonies in June.

PS 254's comprehensive needs assessment resulted in the identification of several priorities for improving students' performance. We implement effective strategies to address the large number of students lacking basic skills in both reading and mathematics. We included low academic achievement and intervention plans for special education and English Language Learners (ELLs). These students are targeted and remediated through various push in and pull out programs. Additionally, we also focused on students who are performing at or above grade level by providing differentiated instruction during the day, and after school enrichment programs.

In alignment with our school's mission statement, we made concerted efforts to ensure that each day is a positive experience for our students.

Each day a 90-minute literacy block is implemented in grades Kindergarten through Five. Strategies for improving instruction and student performance in English Language Arts are included in the balanced literacy program (independent/paired reading, shared reading, guided reading, literacy centers, literature circles, writer's workshop, read-aloud, word study and teacher/student reading and writing conferences.) Teachers use instructional strategies and practices to support higher level thinking skills, problem solving and applied learning. These comprehension strategies prepare our readers with tools that help them construct meaning while reading. Teachers' resource room, classroom libraries, and academic support personnel, and staff developers fully support this instruction. The professional development

team provides professional development (via class demonstrations, workshops, text-based discussions) for all teachers, including teachers of ELLs, special education self-contained classes, as well as SETSS in all areas of ELA instruction including data interpretation and the differentiation of instruction. Teachers in Third, Fourth and Fifth grades utilize *Kaplan Test Preparation*, and *the Treasures Literacy Program* to prepare the students to be lifelong learners.

Pre-Kindergarten through Grade 5 classes use *Everyday Mathematics* as the primary vehicle for math instruction. This instructional program is implemented daily during a 75-minute math block. The approach is standard based and provides students with the skills, strategies, and concepts to solve problems. Our teachers facilitate this program by engaging the students with problems that are authentic and meaningful. The students internalize, synthesize and apply their learning to various mathematical situations. Our math program includes whole class instruction, ongoing daily routines, mental math and math reflections, a daily math message, Recognizing Student Achievement, home link follow-up, interactive word wall, guided practices, games, math boxes, student journal, differentiated instruction and assessment projects. Teachers incorporate subject appropriate math literature at the beginning of each lesson in order to build schema and teach specific skills. Teachers in Third, Fourth, and Fifth grades will utilize *Kaplan Test Preparation*, *Test Ready Plus Mathematics*, and practice exams in order to prepare the students for standardized testing in mathematics and increase their knowledge base.

Social Studies instruction is aligned with the New York State Core Curriculum and is taught by a social studies cluster in alignment with the classroom teacher. This provides the students with a higher level of understanding of grade-level social studies concepts. The primary focus of the Social Studies instructional program is on Document Based Questions (DBQs) and authentic research, especially in the fourth-fifth grades. The anchor to the program is Scott/Foresman texts and resource materials, including core curriculum and trade books. The library media center provides the students with opportunities to utilize the Internet for research and borrow historical fiction and non-fiction books in the Social Studies genre that contributes to students' understanding and knowledge in this area. All classrooms have various resources (i.e. globes, maps, posters, big books, compact discs and charts) to supplement instruction. Every student, including special education students and ELLs, are involved in several content related research projects throughout the year.

The Science program is aligned with the New York State and City science standards and is taught by a Science cluster teacher in a state-of-the-art Science Laboratory. The anchor to the program is Harcourt texts and resource materials. Each lesson has a variety of whole-class and small-group activities that introduce concepts and provide opportunities for students to work together to investigate. Students have many opportunities to communicate their ideas and discoveries to teachers and peers. As our students work together, they will begin to observe, compare, measure, classify, infer, predict, investigate, and draw conclusions. Classrooms have aquariums/terrariums, big books, textbooks, science kits, and a vast array of non-fiction science-based literature. Our science lab also supports hands-on activities, short and long term experiments, as well as daily instruction. There is a school-wide Science Fair held in the spring. Pre-Kindergarten through Second Grade submitted class projects, while grades three through five submitted individual projects. Individual projects are judged and winners are honored at a school assembly.

Two ongoing goals at Public School 254 Queens will be to enhance technology skills of all teachers and further the integration of technology into classroom instruction. Staff opportunities for the improvement of computer skills, web research and classroom instruction will be enhanced, during school and after-school professional development workshops. In order to integrate technology into the classroom, every classroom will have at least two Internet accessible computers, and a Mimio Interactive Whiteboard with projector. Students will maintain computerized file folders containing original and creative writing. Computer centers will be utilized during center time and writer's workshop. We will have teams of technologically proficient students and teachers using the computer, accessing the Internet and providing assistance to their peers.

Additionally, wireless Internet access will give students the opportunity to increase the scope of research projects. They will learn keyboarding skills and a variety of software programs that focus on reading, writing, mathematics, science and critical thinking. The technology teacher will hold an annual technology fair in the school. These students will have an opportunity to create a project and share the wealth of knowledge that they have obtained.

The primary objective of the Physical/Health Education program is to develop each student's motor and cognitive skills by emphasizing skill themes and movement concepts. Each student, including those in AIS, ELLs, and Special Education participate in twelve physical education content areas: (1) chasing, fleeing and dodging, (2) dribbling with the hands, (3) educational dance, (4) jumping and landing, (5) kicking and punting, (6) locomotor movements, (7) rolling, (8) striking with long-handled implements, (9) striking with short-handled implements, (10) throwing and catching, (11) volleying, and (12) weight transfer and balance. Learning sportsmanship through competitive games and skill reinforcement is a priority in all lessons and activities.

Our goal at Public School 254 Queens is to create an environment that is multi-sensory and will encourage students to develop an appreciation for the arts. The arts program is aligned with the New York State Learning Standards for the Arts is supported by a full-time certified music and art teacher. Students in grades Pre-K through Fifth Grade are engaged in different musical and art experiences that foster creative growth. Students in Pre-K through First Grade learn songs and rhythm instruments such as drums, xylophone and rhythm sticks. Second Grade students learn how to play the recorder, and read and count music notes. Students in the Third, Fourth and Fifth Grades learn how to play string instruments such as the viola, violin and cello. The Third, Fourth and Fifth Grade students are part of P.S. 254's String Orchestra. Each grade performs in our annual Winter Show and end of year Music Festival.

Students in kindergarten through fifth grade explore at least five different art disciplines. Students create original work and learn how to use a variety of art tools and materials. The program supports literacy, math, science and social studies. Parents are invited to view final art exhibits that are displayed throughout the school.

The staff developers provide professional development (via class demonstrations, workshops, research based discussion study groups, and setting up of inter-visitations) for all teachers, including teachers of ELLs, special education, as well as in all areas of math instruction including data interpretation and the differentiating of instruction. The staff developers also provide before and after school study groups that focus on the content

strands and test preparation. The study groups build upon pedagogy as well as practical skills through the use of research based math articles and hands-on activities. The participants are provided with teacher and class inter-visitations opportunities in order to build a stronger and more unified math community.

Public School 254 Queens has an AIS program designed to help students who are struggling within their primary academic settings. These students are often performing below the performance standards. Once identified, these students will be carefully assessed so that additional support can be provided. AIS will serve Kindergarten through Fifth Grade, and will utilize the *Triumph Intervention* series. Most importantly, the AIS teacher will work with small groups of students in a push-in program.

Additionally, an AIS after-school program offered to our Third, Fourth and Fifth Grade at-risk students on Monday through Thursday from 3:30 to 5:00 P.M. to improve reading, comprehension and math skills.

Another mandated program at Public School 254 Queens is SETSS. The students receive the mandated services, as per their Individualized Educational Plan (IEP). Our SETSS program currently services eleven (12) mandated and 2 “at risk/STARS” students. Individualized instruction focuses on the academic subject areas of math and literacy.

Similarly, the program titled, STARS provides additional help for students that are exhibiting significant delays. These students, although already enrolled in AIS, are still struggling learners. STARS provides intervention to prevent a child from being referred for mandated special education services. They are seen in a separate location, to target their academic needs in math and literacy. Standardized and informal student assessments will take place during the year, in order to identify and address student needs and target areas for growth on a continuous basis.

The needs of students requiring ELL services met by two full-time English as a Second Language (ESL) teachers who will conduct a push in program in accordance with the Chancellor’s/DOE Regulations. The New York State English as a Second Language Assessment (NYSESLAT) will be administered in May 2010 to ELL students. Services will be provided for English Language Learners (ELLs) if the Home Language Identification Survey indicates that another language is spoken at home and the student fails the Language Assessment Battery- Revised (LAB-R). The Language Allocation Policy (LAP) will be aligned with the New York State learning standards for ESL and ELA. English Language Learners will explore ideas and concepts based on their proficiency levels (beginning, intermediate, or advanced) and academic preparedness.

The ELLs engage in standard-based activities (tasks) that build on their academic language and cultural experiences. The teachers model the appropriate language and create opportunities for using academic language. At Public School 254 Queens, English Language Learners are taught how and when to use learning strategies and will be given opportunities to practice it. Assessment activities are integrated into the program to help gauge students’ progress in acquiring the language.

This academic year, we plan to continue the Language Allocation Policy (LAP) for our school which is aligned with the New York State learning standards for ESL and ELA by helping our

ELLs to explore ideas and concepts based on their proficiency levels (beginning, intermediate or advanced) and academic preparedness. In order to improve their English language skills and help them pass the New York State English as a Second Language Achievement Test (NYSESLAT) an ESL after-school program will be offered to our 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade ELLs on Mondays and Wednesdays from 3:30 to 5:00 p.m. These students engage in standards-based activities (tasks) that build on their academic language and cultural experiences.

We continue to pursue excellence by making sure all ELLs are serviced daily and taught how and when to use appropriate learning strategies for particular tasks. Our program focuses on differentiated instruction in which material is presented in a variety of ways to meet the needs of all levels of ELLs, and we have integrated various assessment activities into the program to help gauge students' progress in acquiring the language.

Public School 254 Queens service 78 mandated and at-risk students for speech and language deficits. We are servicing 68 mandated students and 10 "at risk" students. Areas targeted will include: articulation/phonological disorders, fluency disorders, pragmatics, auditory processing/memory disorders, oral motor weaknesses, and semantic, morphology, and syntactical language delays. Ongoing collaboration with classroom teachers reinforces therapy strategies and practices. Increased parent communication enables the students who receive speech and language services to achieve their IEP mandated goals and objectives. This will have a positive impact on the child's primary setting. During the year we have decertified one student, reduced frequency for three students, and increased group mandates for six students. Fifteen students have been screened for speech and language deficits this year; ten are receiving services and the others were given AIS services or strategies to help them in their primary setting.

The elementary school counseling and guidance program is a part of the total school program and complements learning in the classroom. The program encourages students' social, emotional and personal growth at each stage of their development. The purpose of counseling with students, parents and teachers are to help students maximize their potential. The goals of the counselor include: helping children understand themselves and others, preventing problems from developing, helping identify children with special needs, providing crisis intervention, providing career education activities, facilitating 5<sup>th</sup> grade articulation, and coordinating or facilitating efforts of the staff. The program also assists students with: showing respect for the feelings of others, understanding the decision-making process, maintaining effective relationships with peers and adults, developing effective study skills, preparation for grade and school transitions, and gaining a better understanding of their environment.

The physical therapist (PT) is a specialist in the treatment and care of the students with an IEP. The PT services fifteen (15) mandated students for fine motor and perceptual delays. These students have a wide variety of congenital, developmental, neuromuscular, skeletal, or acquired disorders. The therapist helps the child achieve age-appropriate developmental milestones, improve his/her gross and fine motor skills, balance and coordination, strength and endurance, and cognitive and sensory processing. The therapist also consults with teachers, other service providers, and addresses the goals on the IEP to help the child meet his/her annual goals.

The occupational therapist (OT) is a specialist in the treatment and care of the students with fine motor delays with an IEP. The OT is designed to provide physical movement for the class, teacher-structured direction, and objectives for each student. This program is a major component of the curriculum designed to prepare students for personal and social competency daily life skills. The occupational therapist services twenty-five (25) mandated students for fine motor and perceptual delays. The OT will use his/her unique expertise to help our students to be prepared for and perform school related activities and daily life skills.

The Adaptive Physical Education (APE) is an IEP driven service for children who are unable to participate in general education physical education. Students mandated for this service have physical limitations and/or severe cognitive delays.

As per Education Law Section 917, the nurse, school safety agent, IEP teacher and the physical education teacher were trained in CPR/AED. An automated external defibrillator (AED) is installed near the School Safety Agent. This strategic location will enable the defibrillator to be transported to any part of the building in 3 minutes or less.

A positive relationship has been established between State Senator Adobbo and Public School 254 Queens. In addition, City Council member Elizabeth Crowley gave us a grant for the 2009-2010 school year to update our computers.

Donovan Richards, the acting Chief-of-Staff for Councilman James Sanders, Jr. was invited as our Principal for a Day this 2009-2010 school year. He met with the seniors to discuss issues and concerns they have for their community. Mr. Richards toured the school and was impressed with the positive environment we foster.

Public School 254's School Safety Committee's primary focus will be to examine the safety of the building on a monthly basis. There have been few suspensions in Public School 254 Queens. This lack of suspensions is a direct result of efforts in creating a safe and orderly environment (Chancellor's Regulation A-443, A-412, A-414), the implementation of the NYCDOE Code of Conduct, and a focused, concerted effort to improve the instructional program. During the 2009/2010 school year, continued efforts will be given to the maintenance of a safe and orderly school.

The Pupil Personnel Team (PPT) is a committee that reviews and evaluates the needs of specific students who are not demonstrating success in their current educational program. The PPT examines why an individual student is demonstrating academic, social, or physical needs. They may then develop supportive strategies and services as an alternative to special education referral. The PPT will be composed of an administrator, school psychologist, family worker, SETSS teacher, IEP teacher, speech and language therapist, guidance counselor and the referring teacher(s). Although the PPT will have regularly scheduled monthly meetings, allowances will be made to address concerns about student progress. Strategies for implementing the New Continuum will ensure that all students receive services in the least restrictive environment. The PPT will provide interventions for students who have been referred by their teachers or parents. Parents will be encouraged to be an integral part of their child's evaluation. Students in need of educational support will be placed in the most appropriate, least restrictive environment, where they will be monitored for progress and reevaluated as often as needed.

Our School Assessment Team (SAT) is composed of a psychologist, family worker, and social worker. Their primary responsibility will be the evaluation of students who are referred for special education services. In addition, they will provide consultation to staff, and direct services to students. They will also be members of the PPT.

Our Parent Association (PA) executive board takes an active role to increase parent involvement by coordinating activities for parents and students. Presentations by community based organizations, and special guests are invited to speak on topics relevant to the community. In addition, the PA sponsors grade assemblies and present "Student of the Month" awards at meetings to encourage greater parent attendance.

Parents are an integral part of the school and will share in the education of their children. The Parent Coordinator will be a pivotal partner in the daily parent/community outreach efforts. The Parent Coordinator coordinates parent workshops, school wide activities, and parent newsletter/ calendar. In December 2007, the students, staff, and parents held a toy drive for the Richmond Hill Block Association and will coordinate a larger drive during the 2009/2010 school year. The school also coordinated the food donations for the local homeless shelter and soup kitchen.

Public School 254 Queens School Leadership Team (SLT) is a the primary vehicle for developing and supporting the implementation of the school's Comprehensive Education Plan (CEP) and its alignment with the budget. Parents, administrators, teachers and other school staff are active members of the School Leadership Team. The SLT membership and activities are implemented as per the Chancellor's plan for SLT (November 1998). It is the responsibility of the SLT to collect and analyze data, and to discuss and collaborate on the decision-making processes related to the CEP and the budget of Public School 254 Queens.

Professional development priorities are based on staff identified needs, as well as school wide assessments. Volunteers from all curriculum areas and grade levels formulate a professional development team in order to promote standards in excellence throughout the school. Professional development includes mentoring, modeling, coaching, during and after-school study groups and inter-visitations. Many of our teachers who have received outside training share information with their colleagues throughout the school year. Presenters conduct demonstration lessons to develop strategies to assess and to improve student achievement. The professional development team is a direct link between the teachers and the school's administrators, ensuring that lessons are presented in conjunction with the standards.

Creating a learning environment in which all participants are dedicated to working towards a quality education is Public School 254 Queens' vision. Our teachers are qualified and prepared to help all students achieve. Our students will become lifelong learners, who will contribute positively not only to the school, but also to the society as a whole. Public School 254 Queens' students will become discriminating consumers, critical thinkers, and fair-minded citizens that succeed in a global world.

In a diverse and rapidly changing world, Public School 254 Queens is dedicated to the establishment and maintenance of a learning environment that maximizes academic achievement, as well as emotional and social development. This safe, orderly, and nurturing educational environment will enable all students to enhance their unique talents and individual

attributes. Parental involvement and community-based partnerships will enhance Public School 254 Queens' ability to develop students who are problem solvers, critical and independent thinkers, and productive citizens that meet the challenges of the 21<sup>st</sup> century.

### 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.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	The Rosa Parks School				
<b>District:</b>	27	<b>DBN #:</b>	27Q254	<b>School BEDS Code #:</b>	342700010254

DEMOGRAPHICS									
<b>Grades Served in 2008-09:</b>	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended</b>					
(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		92.5	92.6			
Kindergarten	106	100	92						
Grade 1	121	112	100	<b>Student Stability: % of Enrollment</b>					
Grade 2	110	112	123	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	62	74	94		92.6	90.6			
Grade 4	56	74	94						
Grade 5	0	55	77	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	0	0	0		72.5	71.0	75.4		
Grade 8	0	0	0						
Grade 9	0	0	0	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	0	0	0		1	2			
Grade 12	0	0	0						

DEMOGRAPHICS							
Ungraded	0	1	1	<b>Recent Immigrants: Total Number</b>			
				(As of October 31)	2006-07	2007-08	2008-09
Total	491	593	631		6	13	12
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
Number in Self-Contained Classes	22	25	27				
No. in Collaborative Team Teaching (CTT) Classes	27	38	48	Principal Suspensions	1	0	
Number all others	21	15	19	Superintendent Suspensions	3	0	
<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(BESIS Survey)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	79	84	90	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	8	3	5	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers			
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals			
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals			
	0	0	0				
				<b>Teacher Qualifications:</b>			

DEMOGRAPHICS							
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school			
American Indian or Alaska Native	0.6	0.7	0.6	Percent more than two years teaching in this school			
Black or African American	7.7	6.6	6.7	Percent more than five years teaching anywhere			
Hispanic or Latino	61.7	62.4	63.7				
Asian or Native Hawaiian/Other Pacific Isl.	21.2	22.3	20.0	Percent Masters Degree or higher			
White	8.8	8.1	8.6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)			
Multi-racial							
Male							
Female							

2008-09 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I	
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY				
SURRE School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURRE identification:		
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>				
<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2		
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____		
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.				
<b>Individual Subject/Area Ratings</b>	<b>Elementary/Middle Level</b>		<b>Secondary Level</b>	
	ELA:	IGS	ELA:	
	Math:	IGS	Math:	
	Science:	IGS	Grad. Rate:	
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>				

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

#### Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5:	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Monitor and Revise

*Note: Progress Report grades are not yet available for District 75 schools.*

### SECTION IV: NEEDS ASSESSMENT

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

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

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

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#### **What student performance trends can you identify?**

One positive trend that was identified was student accountability with academic goals. Students were able to identify their goals and assess whether they accomplished their goals at the end of each period. Furthermore, students were provided with Academic Intervention Services which equipped them with the necessary skills to reduce the deficit gap and prepared them to return to the class to compete with peers. Additionally, English Language Learners tested out of the ESL program. They worked hard to familiarize themselves with an English based curriculum. Even though they tested out, these students are still being provided with support services. English Language workshops are presented to empower our parents to work with their children and to provide awareness about the curriculum. These workshops afford parents strategies to assist their child/children with their learning.

After conducting our review, there were a few performance trends that were identified in literacy. Across the grades all students had difficulty with drawing conclusions and making inferences, cause and effect, finding word meaning in context and interpreting figurative language. In PreK-2, students had difficulties identifying the main idea, rereading for comprehension, classifying and categorizing, identifying problem/solution and making generalizations. In grades 3-5, numerous students had difficulties identifying the author's purpose and making inferences.

In math all students had difficulties with word problems. Students in grades PreK-2 struggled with comparing the values of pennies, nickels, dimes and quarters and place value. Students in grades 3-5 needed additional instruction in fractions, decimals, division and multiplication.

The data from the NYS Math examination revealed that all students in grades 3-5 are either meeting or exceeding the standards in mathematics. During 2006-2007, 98% of 3<sup>rd</sup> graders and 93% of 4<sup>th</sup> graders were meeting or exceeding the standards; 100% of 3<sup>rd</sup> graders and 94% of 4<sup>th</sup> graders who are socioeconomic/disadvantaged students were meeting or exceeding the standards; 94% of 3<sup>rd</sup> grade limited English proficient students were meeting or exceeding the standards; and 98% of 3<sup>rd</sup> grade Hispanic students were meeting or exceeding the standards. The following two school years, 2007-2008 and 2008-2009, all of the students, including students with disabilities, were meeting or exceeding the standards in mathematics, except for 98% of 5<sup>th</sup> grade Hispanic students during the 07-08 school year. There were no achievement gaps between any subgroups and the school scores.

The data from the NYS ELA examination revealed that during the last three years of testing, there has been a significant growth in student progress throughout the school and within each subgroup. Over the last three years (06-07, 07-08 and 08-09), 71%, 79% and 99%, respectively, of the 3<sup>rd</sup> grade population were either meeting or exceeding the standards. Seventy, seventy-seven and ninety-nine percent of socioeconomic/disadvantaged students in 3<sup>rd</sup> grade were either meeting or exceeding the standards. Sixty-four, seventy-six and one hundred percent of third grade Hispanic students were either meeting or exceeding the standards. Students with disabilities scored 64% and 100% respectively during the 07-08 and 08-09 school year. Over the last three years, seventy, eighty-three and ninety-six percent of the 4<sup>th</sup> grade population were either meeting or exceeding the standards. Sixty-seven, eighty-three and ninety-five percent of socioeconomic/disadvantaged students were meeting or exceeding the standards. Sixty-three, eighty and ninety-five percent of Hispanic students were meeting or exceeding the standards. During the 08-09 school year, 100% of 4<sup>th</sup> grade students with disabilities were either meeting or exceeding the standards. Ninety-six and one hundred percent of the 5<sup>th</sup> grade population were either meeting or exceeding the standards. Socioeconomic/disadvantaged and Hispanic students increased from 95% of students meeting or exceeding the standards to 100%. Throughout the years, all of the subgroups made significant gains and there are no achievement gaps.

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### **What have been the greatest accomplishments over the last couple of years?**

One of The Rosa Parks School's greatest accomplishments over the past couple of years has been professional development. We consistently align professional development with the needs of the staff. Professional development priorities are based on school wide assessments, staff identified needs and formal and informal observations made by the administration. All of these components play a key role in designing our differentiated professional development plan that promotes excellence in instruction. Our professional development plan includes mentoring, co-teaching, modeling, coaching, lunch and learns, inter-visitations and study groups. Over the past few years professional development was conducted on a regular basis. In addition, teachers who received outside training, turn-key newly acquired information to the faculty. The staff developers are a direct link between the

teachers and the school's administrators, ensuring that lessons are presented in alignment with the New York State Standards.

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Another great accomplishment over the past couple of years has been collecting and analyzing of data. The data collected from assessments is interpreted and broken down by grade, class, and student. It identifies strengths and areas in need of improvement for general education students, special education students, English Language Learners, and ethnic groups. It is transferred into usable information to drive instruction by planning, implementing, and re-evaluating objectives. This enables us to improve student achievement and progress across the grade, on the classroom level and for each student. The data is used to differentiate instruction in order to ensure that: students who are exceeding the standards are provided with challenging content; students who are meeting the standards are being enriched, and those who are not meeting the standards are provided with academic intervention services.

**What are the most significant aids or barriers to the school's continuous improvement?**

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The most significant aid to the school's continuous improvement has been an increase in the number of Academic Intervention Service providers. In order to reduce class size, AIS providers push-in to all classes where they conduct guided reading and math groups. A noticeable growth has been seen in our standardized exams. The decrease in student-teacher ratio was a significant part of our success in literacy and math. The number of students meeting or exceeding the standards in math has increased: 99% to 100%. The number of students meeting or exceeding the standards in ELA has also increased: 86% to 98%.

A second significant aid to our school's continuous improvement has been professional development. The teachers are provided with professional development prior to the start of school and throughout the school year. The teaching staff has also identified their own personal goals and professional goals that they would like to accomplish. As a result, the professional development team at P.S. 254 works diligently to provide professional development according to teachers' needs. All teachers attend our lunch-and-learns and immediately implement what was learned. Additionally, we contract outside agencies/personnel to visit our school and provide meaningful and applicable professional development.

Other significant aids to our school's continuous improvement have been: a scripted literacy and math program, after-school programs for all students (math, literacy, AIS, enrichment, ESL, science, social studies and clubs/special talents), common preps, teacher modeling/inter-visitations, co-teaching and mainstreaming.

The most significant barrier to the school's continuous improvement has been consecutive student absences. Absences cause students to miss valuable instructional time. As a result, we have implemented a new attendance policy that rewards students for their attendance. Class and student certificates are distributed and monthly ice-cream parties for perfect attendance are now a norm. A second barrier to our school's continuous improvement is the lack of parental involvement at Parent Association meetings.

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## SECTION V: ANNUAL SCHOOL GOALS

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

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

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### *Literacy*

**Goal:** By June 2010, students in Pre-Kindergarten through Fifth Grade, at Public School 254 Queens, will meet or exceed grade level New York State English Language Arts standards.

**Description of Proposed Instructional Goals for English Language Arts** *(that are based on scientifically based research):*

1. The Rosa Parks School will continue full implementation of the *Treasures* literacy program based on the city-wide literacy core curriculum.
2. Students in grades Pre-K-2 will be assessed in reading and writing strategies utilizing *E-CLAS2* and *DIBLES* assessments in the beginning, middle, and end of school year in order to drive instruction.
3. Students in grades 3-5 will be assessed in reading comprehension and writing strategies utilizing *ACUITY*, *Predictive* and *Interim* assessments. In addition, students are assessed with *Treasures’* beginning and end of school year assessments. All assessments are used to drive instruction.

### *PART V: Mathematics*

**Goal:**

By June 2010, Pre-Kindergarten through Fifth Grade students, at Public School 254 Queens, are expected to meet or exceed grade level New York State Mathematics standards.

**Description of Proposed Instructional Goals for Mathematics** *(that are based on scientifically based research):*

1. Public School 254 Queens will continue to fully implement *Everyday Mathematics* instructional program in all grades.
2. All students in PS 254Q will be assessed using *Everyday Mathematics* beginning, middle, and end of year assessments as well as end of unit assessments in order to

drive instruction.

3. Students in Third through Fifth grades will be assessed using *ACUITY*, *Predictive* and *Interim* assessments.

*Parent Involvement*

**Goal: By June 2010, Public School 254 Queens, will increase parental involvement by 5% to ensure students' academic, social and emotional success.**

**Description of Proposed Parent Involvement Goal:**

1. Throughout the school year the Parent Association and Parent Coordinator will increase and maintain its membership by 5%.
2. With the PA as the conduit, parent involvement will increase to affect all aspects of students' growth in order to promote students' academic, social, and emotional achievement.

**SECTION VI: ACTION PLAN**

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

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

**English Language Arts**

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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal:</b> By June 2010, students in Pre-Kindergarten through Fifth Grade, at Public School 254 Queens, are expected to meet or exceed grade level New York State English Language Arts standards.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> <li>1. Continue full implementation of the <i>Treasures</i> balanced literacy program based on the city-wide literacy core curriculum. Continue to provide appropriate professional development for all staff.</li> <li>2. Implement <i>Reading Comprehension Strategies of the Month</i> enhances and supports all students' comprehension skills while reading.</li> <li>3. All students in Kindergarten–Fifth Grade will have a 120-minute literacy block utilizing the <i>Treasures</i> program. This will provide a systematic and explicit approach to literacy throughout all the grades. The block consists of a read aloud, shared reading, independent reading, guided reading, phonics (K-2), literature circles, grammar, modeled writing, interactive writing and independent writing.</li> <li>4. <i>Four Square Writing</i> organizational methodologies will be fully implemented and integrated within the Writer's Workshop to support student growth in writing skills.</li> <li>5. To reduce student to teacher ratio, AIS teachers will push-in to classrooms.</li> </ol>

	<p>6. Teachers in Third through Fifth grades will implement <i>Kaplan K-12 Learning Services Program</i> for test sophistication and literacy, during the regular school day, extended day session and after school program. The literacy after school program will begin in October and end in April. It will service special education students, ELLs, enrichment students and students in need of academic intervention services. Extensive professional development will be provided to classroom and afterschool teachers, who will deliver a program designed to identify and remediate students' skill deficiencies.</p> <p>7. Social Studies and Science will be integrated into the literacy block via read alouds and shared reading. Social studies and science clusters will enrich their lessons with literacy based strategies and skills that will allow all students to meet and exceed state standards.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Professional Development:</b>  The Rosa Parks School consistently aligns professional development with the needs and interests of the staff. Professional development priorities are based on school wide assessments, needs identified by the staff through teacher survey and formal and informal observations made by the administration. All of these components play a key role in the designing of our differentiated professional development plan that promotes excellence in instruction. Our professional development plan includes mentoring, co-teaching, modeling, coaching, lunch and learns, inter-visitations, and before, during and after-school study groups. The Staff Developers will facilitate professional development on a daily basis. In addition, teachers who have received outside training, turn-key newly acquired information to the faculty throughout the school year. The administration, teachers, staff developer, and mentors all conduct demonstration lessons. These lessons provide the staff with strategies to assess and to improve student achievement. The staff developers are a direct link between the teachers and the school's administrators, ensuring that lessons are presented in alignment with the New York Standards.</p> <p>The funding sources used to implement and/or supplement our first goal are: Fair Student Funding, Title 1, Title III and Contracts for Excellence.</p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> <li>1. Students in Pre-K-2 will be assessed in reading and writing strategies utilizing <i>E-CLAS2</i>, <i>EPAL</i>, <i>DIBELS</i> and <i>Treasures'</i> assessments in the beginning, middle, and end of school year in order to drive instruction. In addition, <i>DIBELS</i> assessment will be used on a continuous basis to monitor student progress in order to create small group instruction.</li> <li>2. Students in grades 3-5 will be assessed in reading comprehension and writing skills utilizing <i>ACUITY</i> (<i>Predictive</i> and <i>Interim</i> assessments) and <i>Treasures'</i> assessments weekly and unit assessments.</li> <li>3. In addition to our weekly and monthly assessments, the school will continue to assess students during December, March and June, teachers will use data obtained from <i>ACUITY</i>, <i>Treasures'</i> assessments, teachers' observations and conferences to drive instruction and form small groups for differentiated instruction.</li> <li>4. Pre-K – second grade students will increase one level in <i>E-PAL</i>, <i>E-CLAS</i> and <i>DIBELS</i>.</li> <li>5. Third through Fifth grade students will increase 5% on <i>ACUITY</i>.</li> </ol>
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**Subject/Area (where relevant):**

**Mathematics**

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Goal:</b>          By June 2010, Pre-Kindergarten through Fifth Grade students at Public School 254 Queens, are expected to meet or exceed grade level New York State Mathematics standards.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Public School 254 Queens will continue to fully implement a balanced mathematics prototype core curriculum. Interim assessments, mathematics pacing calendars, and appropriate professional development will be provided. This intentional professional development will improve educational achievement for all students. Current strategies for improving instruction and student performance in mathematics include an increase of instructional time to students in Pre-Kindergarten through Fifth Grade. They will receive 90 minutes of math instruction daily.</p> <p>The mathematics prototype utilizes the grade specific program that consists of problem of the day, strategic problem solving, guided practice, daily/weekly/unit assessments</p>

	<p>and math reflections. The classrooms will be fully equipped with manipulatives and exploratory journals. Interactive open-ended problem solving, word walls, and teacher/student conferences will also be emphasized. <i>Everyday Math</i>, supplemented with basic computational skills and test sophistication, provides students with a balanced approach to mathematics.</p> <p>Kaplan 3-5 Learning Services Program, Voyager and Coach will be implemented for test sophistication in mathematics, during the day, during the extended day session and during after school. The math after school program will begin in October and end in April. It will service special education students, ELLs, enrichment students and students in need of academic intervention services. Extensive professional development will be provided to classroom and afterschool teachers, who will deliver a program designed to identify and remediate student skill deficiencies and promote the acquisition of numeric skills.</p> <p>To reduce student to teacher ratio, class sizes will be reduced through a push-in enrichment model. With fewer students, a teacher will spend more time differentiating instruction and targeting the needs of each child, including students with special and language learning needs.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Professional Development:</b></p> <p>Highly qualified professional development in mathematics will be provided for teachers, staff members and parents as part of an overall plan for the school.</p> <ol style="list-style-type: none"> <li>1. Monthly, Principals' and Assistant Principals' conferences</li> <li>2. Monthly Principals' Cohort Meetings</li> <li>3. Targeted differentiated professional development</li> <li>4. Study groups</li> <li>5. Summer (July and August) professional development</li> <li>6. ELL professional development: teaching mathematics to ELLs</li> <li>7. Pre-Kindergarten teachers' professional development</li> <li>8. Mathematics Support using Technology</li> <li>9. Kaplan K-12 Educational Services</li> <li>10. New teacher mentoring.</li> </ol>

	<p>The funding sources used to implement our second goal are: Fair Student Funding, Title 1, Title III and Contracts for Excellence. Contracts for Excellence is used to fund teacher for quality initiative.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> <li>1. All students in PS 254Q will be assessed using <i>Everyday Mathematics</i> assessments. Beginning, middle, and end of year assessments, as well as end of unit assessments, will be used to drive instruction.</li> <li>2. Students in Third through Fifth grades will be assessed using Mathematics <i>ACUITY</i> interim assessments. <i>ACUITY</i> data will be used to drive instruction and differentiate instruction.</li> <li>3. In addition to daily/unit assessments, benchmark assessments occur during December, March and June, teachers will use data obtained from <i>ACUITY</i>, unit assessments, and teacher conferences to drive instruction and form small groups for differentiated instruction.</li> <li>4. Pre-K – 2 students will increase by 1 level in the beginning, middle and end of year unit assessments.</li> <li>5. Third through Fifth grade students will increase 5% on <i>ACUITY</i>.</li> </ol>

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

**Parental Involvement**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal:</b> By June 2010, Public School 254 Queens, will increase parental involvement by 5% to ensure students’ academic, social and emotional success.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The school will continue to implement the position of a full-time Parent Coordinator whose sole responsibility will be to promote parent engagement and address parents’ questions and concerns. Our trained Parent Coordinator will continue to provide parents with an on-site ombudsman who will be selected because of demonstrated skills in meeting school specific needs (i.e. second language fluency, knowledge of constituency concerns, etc.) The Parent Coordinator provides workshops and parental outreach on a consistent, ongoing basis as well as supports the needs of the school’s parents at district-wide parent forums and training sessions.</p> <p>Training for parents and community members will include:</p> <ol style="list-style-type: none"> <li>1. Support for parents’ understanding of and participation in instructional initiatives</li> <li>2. Support for increased parent participation on the School Leadership Team and subcommittees</li> <li>3. Family support resources in the community in the areas of career development, health, social services, etc.</li> </ol> <p>Specialized training will be provided to members of the School Leadership Team to support the comprehensive educational plan development, school-based budgeting, effective meeting strategies, and parent and community engagement.</p> <p>The Parent Coordinator will provide ongoing workshops to enhance parent leaders’ ability to develop socialization and operational skills. There will be a lending library with</p>

	<p>parenting and intervention materials, learning aids and other resources of interest to parents. Workshops to increase parents' understanding of standards, assessments and the reading and math curriculum will be conducted. Another responsibility of the Parent Coordinator will be to outreach and recruit programs/services for students and youth (tutorial, self-esteem, health, emotional support, mentoring, athletic skills, fine and performing arts, and academic performance). Also, group sessions for parents provide an opportunity to share common experiences, gain emotional support, and learn practical parenting and problem solving skills from other members.</p> <p>In addition, the staff developers will provide the following parent activities throughout the 2009-2010 school year:</p> <ol style="list-style-type: none"> <li>1. Parent Book of the Month workshops (monthly)</li> <li>2. Coffee and Conversation with the Principal</li> <li>3. Family Movie Night</li> <li>4. Family Contests, i.e. Traditional Turkeys, Sensational Snowman, etc.</li> <li>5. ARIS training</li> <li>6. Art workshops</li> <li>7. Technology workshops</li> <li>8. ELA, Mathematics, Science and Social Studies Test Prep workshops</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>1% of the budget will be allocated for workshops and parent outreach.</p> <p>The funding sources used to implement our third goal are: Fair Student Funding, Title 1, Title III and Contracts for Excellence.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Attendance at school functions, i.e. parent workshops, PA meetings, dance festival, open school week, parent/teacher conferences, and award ceremonies will increase.</p>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	20	16	13	14	2	0	0	0
1	27	22	20	20	4	0	0	0
2	28	22	18	18	2	0	0	0
3	29	24	16	16	2	0	0	0
4	27	24	21	21	2	0	0	0
5	31	25	28	28	2	0	0	0
6								
7								
8								
9								
10								
11								
12								

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

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

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

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b>          -MacMillan/McGraw-Hill Triumphs Intervention Reading Program          -Curriculum Associates Strategies to Achieve Reading Success          -Kaplan Advantage</p>	<p>These at-risk literacy intervention programs targets students' deficits in reading and writing and work towards improving these areas of weaknesses. Various strategies and techniques are employed to address the needs of our students. This direct instruction caters to a small group of students during the school day and after school. A push in program is used to teach small groups of students during the day. Our after school program also caters to small groups not exceeding more than ten students per class.</p>
<p><b>Mathematics:</b>          Voyager Math &amp; V-Math Live</p>	<p>At-Risk math intervention targets students' deficits in mathematics and work towards improving these areas of weaknesses. Various strategies and techniques are employed to address the needs of our students. This direct instruction caters to a small group of students during the school day and after school. A push in program is used to teach small groups of students during the day. Our after school program also caters to small groups not exceeding more than ten students per class.</p>
<p><b>Science:</b></p>	<p>The science at-risk intervention program consists of guided instruction that focuses on the scientific method. Various strategies and techniques are employed to address the needs of our students. This direct instruction caters to a small group of students during the school day and after school. A push in program is used to teach small groups of students during the day. Small groups use <i>Measuring Up</i> books in which the teacher will break down the context and simplify the information for the students. Our after school program also caters to small groups not exceeding more than ten students per class.</p>
<p><b>Social Studies:</b></p>	<p>At-Risk students are assigned activities tailor made to their specific needs. The use of multiple intelligences strategies are incorporated in S.S. lessons for students to reach their individual goals. Also, assessments are modified and students are assessed using a variety of methodologies.</p>

<b>At-risk Services Provided by the Guidance Counselor:</b>	At risk counseling is provided for students who are having difficulties in school or at home. The program assists students with: understanding of self, developing a positive self-image, showing respect for others, understanding the decision-making process, crisis intervention,
<b>At-risk Services Provided by the School Psychologist:</b>	N/A
<b>At-risk Services Provided by the Social Worker:</b>	N/A
<b>At-risk Health-related Services:</b>	N/A

## APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

*NCLB/SED requirement for all schools*

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

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New York City Department of Education  
Public School 254 Queens  
84-40 101 Street  
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Naomi Drouillard, Principal  
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### PART A: LAP NARRATIVE – P. S. 254Q 2009-2010

The Language Allocation Policy (LAP) for P.S. 254Q consists of several members of our school community including the principal, assistant principals, parent representative, parent coordinator, guidance counselor, A.I.S./IEP teacher, one general education teacher and two ESL teachers. Our school, located in Richmond Hill, consists of Pre-Kindergarten through Fifth grade. In our school, the parents are provided with many opportunities to be aware of the English as a Second Language (ESL) services their children have qualified for. The **structure** that is in **place to ensure** that parents understand all three programs choices are as follows: Parent Orientation sessions—which are offered to parents within the first ten days of registering children in the New York City school system. Information is exchanged and presented to parents verbally and they view the DVD about the program. Parents are also given brochures to help them understand the programs available in the school system. There is a question and answer period afterward and a Parent Survey and Program Selection form is filled out. If parents have additional questions, they will be able to contact any of the ESL teachers at their convenience. If parents are unable to attend orientation meetings in the mornings, then these meetings are scheduled for other times during the day.

According to the Parent surveys, most parents opted for the English as a Second Language (ESL) program. The specific numbers thus far for this school year are: ten parents opted for ESL services; while no parents opted for either Transitional Bilingual Education (TBE) or Dual Language (DL). All parents chose ESL, therefore, this program is offered at our school and is aligned with their requests.

The program model at P.S. 254 is a free-standing English as a Second Language program, in which instruction is provided in English **100%** of the time. The **identification process** is as follows: When students first enroll in the New York City Public

School System, parents are given a Home Language Identification Survey (HLIS) to complete and an informal oral interview in English and the student's native language with a designated license pedagogue is provided. The pedagogues who are responsible for conducting this initial screening are the ESL teachers, AIS teachers, Speech & Language teacher, Cluster teachers, and IEP teacher. A few pedagogues speak Spanish & one speaks Korean. For any other languages needed during the identification process, we will use the Translation Services Unit.

Once the information about the HLIS is collected and it is determined that a language other than English is spoken in the child's home, then the child must take the Language Assessment Battery-Revised (LAB-R) within the first 10 days of entering the system. If a student does not pass the LAB-R, then they will be eligible for state mandated services for English Language Learners (ELLs). Letters informing parents of their child's eligibility to receive services for the entire school year will be sent home.

During the fall 2009, LAB-R was given to forty-nine (49) incoming students and an analysis of the results is as follows: In kindergarten, more students scored at the advanced level (13) than the beginning (1) or intermediate (1) levels. In addition, two *first* grade, one *second* grade, one *third* grade, and one fifth grade student were deemed eligible for services.

Once a year, all of our ELLs must take the New York State English as a Second Language Achievement Test (NYSESLAT) to determine if the student continues to receive ESL services for the upcoming school year. This test is given during the spring by ESL pedagogues to determine whether or not the student continues to qualify of ELL services. If the student receives a "P" on the NYSESLAT, that student would have tested out of the program. Other scores of: "B" (beginner), "I" (intermediate) or "A" (advanced) means that the student will receive services during the upcoming school year. Every year after students are tested to evaluate their English proficiency, parents are notified of their child's program eligibility for the next school year. They are sent entitlement letters informing them of their child's status.

The data gathered from the NYSESLAT in 2009 was examined and showed that most first grade students scored within the advanced range—12 out of 21, one scored in the intermediate range, fewer (2) remained at the beginner level, and some (6) tested out of the program. Out of the twenty-three 2<sup>nd</sup> grade students tested, 8 scored at the advanced level, 4 at the intermediate level and 1 at the beginner level. Of the nine 3<sup>rd</sup> grade students, three (3) tested out of the program, 4 scored at the advanced range, 2 at the intermediate level and there were no students who scored at the beginner level. Ten 4<sup>th</sup> grade students tested and scored the following: 1 tested out of the program, 7 at the advanced level, 2 at the intermediate level, and there were no students at the beginner level.

In Listening and Speaking the proficiency levels for K-1 was 33%; 2-4 was 57%; 5-6 was 57%. In Reading and Writing the proficiency levels were: K-1 – 60%; 2-4 – 39%; 5-6 – 71%

Based on these percentages we will focus on providing our K and first grades more practice in listening and speaking. They will be given lessons using books on tapes, more read aloud, and individualized instruction using software *Imagine Learning English*. Our second, third and fourth grades will be allotted more time in reading and writing. Lessons will focus on acquiring writing skills, and improving comprehension skills.

As a team, we will look at patterns across the four modalities and help design instruction. After examining individual areas, i.e. listening, speaking, reading, and writing, and discovering the patterns, we will tailor instruction according to the patterns, which will include tasks such as, using graphic organizers to organize information from texts read on a daily or weekly basis. Students will demonstrate comprehension of simple vocabulary with appropriate actions or words. In addition, they will role play routines, and retell stories by placing pictures with characters next to their actions. There will also be writing tasks such as, responding to literature by telling about the important details which will be recorded in their journals, and they will also use the writing process to write about assigned topics and share their work with others.

We will continue to give students activities and practice in the four modalities. Activities will include building basic skills in reading and writing. Resources used will motivate students to better express themselves. The plan will also incorporate additional talk time (partner sharing, questioning, and answering techniques as well as other response strategies, i.e. think—pair—share). The LAP will build in more writing activities to ensure students improve their writing proficiency and we will continue to differentiate the instruction in all areas for all levels of students.

Several times during the year our ELLs are given periodic and interim assessments. The results of these assessments are analyzed, focusing on areas students need additional work on. We place students with similar needs in small groups to address their specific areas of need. The assessments have implications for our school's LAP because it provides a plan for us to hire a certain number of staff to meet the needs of our ELL population. As well as provide adequate resources and an after school program for at least two days a week. The native language, if known by the teacher, is used to help explain lessons and give directions as needed.

We have considered SIFE students, our newcomers (ELLs in U.S. schools less than three years), our long-term ELLs (students in NYC school six years or more), and our special needs ELLs and devised a plan that will include offering SIFE students additional services and support: i.e. extra periods of instruction, AIS, peer tutoring and ESL after school program. At this time, our school has **no SIFE** students. Our **plan for newcomers** is to immerse them in day-to-day activities in their classes using ESL methodologies. A major focus will be on phonics-based language development. We will use Rigby's *On Our Way to English Newcomer Kit*, which introduces students to basic language, high frequency word activities, and it consists of a home-school connection. In addition, extra periods of ESL instruction will be provided as needed. For special education ELL students the focus will be on incorporating IEP goals with ESL mandates and methodologies.

The plan devised for our **ELL students with special needs** is as follows: They will be serviced in small groups using visuals, manipulatives, and other ESL techniques with an emphasis on vocabulary development. Scaffolding techniques are used extensively with ELLs identified as having special needs. They will participate in all activities that general education ELLs are privy to and will be assessed according to their IEP mandates. In addition, we devised a plan for students who reached proficiency on NYSESLAT: Parents will be given the option to have their child receive services for an additional period of time.

These former ELLs will be served according to their needs. Also, former ELLs will have testing accommodations for up to two years after reaching proficiency on the NYSESLAT, according to a State memo.

The breakdown of the number of ELLs is as follows: There are no SIFE students at our school. Six ELLs have been at our school for 4-6 years. The total number of long term ELLs is 16. There are no long term ELLs who have completed 6 years in our school. The total number of ELLs in the program for 0-3 years is 75. There are 16 special education students in the ESL program at P.S. 254.

After analyzing NYSESLAT Combined Modality Report a **plan was devised for ELLs receiving service for 4 to 6 years**: For those students who did not meet the performance standard in reading, small group instruction using Macmillan/McGraw-Hill Treasures and Rigby In Step Readers guided reading programs will be used. Students will also use Imagine Learning English software program at various times each week. In addition, students will use Macmillan/McGraw-Hill Triumphs Intervention program and Strategies to Achieve Reading Success during the after school program. For those students who did not meet the performance standard in writing, small group instruction using Treasures guiding writing activities as well incorporating ESL methodologies to improve students' writing skills. Also, we will focus on building critical thinking skills in subject areas such as reading, mathematics, science etc. that take students beyond basic comprehension.

To ensure that our ELL population receives the mandated number of instructional time per day, we will schedule our students to receive ESL services throughout the school day according to their proficiency levels. The ESL teachers will schedule beginning and intermediate level students to receive two units of instruction daily and advanced students will receive one unit of instruction daily. The beginning and intermediate students will receive service (instruction) a total of 360 minutes per week, and the advanced students will receive 180 minutes per week by ESL teachers pushing in 100% of the time. To make the program work, teachers of ELLs and ESL teachers must have common preps or articulation periods to plan and align lessons.

Approximately 13% of the students at P.S. 254 are English Language Learners (ELLs), with predominant languages being Spanish, Bengali, and Urdu. The specific number of ELLs by grade in each language group is as follows: For **kindergarten**, there are eleven (11) Spanish students, one (1) Burmese student, and two (2) Chinese. For **first** grade: sixteen (16) Spanish students, two (2) Romanian students, and one (1) Urdu, one (1) Bengali, and one (1) Albanian student. For **second** grade: there are thirteen (13) Spanish students, one (1) Urdu, one (1) Bengali student, one (1) Russian, one (1) Hindi and one (1) Arabic student. For **second** grade: there are seventeen (17) Spanish students, one (1) Chinese. For **third** grade: consists of ten (10) Spanish students, one (1) Urdu and one (1) Russian, one (1) Bengali, one (1) Hindi, and one (1) Arabic student. For **fourth** grade: there are three (3) Spanish speakers, and one (1) Urdu student. For **fifth** grade there are nine (9) Spanish, one (1) Urdu, and one (1) Russian student.

In accordance with Chancellor's/DOE Regulations, the needs of students requiring ELL services are met by two certified full-time English as a Second Language (ESL) teachers who conduct a daily push-in program. A pull-out model is also incorporated as needed for beginner level students and students struggling in certain academic areas.

The language allocation policy (LAP) for our school is as follows: ESL instruction is aligned with the New York State learning standards for ESL and ELA. ELLs explore ideas and concepts based on their proficiency levels (beginning, intermediate or advanced) and academic preparedness. They also engage in standards-based activities (tasks) that build on their academic language and cultural experiences.

Our ESL program **focuses** on developing and teaching students to use **academic language skills**. Both the teacher and students use academic language to communicate, analyze and explain content. The teacher models the appropriate language and creates opportunities for using academic language. At P.S. 254, ELLs are taught how and when to use learning strategies. Students are shown when and how to use these strategies (teacher modeling) and are given opportunities to practice it. Our program also focuses on differentiated instruction in which material is presented in smaller segments, assignments are expanded over a longer period of time, and instruction is provided within small group settings. Assessment activities are integrated into the program to help gauge students' progress in acquiring the language.

The **instructional materials** used in the content area of English Language Arts are: Macmillan/McGraw Hill *Treasures* program and the *Treasures English Language Learners* program, the component specifically for the ELLs. This component addresses oral language proficiency, vocabulary, and other language activities to help students to become effective readers. For mathematics instruction, *Everyday Mathematics* is used with differentiated activities and manipulatives to engage our ELLs. Students are supported in their native language in the following ways: Our school has acquired literacy leveled books for our ELLs in their native language. Teachers and paraprofessionals who speak the students' native language will provide academic support. In addition, staff that speaks in the students' native language will provide instruction as needed. In Social Studies, the program used is entitled *Scott-Foresman Social Studies* and ELLs use *Harcourt Science* and apply ESL methodologies. We use the following instructional materials to support the learning of ELLs: classroom materials, i.e. leveled and other reading books in English and students' native language, manipulatives, supplemental materials—i.e. ESL software (Imagine Learning English), bilingual dictionaries/picture dictionaries, wall charts, word walls, pictures and other visuals, grammar student books and workbooks, Newcomer kits—which include vocabulary development and conversation activities that cover basic grammar. Our district uses balanced literacy approach to instruction, which our school totally supports for all of our students, including all ELLs.

Required services support and resources are provided according to grade and age levels. If student is in grades K, 1, 2, 3, 4, or 5, resources are provided to accommodate the students' needs. If a student is in a upper grade and has not yet acquired the needed skills to progress in the grade he / she is presently in, resources at that student's level will be provided as needed.

An ESL After-School program is offered to our third, fourth and fifth grade English Language Learners on Mondays, and Wednesdays from 3:30 to 5:00 p.m. to improve their English language skills; and to help them pass the New York State English as a Second Language Achievement Test. Students are given NYSESLAT practice tests, using materials that simulate NYSESLAT activities. The program provides a hands-on theme based approach, which covers all modalities in a cooperative learning setting. We will use our certified ESL teachers and other qualified staff, with ESL training to teach our ELLs during our after school program.

All ELLs, general and special education students, are afforded equal access to all school programs. They are invited to participate in all after school programs offered on Tuesdays and Thursdays and some Saturdays during the school year. These programs include: ELA, mathematics, social studies, Ezra Jack Keats Bookmaking competition, Penny Harvest, and Enrichment. In addition, ELLs will participate in all other school related programs, including Saturday Science Club, the Technology, Music, Dance and Physical Education Clubs. ELLs will go on trips with their classmates to Broadway plays, museums, aquariums, and farms.

Our professional development plan is designed to ensure that all staff who work with ELLs understand state and city mandates. To ensure that our general education teachers and special education teachers receive the mandated hours (7.5 hours) of training in ESL strategies, we will have lunch-and-learns during school hours, full day professional development days and after school professional development. In addition, we will inform teachers of other staff of professional development opportunities offered by OELL. The assistant principals, paraprofessionals, guidance counselor, special education teachers, psychologists, occupational/physical therapists, speech therapists, secretaries, and parent coordinator will be informed of all professional development opportunities in our school and by OELL geared toward the needs of ELLs. Our **professional development** includes topics that will help teachers and other staff who work with ELLs to help improve the four modalities. ESL teachers and other consultants will provide workshops and turnkey information to help teachers understand mandates for ELLs. Topics can include but are not limited to—*Supporting ELLs in Mathematics Classroom, Scaffolding the Teaching of Reading, NYSESLAT training, Using Technology to Improve English Language Development and Using Data to Plan Instruction*. To ensure staff are meeting requirements, we will have a PD sign-in sheet, and keep certificates on file.

The support we provide staff to assist ELLs as they transition from one school level to another is professional development on the state standards needed and what ELLs need to know for success in the next levels.

The parental involvement provided at our school for our ELL parents are: Parent Coordinator provides ongoing workshops to enhance parenting skills and to inform parents of medical services. Parents are used as translators during meetings, i.e. Parent Association, Parent Teacher Conferences. Parents are invited to participate in all parent activities in our school, i.e. Parent Book of the Month workshops (monthly), Coffee and Conversation with the Principal, Art and Technology workshops, Family Movie Night, ARIS training, ELA and Mathematics Test Prep workshops and Family Contests, i.e. Traditional Turkeys,

Sensational Snowman, etc. Parents are invited to the school's library daily to borrow books with their child and to utilize the Parent Lending Library.

**Assessment Analysis:** According to the results of the state Science assessment in 4<sup>th</sup> grade all of our ELLs are meeting the standards. On the 5<sup>th</sup> grade Social Studies assessment, the majority of our ELLs are meeting the standards. ELLs are progressing on all tests taken in English. It is not possible to compare at this time how they are scoring on English tests in comparison to native language.

Some of the assessment tools we use to assess the early literacy skills of our ELLs are: ECLAS-2, Fountas and Pinnell, and DIBELS. Teachers assess students to find out if they are meeting benchmarks. Some of the information assessed with these assessment tools are vocabulary, phonemic awareness, sight words, listening and writing, reading, and decoding. These tools are used constantly to ascertain where the child is progressing and to help inform and adjust the instructional plan.

After examining the data on NYSESLAT, and noting that students have not met the standards in the areas of reading/writing and listening/speaking the teachers will apply a change strategy to help students accomplish their goals. Whenever, we examine the data and realize standards are not met in a certain area, we will revise our instructional strategies.

To evaluate the success of our programs for ELLs we assess the number of years students remain in the program and attain English proficiency. Some examples of measures that we use to evaluate the success of our ELLs are: *Informal*-teacher observation measures and checklists; portfolios; conference notes; *Formal*-classroom tests (Treasure & Everyday Mathematics assessments); review of class grades; standardized achievement tests i.e. NYSESLAT (to measure English proficiency on a yearly basis in the four language domains (listening, reading, writing, and speaking), state ELA, state Math, state Science and Social Studies exams; E-Pal; E-Class for K-2 and Imagine Learning pre-post tests. To sum up, if students show continuous progress in advancing from beginner, intermediate, advanced levels and finally to English proficiency then we will deem the programs used as successful.

Throughout the year the LAP team will continue to work together to assess how the program model is meeting the needs of our ELL population and will revise strategies accordingly.

**IX. 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
Pamela Markham	Assistant Principal		
Cheryl Beharry	Assistant Principal		
Sherma Feggins	ESL Teacher		
Yoon Lee	ESL Teacher		
Elizabeth Arnold	Parent Coordinator		
Monica Mena	Parent		
Ivette McCarthy	Teacher/Social Studies		
Jamilyah Muhammad	A.I.S.		
Stacey Esposito	Guidance Counselor		
Jeanette Sehn	A.I.S.		
Theresa Winston	Other - IEP		
Diane Whitecavage	Other – Speech		

School Principal
ELL Compliance and Performance Specialist
Community Superintendent

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

**Form TIII – A (1)(a)**

Grade Level(s) K-5 Number of Students to be Served: 81 LEP \_\_\_\_\_ Non-LEP \_\_\_\_\_

Number of Teachers 2 Other Staff (Specify) AIS provider

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

**Title III, Part A LEP Program**

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

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We will conduct several after school programs for ELLs—twice a week—from October 2009 through April 2010. ELLs will be involved in English Language Arts, Social Studies, Mathematics, and NYSESLAT programs. For each afterschool program the instructional materials will be geared to improving content information and building English proficiency skills. For the ELA program, we selected a program with scaffolded instruction in three key competencies: Reading skills, developmental phonics and language skills to help our English language learners improve toward on-grade-level reading proficiency and academic success. The programs we will purchase with Title III funds and will use to teach are: *On Our Way to English—In Step Readers*, and *Shared Reading and Treasures Triumphs*, balanced literacy programs incorporating three strands: thematic units, phonics and guided reading. Students will engage in systematic phonics, multi-sensory activities, and formal and informal assessments. The scaffolded lessons will include oral language, vocabulary strategies, phonemic awareness and phonics, comprehension strategies, and writing. In addition, *New York State Coach Jumpstart*,

*Ladders to Success*, and *Strategies to Achieve Reading Success* will be used on specific days to practice for the state examination.

For the Social Studies afterschool—grade 5 only, ELLs will use the same materials as general education students, using ESL strategies. For Mathematics, *Voyager V-Math* program will be used; and for the NYSESLAT program, *Getting Ready for the NYSESLAT and Beyond* will be used for ELLs in all grades K-5.

Our after school programs, throughout the school year will provide help for all students on all grade and proficiency levels. We will include Total Physical Response (TPR) activities to help our ELLs develop vocabulary and appropriate classroom behaviors. We will use pre-reading activities, i.e. visuals, to motivate student interest; encourage students to activate prior knowledge, and to make personal connections.

The 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grades will be invited to all afterschool programs, with the exception of Social Studies, and NYSESLAT. The number of teachers needed for groups of 8 to 10 students will be: three teachers for ELA and mathematics; 1 teacher needed for Social Studies; and 5 teachers needed for NYSESLAT. These teachers will consist of licensed ESL teachers, and general education teachers.

We will purchase Imagine Learning English software to build our ELLs speaking, listening, reading and writing skills. This program will improve ELL proficiency skills and reading comprehension.

ELLs will participate in all school related programs, including Saturday Science Club, AIS literacy and mathematics after school programs, and the Technology, Music, Dance and Physical Education Clubs. ELLs will go on trips with their classmates to Broadway plays, museums, aquariums, and farms. We will provide funds for admission to all trips include ELLs in educational trips.

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

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The teachers who deliver instruction to ELLs in the regular day school and the extended day program will participate in professional development sessions. Examples of workshops include: *Meeting the Needs of Diverse Learners in Grades K-5*, *Addressing the Vocabulary Needs of English-Language Learners*, and *Instructional Practices for English Learners Only*. These workshops would entail planning sessions targeting specific instructional objectives for each student and outline the activities for each teaching session. In addition, the teachers will attend specific professional development workshops that focus on strategies to help ELLs. The ESL teachers will attend appropriate workshops with classroom teachers and turnkey relevant information. The professional staff developers will also provide staff development after school targeting ELLs to improve instruction in literacy and math. The resulting professional development will enhance student language acquisition and increase student achievement on all assessments. Funds will be allocated for professional development workshops.

**Form TIII – A (1)(b)**

School:     P.S. 254Q     BEDS Code:     342700010254    

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

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)  \$ 7460	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b> 2 teachers x 56 sessions x 1.5 hours x 41.98 1 teacher x 6 sessions x 1.5 hours x 41.98
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)  \$1520	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b> Professional consultants will provide training to teachers of ELLs
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	(e.g., \$500)  \$500	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>  Dictionaries, Leveled books in native languages
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)  \$4,000	<b>(Example: 2 Rosetta Stone language development software packages for after school program)</b>  Imagine Learning English licenses
<b>Travel</b>		
<b>Other</b> Student trips	\$1520	Funds for admission

<b>TOTAL</b>	\$15,000	
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**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

**Part A: Needs Assessment Findings**

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

The data and methodologies we used to assess P. S. 254’s written and oral needs were:

- a. Parental requests for explanations of written notices and letters on a continuous basis. In addition, there was a lack of response when information was sent home in English only, versus when information was sent home in their native language. We observed the need for translation of information during Parent Association meetings and other workshops/meetings. We also used data from the Home Language Identification Surveys to identify the languages used to accurately provide the interpretation needed. Also, during past parent teacher conferences we observed the number of languages and the amount of parents that needed translation.

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 conducted a needs assessment and concluded that the ELL parents did not understand notices that were sent to them in English. Notices were translated into the various languages spoken at PS 254Q. When the notices were translated into native language, the responses increased. We used the data from the Home Language Identification Survey to conclude which languages should be targeted. These findings were reported to the school community during Parent Association meetings. The number of parents in need of these services was 301. The various languages needed are: Spanish, Chinese, Bengali, Arabic, Urdu, Greek and Russian.

## Part B: Strategies and Activities

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

The written translation services P.S. 254 will provide is from the DOE's Translation and Interpretation Unit. In addition, teachers and other personnel can translate letters, notices, and any other information in parents' native language to help parents understand what is required of them. To ensure timely provision of translated documents, we will make sure that information is sent to DOE's services in the timely manner that they have requested. Teachers will also be hired to translate during Parent Association meetings. Parents and paraprofessionals will be hired to translate during Parent Teacher Conferences.

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.

We will use several on-site teachers and other school personnel to translate information orally to parents. We will provide interpreters to make or answer phone calls, and to translate information at group or one-on-one meetings, workshops, etc.

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>.

**Language Assistance Services information in the targeted languages will be posted near the entrance of the school, according to Chancellor's Regulations A-663.**



## 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:	\$ 384,843	\$ 48,856	\$ 433,699
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,848		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$489	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$19,242		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$2,925	
6. Enter the anticipated 10% set-aside for Professional Development:	\$38,484		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$4,402	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year:  
96%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.  
 The teachers were offered free classes to meet their requirements for degrees at the City University of New York. They were provided with early release time to attend classes.

## 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.

#### ***District 27 Parent Involvement Policy 2009 –2010***

##### **Overview**

*District 27 receives funds under Title I to implement supplemental instructional programs for its students. Outlined in this document are the policies and procedures for parental involvement, which include four (4) components: consultation, annual meetings, parental involvement activities and visitations. The Office of Parent Support monitors all parental involvement activities. At the school level, parent coordinators facilitate parental involvement activities in collaboration with the parents’ association. Throughout this document, the term “parent” is defined as any and all primary caregivers (and is intended to have the broadest possible meaning), including parents, guardians and other persons having “parental responsibilities” to a child currently attending a school within this district.*

##### **Consultation**

*Consultation is defined in the District 27 program to include providing a comprehensive range of opportunities for parents to become informed, in a timely way, about how the program will be designed, operated and evaluated; and allowing opportunities for parental participation so parents and educators can work together to realize the program’s objectives. After consultation with and review by parents, the district developed this written policy to insure parents are involved in the planning, design and implementation of programs, and shall provide such reasonable support for parental involvement activities as parents may request.*

*The following procedures have been implemented to insure ongoing opportunities for consultation:*

- *Each Title I/PCEN school has established a Parent Advisory Council (PAC). In Title I schools, at least 51% of the membership is composed of parents of Title I students.*
- *The District Council of Presidents (DCP) where the membership includes a minimum of two (2) representatives from each school's PAC.*
- *PAC and DCP meetings are held monthly to:*
  - *inform parents of their rights and responsibilities pursuant to Title I guidelines and regulations;*
  - *provide parents with written descriptions of program activities for their review, discussion and recommendations;*
  - *disseminate information, and obtain parental input, regarding program goals, objectives, procedures for selecting and assessing the participating schools and students, and the development, implementation and evaluation of educational strategies;*
  - *provide monthly progress reports on program activities;*
  - *discuss recommendations for programmatic change.*

*Monthly school PAC meetings are to be coordinated and scheduled by the parent coordinator and the PAC chairperson. DCP meetings are to be lead by the DCP chair with program information provided by the District Superintendent or his/her designee; the latter also will attend each meeting.*

*The District Comprehensive Educational Plan (DCEP) is to be made available for review by parents. The DCEP also will be distributed to all district schools in September.*

### **Annual Meetings**

*Each school year, an annual "open house" must be held in all schools by October 31. Each school's parent coordinator will assist the PAC chair in scheduling this event. Parents will be provided with information regarding opportunities for involvement in the development of policies, programs, activities and procedures for ongoing parental involvement. Funded program personnel, which include Reading, Math, Early Childhood and/or Bilingual teachers, will provide parents with information about program goals, objectives, activities, mid-year assessments and procedures for individual parent conferences throughout the school year. Each funded teacher will conduct two (2) workshops during the school year on topics specifically requested by parents.*

### **Parental Involvement Activities**

*In consultation with parents, the following activities will be supported during the school year:*

- *monthly PAC and DAC meetings, each of which will include discussions of programs to apprise parents of the activities that will be conducted and to solicit recommendations for change. Light refreshments will be provided;*

- *a minimum of six (6) district-wide parental workshops will be conducted to assist parents in becoming active partners in the education of their children. Workshops will be conducted by program coordinators, funded teachers and/or consultants. Light refreshments will be provided at workshops. Program funds will support the provision of relevant written and instructional materials for participating parents;*
- *participation in school activities and school-based announcements to keep parents informed of school events; these include PA meetings, science fairs, multicultural fairs, school assemblies, trips and other special events. Funds also may be provided for parent trips related to school and parental involvement activities;*
- *school visits by parents to view school-based programs and activities. A workshop will be conducted for interested parents and a schedule developed for parent visits. Participants will receive a \$10 stipend to help defray the costs of childcare and transportation;*
- *mid-year and final evaluation reports will be presented to the District Advisory Council and the District Superintendent for their review.*

*In addition, parental involvement is an integral component of the following programs:*

*Universal Pre-Kindergarten (located in public schools and community-based organizations, SuperStart and SuperStart Plus (located in public schools).*

*Pre-Kindergarten family workers and social workers shall coordinate and conduct workshops in their assigned schools at least once a month. These workshops allow the staff an opportunity to meet the specific needs of their school community. CBOs are strongly urged to send their parents to these workshops. Moreover, all Pre-Kindergarten parents in the district may participate in district-based Pre-Kindergarten Parent Advisory Committee meetings run by the Pre-Kindergarten social workers. These PAC meetings may be held either in a public school or in one of the CBOs. Additionally, two (2) representatives of each district's PAC attend the Citywide PAC meetings throughout the year.*

### **Visitations**

*It is district policy that all parents are strongly encouraged to attend parent-teacher conferences and to participate in parent workshops scheduled at their child's schools.*

### **Shared Responsibility for High Student Achievement**

*As a component of school-level policy regarding parental involvement, each Title I/PCEN school will develop, with parents, a Home-School Compact that outlines the manner in which school staff, parents and students will jointly share responsibility for improved student performance. The compact will:*

- describe the school's responsibility for providing high quality curriculum and instruction and the ways in which parents will be responsible for supporting the learning of their children;
- address the importance of communication between parents and teachers through, at a minimum, regularly scheduled parent-teacher conferences, frequent school reports on the progress being made by children, and reasonable access of parents to school staff;
- provide opportunities for parents to assist in school activities as volunteers, and observe and participate in their children's activities.

### **District and School Building Capacity for Parental Involvement**

The district will provide assistance to parents in understanding national educational goals, New York State's and New York City's content and student performance standards, as reflected in evolving curriculum frameworks, New York State and New York City assessment tools and instruments, and how parents can participate in decision-making related to the education of their children;

- educate school administrators, teachers, student placement personnel and other staff to work with and maximize the use of technology;
- involve parents and community members in the educational process via the School Leadership Team.

### **Title I LEA Parent Involvement Policy**

The Office of Parent Support, comprised of a team leader and parent support officers, will:

- involve parents in the joint development of each district's Title I plan and the process of school review and improvement;
- provide technical assistance and other support necessary to assist participating schools in the planning and implementation of effective parental involvement activities that will lead to improved student academic achievement and school performance;
- build the school's and parent's capacity for strong parental involvement through a collaboration between the parent coordinator and the parents' association;
- coordinate and integrate parental involvement strategies with early childhood programs such as Head Start, Reading First, Early Reading First, Parents as Teachers, Home Instruction Program for Preschool Youngsters and State-run preschool programs;
- conduct, in collaboration with parents, an annual City and State evaluation of
  - the content and effectiveness of the parental involvement policy
  - improving the academic quality of the schools served under this part, including identifying barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, limited literacy, or are of any racial

*or ethnic minority background) and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, these parental involvement policies.*

## **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.



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The Rosa Parks School  
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Naomi Drouillard, Principal  
Pamela Markham, Assistant Principal  
Cheryl Beharry, Assistant Principal

### **Statement of Parent Involvement Policy 2009 - 2010**

#### **The Rosa Parks School**

#### **PS 254 Q**

**The Rosa Parks School** is committed to developing and implementing a parent policy that foster fosters a partnership between the home, school and community. We have identified nine key areas that contribute to a partnership that supports greater student achievement.

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.
- The school will reach out to provide parents with information about school programs and student progress. This will include workshops, phone calls, parent conferences, etc. Communication will be in a form that families find understandable and useful.
- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school.
- With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home (library cards, home reading corner, Parent Teacher Association (PTA) resource centers, book sales, following directions, reading recipes, etc.)
- The school will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.

- Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
- Through the efforts of the Parent Coordinator, the PTA President with DOE support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- School publications (i.e. pamphlets, school calendar, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education, dual language and/or free standing ESL programs.
- THE PARENT INVOLVEMENT POLICY WILL BE DISTRIBUTED IN THE FALL OF 2009 TO ALL PARENT/CAREGIVERS.

### **Parent Workshops**

Monthly workshops for parents are provided by PC, guidance counselor, and social worker. These sessions will focus on school life for students, curriculum standards, assessments, and health and medical issues for families.

**Parent Workshops** are provided by professionals at monthly PTA meetings in areas of health, school curriculum, assessment and other matters pertaining to family social and educational issues.

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

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

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

### **Annual evaluation of the Parent Involvement Policy**

In June 2010, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PTA and the school's parent coordinator and administration. THE UPDATED VERSION WILL BE DISTRIBUTED IN THE FALL OF 2010 TO ALL PARENTS/CAREGIVERS.

### **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.

See **SECTION IV**

2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.
    - 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.
    - Are consistent with and are designed to implement State and local improvement, if any.

See **Section V, page 20 & Section VI, page 22**

3. Instruction by highly qualified staff.

See **Section V, page 20 & Section VI, page 22**

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.

See **Section V, page 20 & Section VI, page 22**

5. Strategies to attract high-quality highly qualified teachers to high-need schools.  
N/A
6. Strategies to increase parental involvement through means such as family literacy services.

See **Section V, page 20 & Section VI, page 22**

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.

P.S. 254 has a systematic plan to transition students from early childhood programs to our school. The pre-K social worker will provide parent workshops that address this area. The early childhood teachers will also provide assistance to parents of pre-K students.

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

See **Section V, page 20 & Section VI, page 22**

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

See **Section V, p. 20 & Section VI, p. 22**

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.

P.S. 254 will adhere to all of Federal, State, and local services and programs concerning violence prevention programs, nutrition programs, and housing 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:** \_\_\_\_\_

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

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

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

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

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

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

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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

*All SURR schools must complete this appendix.*

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

**SURR Group/Phase:** \_\_\_\_\_

**Year of Identification:** \_\_\_\_\_

**Deadline Year:** \_\_\_\_\_

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

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

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

*All schools must complete this appendix.*

### **Background**

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

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

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### **CURRICULUM AUDIT FINDINGS**

#### **KEY FINDING 1: CURRICULUM**

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

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

##### **Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested

timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

### ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)<sup>2</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and

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

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 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.

Our literacy professional development team and principal's cabinet, consisting of administrators and teachers, continuously analyze performance indicators associated with each standard to determine whether the curriculum we follow covers each standard. This finding is not relevant to our school's educational program.

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?

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.  
No support is needed.

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## **1B. Mathematics**

### **Background**

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

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

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

- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

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

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

Our math professional development team and principal's cabinet, consisting of administrators and teachers, continuously analyze performance indicators associated with each standard and content and process strands to determine whether the curriculum we follow covers each standard. This finding is not relevant to our school's educational program.

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 school uses *Everyday Math*, which is aligned with the New York state *content strands*. Additionally, we provide opportunities for students to extend their understanding of mathematical concepts into the *process strands*. Teachers utilize interactive word walls in math that display an equal emphasis on both the content and process strands. Additionally, students are given opportunities to demonstrate logical reasoning throughout their work in mathematics, i.e. hands-on activities, cooperative learning, problem solving, etc. Small group activities are an intricate and daily component of our math instruction. After each activity students are provided with time to write a math reflection, where they reflect upon the concept as well as the activity. Additionally, data is collected (ACUITY, progress checks, RSA and informal observations) and used to provide each student with individual goals. These goals help the students to identify their strengths and areas in need of improvement. The students work with their teachers to identify the next step(s) required to meet their goals.

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

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## KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in

classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

## **2A – ELA Instruction**

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

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

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

Our literacy professional development team and principal’s cabinet, consisting of administrators and teachers, assesses and evaluates ELA instruction on a bi-monthly basis.

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?

There is evidence in our school that dispels this finding. Our school uses the workshop model of whole-small-whole. The teacher limits direct instruction to the first 7 to 10 minutes of class. For the next 20 minutes, students work individually, in pairs or groups to try out the concept or skill that the teacher modeled in the “mini-lesson.” During that period, the teacher conducts a guided reading group and/or confers to assess students individually. In addition, the teacher monitors student progress using

daily conference notes. Students are assigned differentiated reading response tasks to complete at end of each reading block. For the final 10 minutes of class, students with exemplary responses share their work.

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.

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## **2B – Mathematics Instruction**

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

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

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

Our Math Team/Principal’s cabinet, consisting of administrators and teachers, assesses and evaluates the orientation of Math instruction.

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

Applicable  Not Applicable

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

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?

There is evidence in our school that dispels this finding. The program we use, *Everyday Math*, employs the work shop model. Our school uses the workshop model of whole group, small group and back to whole group for a sharing out. The teacher limits direct instruction to the first 7 to 10 minutes of class. For the next 20 minutes, students work individually, in pairs or differentiated groups to try out the concept or skill that the teacher modeled in the "mini-lesson." The math activities include mathematically based hands-on games and cooperative learning. Some students also utilize a research based and interactive online learning program, vMathLive, to strengthen their knowledge in the content area. While students are working, the teacher conducts a guided math group and/or confers to assess students individually. In addition the teacher monitors student progress using daily conference notes. At the end of the lesson, students write a math reflection on the content learned and the process used to obtain their goal. For the final 10 minutes of class, students with exemplary responses share their work.

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.

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

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

Please respond to the following questions for Key Finding 3:

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

At an SLT meeting, the Principal, Assistant Principal, PTA and Team will engage in discussion to find if this is relevant to our school.

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

Applicable  Not Applicable

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

We do not have a high teacher turnover. As a school community, it is very rare that any one leaves our school.

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.

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

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

Please respond to the following questions for Key Finding 4:

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

The Principal, Assistant Principals, ESL teachers and grade facilitators will meet to discuss the relevance of Professional Development for teachers of ELLs as per the findings in this report.

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?

These findings are not relevant to our school's educational program because our ELL teachers are licensed and highly qualified to teach their students. Classroom teachers are offered the opportunity to attend workshops provided by the city or district upon request. Teachers are made aware of workshops in the UFT newspaper as well as e-mails sent by the principal. Also, at professional development workshops, study groups and faculty/grade meetings, techniques for teaching ELLs are provided to all teachers. Additionally, we utilize *Treasures for ELLs*, *Triumphs* and *In-Step Guided Reading Program* that supports all English Language Learners.

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

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### **KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

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

Please respond to the following questions for Key Finding 5:

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

The principal's cabinet, consisting of administrators and teachers, and the ESL teachers assess and evaluate the use of data from NYSESLAT to inform teachers of the proficiency level of their ELL students, time in the US or type of program the student is enrolled.

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?

Throughout the year our ELL teachers meet and discuss NYSESLAT data with the classroom teachers. The ELL teachers also push into classrooms, work with ELL students and provide teachers with additional information on each student's progress.

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

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

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

Please respond to the following questions for Key Finding 6:

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

The Principal, Assistant Principal will meet with the IEP team to discuss the relevance of this finding to our school.

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?

In our school, all teachers are provided with copies of IEPs. Additionally, training has been provided to each teacher to ensure that the child's goals, accommodations and testing modifications are all implemented. Monthly meetings are held for all teachers who have IEP driven children, where new information is provided and data is discussed.

Because of our understanding of issues that hinder Special Education performance, teachers are provided with additional study groups on how to work with the children in small groups, provide differentiated instruction and offer at-risk services to children if services are not mandated.

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

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

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

Please respond to the following questions for Key Finding 7:

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

The Principal and Assistant Principals meet with the IEP Team and PPT Personnel on a monthly basis to ensure that all academic goals are aligned with the curriculum and are adapted to each child's performance level. Teachers and AIS providers modify and differentiate instruction in order to ascertain that goals are met. If goals are not achievable, the IEP Team reconvenes to discuss child's performance and IEP. If a child receives counseling by the guidance counselor or social worker and they deem that the child requires a behavior intervention plan (page 11), they discuss strategies with the classroom teacher and parent/guardian and implement a behavioral intervention plan.

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?

Behavior intervention plans are attached to the child's IEP, if relevant. Testing modifications are provided if the child requires additional support and are followed throughout curriculum. The promotional criteria are based on classroom data, testing, teacher observations, psychological testing and functioning level of the child.

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>

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

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

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

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

