



**JOHN GREENLEAF WHITTIER
P.S. 18**

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

SCHOOL: 31/ R/ 018

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 31R018 **SCHOOL NAME:** John Greenleaf Whittier

SCHOOL ADDRESS: 221 Broadway, Staten Island, N.Y. 10310

SCHOOL TELEPHONE: (718)442-0216 **FAX:** (718)720-1558

SCHOOL CONTACT PERSON: Marianne Troia **EMAIL ADDRESS:** mtroia@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Marianne Troia

PRINCIPAL: Donna Luisi

UFT CHAPTER LEADER: Deborah Poleschuk

PARENTS' ASSOCIATION PRESIDENT: Pamela Medley

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 31 **SSO NAME:** Knowledge Network

SSO NETWORK LEADER: Kathleen Lavin

SUPERINTENDENT: Margaret Schultz

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
Donna Luisi	*Principal or Designee	
Deborah Poleschuk	*UFT Chapter Chairperson or Designee	
Pamela Medley	*PA/PTA President or Designated Co-President	
Maria Padilla	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Marianne Troia	Teacher/Chairperson Cluster Teachers/ Related Services	
Linda Santore	Teacher Lower Elementary Grades Pre K- 2	
Maryanna Crawford	Teacher Upper Elementary Grades 3 - 5	
Donna DeSantis	Teacher Guidance, Pupil Personnel Services	
Pearl Freidman	Teacher Special Education Classes, ELL Students	
Dolores Reyes	Parent ELL Students	
Rachel Williams	Parent Upper Elementary Grades 3-5	
Desiree Prescod	Parent Lower Elementary Grades Pre K - 2	
Candice Carter	Parent Related Services, Guidance	
Mary Hernandez	Parent ELL Students, Pupil Personnel	
Michelle Infante	Parent Special Education Classes	

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

* Core (mandatory) SLT members.

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

P.S. 18 is located in the West Brighton section of Staten Island. It is contiguous to a housing project serving approximately 1000 families. P.S. 18 is a title I school qualifying as a universal feeding school with over 26% of our students having IEP's in self-contained special education and CTT classes. In 2006-07 P.S. 18 received to "B" on our progress report in comparison to an "A" in 2007-08. In 2006-07 we received "Proficient with well-developed areas" on our Quality Review. In 2007-08 we received "well developed".

We are now in our third year with the Knowledge Network. We have implemented Core Knowledge in all grades integrating social studies, science, math and the arts into our literacy blocks while continuing to focus upon implementation of the New York State standards. Due to budget cuts we were forced to discontinue our Circular 6 initiative and placed the Core Facilitator back in the classroom. The UFT Teacher's Center/Literacy Coach has continued to offer staff development with the cooperation of the teachers during common preps and with scheduled coverage's. The coach has also been increasing the time she pushes into the classroom and models lessons. The initiatives continue to include curriculum mapping, grade planning, following a protocol, balanced literacy in the workshop model, model writing, writers and reader's workshop, Core Knowledge, integrating social studies, math, science, music and art. Many students have had extremely limited experiences in their young lives. Core Knowledge has given them "language". To hear a first grader tell you everything about Ancient Egypt is extraordinary.

In the spring and summer of 2009 almost every staff member was involved in professional development with the Knowledge Network in preparation to support the implementation of Core Knowledge Year III. There has been a steady and marked improvement in our standardized test scores due to the initiatives that have and will continue to be introduced and supported. The support of the Knowledge Network has been invaluable. We became a school with a UFT Teacher Center which is supported by our literacy coach, who functions in this dual position. The Teacher Center provides additional professional development, materials, technology and mentoring.

Since the 2006-07 school year and continuing into the 2008-09 there was marked improvement in technology in our classrooms. We have three rolling laptop carts. We received grants from the Staten Island Foundation and the Borough President to bring Smart Boards into the majority of our classrooms as well as replacing the computers in our computer lab with 32 laptops. We have recently received an additional \$50,000 Borough President's Grant with which we will continue these initiatives.

The most important key to our ability to improve has been the deep understanding we have accepted and embrace that all children do not learn the same way. Differentiation of instruction is the basis of success in teaching. Periodic assessment and a deep understanding of data are essential for true differentiation. Children must learn with all their senses and must be given the opportunity to discover and embrace different modalities.

An increase in academic intervention has benefited regular education children as well as children with disabilities and ELL's. The concept of forming an Inquiry Team, focusing upon carefully selected students based upon data collection has been effective in the 2008-09 school year. This initiative will be expanded. Additional mini teams will be formed to continue to monitor and support the fifth graders who were selected last year, as well as select third-graders who will become part of the program this year. 90% of our teachers will be involved in the Inquiry Team process during the 2009-10 school year.

Our arts programs include an art cluster teacher and music/recorder/band teacher. Exposure to the Great Masters has been integrated into the literacy block supporting literacy and social studies as well as the Arts. Our physical education program follows the Fitness Gram initiative.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

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

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	P.S. 018 John G. Whittier						
District:	31	DBN:	31R018	School BEDS Code:	353100010018		
DEMOGRAPHICS							
Grades Served:	Pre-K	√	3	√	7	11	
	K	√	4	√	8	12	
	1	√	5	√	9	Ungraded	√
	2	√	6		10		
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	35	54	54		89.3	89.5	TBD
Kindergarten	63	81	81	Student Stability - % of Enrollment:			
Grade 1	94	69	96	(As of June 30)	2006-07	2007-08	2008-09
Grade 2	78	94	86		89.2	89.0	TBD
Grade 3	94	90	71	Poverty Rate - % of Enrollment:			
Grade 4	82	90	71	(As of October 31)	2006-07	2007-08	2008-09
Grade 5	79	77	93		84.2	84.2	84.2
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 8	0	0	0		10	10	TBD
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 11	0	0	0		4	7	2
Grade 12	0	0	0	Special Education Enrollment:			
Ungraded	7	10	9	(As of October 31)	2006-07	2007-08	2008-09
Total	532	541	572				
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	81	80	75	Principal Suspensions	17	2	TBD
# in Collaborative Team Teaching (CTT) Classes	50	55	64	Superintendent Suspensions	8	10	TBD
Number all others	44	34	39	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0
(BESIS Survey)				Early College HS Program Participants	0	0	0
(As of October 31)	2006-07	2007-08	2008-09	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	1	0	0	(As of October 31)	2006-07	2007-08	2008-09
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	56	62	52	Number of Teachers	52	54	56

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	8	11	8	Number of Administrators and Other Professionals	6	18	20
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	5	2
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	98.1	100.0	100.0
				% more than 2 years teaching in this school	67.3	79.6	82.1
				% more than 5 years teaching anywhere	61.5	63.0	62.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2006-07	2007-08	2008-09	% Masters Degree or higher	96.0	96.0	95.0
American Indian or Alaska Native	0.4	0.6	0.7	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.9	98.9	92.2
Black or African American	48.3	47.9	44.6				
Hispanic or Latino	44.9	46.0	46.0				
Asian or Native Hawaiian/Other Pacific Isl.	2.4	1.1	1.7				
White	4.0	4.4	6.3				
Male	52.1	52.9	53.5				
Female	47.9	47.1	46.5				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2009-10) Based on 2008-09 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area Ratings:							
<u>Elementary/Middle Level</u>				<u>Secondary Level</u>			
ELA:	IGS			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		<u>Elementary/Middle Level</u>			<u>Secondary Level</u>		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native							
Black or African American		√	√	√			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander		-	-	-			
White		-	-	-			
Other Groups							
Students with Disabilities		√SH	√	√			
Limited English Proficient		-	√	-			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		5	6	5	0	0	0
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	TBD	Overall Evaluation:		TBD			
Overall Score:	TBD	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data				TBD	
School Environment:	TBD	Quality Statement 2: Plan and Set Goals				TBD	
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals				TBD	
School Performance:	TBD	Quality Statement 4: Align Capacity Building to Goals				TBD	
<i>(Comprises 25% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise				TBD	
Student Progress:	TBD						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	TBD						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◊ = Outstanding			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
<i>Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.</i>							

SECTION IV: NEEDS ASSESSMENT

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

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

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

The following data tracks students from Grade 3 (in 2007), Grade 4 (in 2008) ending in Grade 5 (in 2009). The following performance trends have been identified:

All Students

- There has been a decrease in the number of Level 1's for "All Students" tested over the past 3 years (2007, 2008 & 2009)
 - Of the 88 students who took the test in 2007 in grade 3 - 19 (21.6%) scored a Level 1, 31 (35.2%) scored a Level 2, 37 (42%) scored Level 3 and 1 (1.1%) scored Level 4.
 - Of the 92 students who took the 4th grade test in 2008 - 16 (17.4%) scored Level 1, 47 (51.1%) scored Level 2, 29 (31.5%) scored a Level 3 and 0 scored a level 4.
 - Of the 90 students taking the fifth grade NYS ELA exam in 2009 - 0 (0%) scored a Level 1, 31 (34.4%) scored Level 2, 56 (62.2%) scored levels 3 and 3 (3.3%) scored Level 4.
-

Students with IEP's

- In 2007 there were 41 (46.6%) students with IEP's tested in the third grade, of those students 17 (41.5%) scored Level 1, 19 (46.3%) scored Level 2, 5 (12.2%) scored Level 3 and 0 scored Level 4.
 - In 2008 there were 43 (46.7%) students with IEP's tested in the fourth grade, 12 (27.9%) scored at Level 1, 27 (62.8%) scored at Level 2, 4 (9.3%) scored at Level 3 and 0 scored at Level 4.
 - In 2009 there were 42 (46.6%) students with IEP's tested in the fifth grade, 0 scored Level 1, 21 (50%) scored Level 2, 19 (45.2%) scored a Level 3 and 2 (4.8%) scored a Level 4.
-

General Education Students

- In 2007 there were 47 (53.4%) general education students tested in third grade, of which 2 (4.3%) scored Level 1, 12 (25.5%) scored Level 2, 32 (68.1%) scored Level 3 and 1 (2.1%) scored Level 4.
 - In 2008 there were 49 (53.3%) general education students tested in fourth grade, of which 4 (8.2%) scored Level 1, 20 (40.8%) scored Level 2, 25 (51%) scored Level 3 and 0 scored Level 4.
 - In 2009 there were 48 (53.4%) general education students in the fifth grade, of which 0 scored a Level 1, 10 (20.8%) scored Level 2, 37 (71.1%) scored Level 3 and 1 (2.1%) scored Level 4.
-

ELL Students

- 2008 was the second year ELL students were required to take the NYS ELA exam after one year of ELL instruction.
- In 2007 of the 14 3rd grade ELL students who were tested 4 (28.6%) scored Level 1, 8 (57.1%) scored Level 2, 2 (14.3) scored Levels 3 and 0 scored 4.
- In 2008 of the 13 4th grade ELL students who were tested 7 (53.8%) scored Level 1, 6 (46.2%) scored Level 2, and no one scored Levels 3 or 4.
- In 2009 of the 13 5th grade ELL students who were tested 0 scored Level 1, 8 (61.5%) scored Level 2, 4 (30.8%) and no one scored Level 3 and 1 (7.7) scored Level 4.

*** This data has been extracted from the 2006-2009 Data Summary Attachment on page

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

- Overall from 2007-2009 there's been a 9.3% decrease of Level 1 students in grades 3, (18.3% decrease of Level 1 students in grade 4 and a 11.% decrease in Level 1 students in grades 5.
- In 2005-2006 P.S 18 received a "D" on its Annual Report Card, in 2006-07 P.S. 18 received to "B" in comparison to an "A" in 2007-08. In 2006-07 we received "Proficient with well-developed areas" on our Quality Review. In 2007-08 we received "well developed". In 2008-09 P.S.18 also received in any moving from the highs 60's range to the high 90's.
- The introduction and continued integration of the Core Knowledge Curriculum by ED Hirsch
- The increase in professional development in pre-K. through five which meets the needs of teachers and students based on the data available to the staff supported by the Knowledge Network, our coaches, the UFT Teacher Center, the DOE and the District.
- An increase in the number of (CTT) Integrated Core Teaching Services classrooms
- Three full-day Pre-Kindergarten classes
- becoming a UFTTC site in the fall of 2008 as continued to support all initiatives
- Meeting the social and emotional needs of our students for Character Education/Core Virtue Programs -- Superhero Assemblies and Community Outreach, SAPIS program, including our student council and community outreach.

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

- **Significant aids**
 - Assistant Principal, Literacy Coach, Math Coach, and Core Facilitator
 - Continued professional development
 - Stable staff - Highly Qualified teachers
 - An increase of the available data - periodic assessments, ARIS, surveys, school-based assessment, and Fontis & Pinnell, conferencing as well as the formation of the inquiry team on every grade to address the needs of the selected students and the expansion of that team into many teams
 - Improvement in the availability of technology in the classroom - Pearls, Renzulli, etc.
 - The increased use of Technology including Wikispaces, Blogging, Smart Boards, Portaportal, Thinkfinity, Renzulli Learning, Riverdeep, and Starfall.
 - Summer Institute of professional development
 - Individual teachers being awarded \$19,000 (Reach grant), a \$5000 grant from TD Bank and a \$50,000 grant from the Borough President.
 - Procurement of \$20,000 in grants through the Staten Island Foundation
 - Full Core Knowledge Library
 - UFTTC – Site/Resource Professional/Student Based materials
 - Violence Prevention After-school program
 - UAU-Beacon Center/ OST (Out-of-School Time) support/enrichment after-school program
 - Robin Hood Library after-school hours 3 days a week
- **Significant barriers**
 - High student mobility
 - Majority of our students living at or below the poverty level
 - Students living in shelters and temporary housing
 - High number of ACS cases.
 - Attendance and tardiness
 - Budget cuts.

SECTION V: ANNUAL SCHOOL GOALS

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

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

Goal Number 1: By June 2010, all classroom teachers in grades 1-5 will effectively utilize data to differentiate instruction as evidenced by administrators' review of teachers' lesson plans and classroom observations of lessons.

Goal Number 2: By June 2010, 90% of the teaching faculty will participate in the inquiry team procedure as evidenced activity on the school's inquiry team website.

Goal Number 3: By June 2010, a central core inquiry team will be formed that will be comprised of administrators and a representative from each grade as evidenced by attendance at core inquiry team meetings.

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.

Using Data

Subject/Area (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, all classroom teachers in grades 1-5 will effectively utilize data to differentiate instruction as evidenced by administrators' review of teachers' lesson plans and classroom observations of lessons.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Teachers will be trained by data specialist to navigate ARIS • Faculty will meet with coaches to drill down ECLAS-2, ELA and Math data. • Teachers will be provided with professional development opportunities where they will use the work of Carol Tomlinson & Sternberg's Learning Profiler (Creative, Analytic, Practical) • Teachers will write lesson plans using Sternberg's learning styles for whole group and individual student needs. • Teachers will implement differentiated lessons during the literacy and math block. • Teachers will reflect upon the lesson plan and execution of lesson and make any revisions to the lesson plan.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • ARIS training will take place as part of the Election Day staff development. • Ongoing professional development during common grade level meetings.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Attendance at all meetings • Samples of lesson plans where differentiated instruction is evident. • Student performance on formative/summative assessments.

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): Inquiry Team

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, 90% of the teaching faculty will participate in the inquiry team procedure as evidenced activity on the school’s inquiry team website.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Data specialist (Ms. Marianne Troia) will train teachers to navigate ARIS • Team captains will be assigned by principal, Mrs. Donna Luisi • Core/central team will establish criteria for identifying students who will participate in the inquiry process. • Core/central team will guide/facilitate the selection process with the grade band teachers • Successful practices will be shared with whole staff via meetings with core/central team and grade bands.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • ARIS training will take place as part of the Election Day staff development. • Core/central team will meet afterschool using Inquiry team funds. • Inquiry updates will be shared at monthly faculty meetings. • Core/central team will meet with grade bands during one grade level meeting per month
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Will be evidenced by attendance at core grade band and faculty meetings. • As evidenced by activity on inquiry team website.

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	7	0	0	5
1	0	0	N/A	N/A	10	0	0	3
2	13	13	N/A	N/A	10	0	0	3
3	14	14	N/A	N/A	10	0	0	4
4	18	18			8	0	0	2
5	0	0			15	0	0	5
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>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p><i>AIS will be given to all students who are not meeting standards using a pull-out and push-in model using Voyager Passport, Wilson, ARIS, Acuity and computer programs such as Lexia Phonics, Lexia Guided Reading, Read Write & Type, Break Through to Literacy, Orchard Reading and Soliloquy Reading Assistance. Students are grouped during extended day to focus on improving specific ELA deficiencies.</i></p>
<p>Mathematics:</p>	<p><i>AIS for all students in Level 1 and Level 2's based upon Item Skills Analysis, ARIS, NYStart, Acuity, Achieve It, Everyday Math assessments and tests, State Math Assessments as measured on the 2009 State Math Assessments, Everyday math games, Larson's Math and Orchid Math are utilized. Students are grouped during extended day to focus on improving specific ELA deficiencies.</i></p>
<p>Science:</p>	<p><i>Science is incorporated into the literacy and math blocks. A science cluster stresses hands-on experiences. With the introduction of Core Knowledge science will be expanded to avoid repetition and give the children a broader more complete and richer understanding of science.</i></p>
<p>Social Studies:</p>	<p><i>Social Studies is incorporated into the literacy and math blocks. With the introduction of Core Knowledge Social Studies will be expanded to avoid repetition and give the children a broader more complete and richer understanding of Social Studies.</i></p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><i>The General Education Guidance Counselor provides at-risk services to individuals, small group and large group. He counsels children who have been suspended in an effort to better introduce them back into the classroom environment.</i></p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p><i>The School Psychologist tests students for mandated services – no longer has time for AIS.</i></p>
<p>At-risk Services Provided by the Social Worker:</p>	<p><i>The Social worker meets with parents and does social histories. Works with at-risk students only in time of crisis.</i></p>
<p>At-risk Health-related Services:</p>	<p><i>Open airway classes for selected students, AED training and retraining for staff. AIDS lessons, nutrition program for all classes. Monitoring height, weight, vision and hearing. Our physical education teacher also works with the "FITNESSGRAM" program It's the only health-related fitness assessment to use criterion-referenced standards, called Healthy Fitness Zones, to determine students' fitness levels based on what is optimal for good health with all of our students. FITNESSGRAM was developed by The Cooper Institute in an effort to provide physical educators with a tool that would facilitate communicating fitness testing results to students and to parents. The assessment measures three components of health-related physical fitness that have been identified as important to overall health and function: aerobic capacity; body composition; and muscular strength, endurance, and flexibility.</i></p>

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.

JOHN GREENLEAF WHITTIER SCHOOL

P.S. 18

221 BROADWAY

STATEN ISLAND, NEW YORK 10310

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DONNA LUISI
PRINCIPAL

JOANNCARROLL
ASSISTANT PRINCIPAL

The P.S. 18 Language Allocation policy team consists of Donna Luisi - Principal, JoAnne Carroll - Assistant Principal, Mayra Nicchio – ESL teacher, Donna DeSantis - literacy coach, Stephanie Taylor – Math Coach, Ruth Sutton – AIS and Don Marbury – parent coordinator. The goal of this team is to create a document which will serve as a guide for the improvement of instruction for all ELLs and to prepare those students to meet the challenging performance objectives they face.

P.S. 18 is located in West Brighton section of Staten Island. It is contiguous to a housing development serving approximately 1,200 families. P.S. 18 has been classified as a universal feeder school – all of our students are eligible for free lunch. According to the latest ethnic data, 6.3% of the students are White; 44.6% are Black; 46.0% are Hispanic, 01.7% is Asian or Pacific Islander, 0.7 are American Indian or Alaska Native, 0.7 are Multi-racial. Approximately 30.1% of the students have Individualized Education Plans, (IEPs) and receive the full continuum of services including Special Education Teacher Support Services (SETSS), instruction in self-contained or collaborative team teaching classes, and related services such as speech and language, counseling, occupational therapy, and adaptive physical education. We are currently not able to service all of our students who need occupational services and all of our students who need PT. All of these students have been issued RSA's. Additionally, 8.3% of the students are English Language Learners (ELLs), with Spanish as the dominant language among the vast majority, with a 5.1% recent immigration rate.

For the 2009 – 2010 school year, our current data shows there are 43 children enrolled in the ESL program at P.S. 18. There are 13 students in kindergarten, 8 in the 1st grade, 6 in the 2nd grade, 5 in the 3rd grade, 7 in the 4th grade and 4 in the 5th grade. Of the 43 children enrolled, 39 are Spanish speaking. Of the remaining children, one speaks Arabic (a 5th grader), two

speak Chinese (a kindergartener and a 4th grader) and 1 speaks Sinalese (a 5th grader). The fifth grade student who speaks Sinalese is SIFE.

Students are initially identified as possible ELLs during the registration process. Parents complete the Home Language Identification Survey and are interviewed in English or their native language, where possible. These surveys and interviews are conducted primarily by our ELL teachers, Mayra Nicchio and Diane Milgrom. These teachers also administer the LAB-R to assess whether or not students are eligible to participate in our ELL program. The ELL teachers also conduct the parent orientation meeting where they explain the three program choices to the parents. During this meeting, entitlement letters are distributed and Parent Survey and Program Selection forms are filled out and returned.

The data collected through the Parent Survey and Program Selection forms showed the parents overwhelmingly support the Freestanding English as a Second Language (ESL) program. They feel strongly that their children should be exposed to as much English as possible as soon as they begin school. Our school has also experienced an increase in Spanish speaking children who are newcomers to this country. We provide extra support for these children by pairing them with a student who speaks their dominant language who is more familiar with P.S. 18. There continues to be little interest in creating a bilingual class. A survey was conducted and the response continues to be overwhelmingly negative. Due to this, we have decided to continue with our current program with an increase in push-in rather than pull-out services.

Our parents, through our parent coordinator and bilingual social worker, continue to express an interest and need for help with homework. We will continue with our very successful ELL after school program, utilizing both Title 3 and other funding sources, which provide homework help and enrichment to our ELL population and our newly proficient students. This program has been very successful with over 80% of our ELL students participating. We will be instituting a collaborative team teaching model during the after school program where the ELL teacher rotates through the three after school classes working with the teachers applying strategies which will benefit the students. Four teachers will be working in the after school program. Three of them hold common branch licenses and one holds an ELL license. The program will run from 3:30 to 5:30 on Tuesday, Wednesday and Thursday afternoons. We have already begun the

program using another funding source but hope to extend the program until May 28th. The students are broken into three groups based on their age level. The first group is kindergarten and first grade students, the second group is second grade students and the third group is third, fourth and fifth grade students. The second grade group has 12 students. There are 15 students in the other two groups. The teachers are focusing on balanced literacy, writing and increasing student vocabulary through content area instruction. They are also creating an environment that is print rich to expand our ELL student's vocabularies. The students will also have support with homework. The teachers use their leveled classroom library and our teacher's resource room to provide the children with a literature rich environment which crosses the content areas. The decisions which were made when determining the focus of the program were based on student data. Writing is consistently the area of great weakness for the majority of our ELL population. Reading is the next area of concern with a majority of students scoring below level. The strengths of our students were listening and speaking. We found these trends to be consistent across the grades. One of the goals of the program is to extend the instructional day for literacy to help the students become proficient more quickly. We will be using Title 3 funds to purchase independent reading books on level A through G for our kindergarten, first and second grade students.

We are also looking to use our Title III funds to hold a five week session of classes after school for the parents to help them learn English and to understand things they can do at home with their children to help them to be successful. We have also found this to be very helpful. Workshops are tentatively scheduled for January 12th, January 26th, February 9th, February 23rd, and March 9th. They will run from 3:30 to 5:30 and will be conducted by our ELL teacher, Mayra Nicchio. The program will be targeted at our Spanish speaking parents since this is the area of greatest need. Our hope is to have 20 parents attend each session. The workshop titles are as follows: 1) Life Skills as it pertains to your student at school; 2) How to help your child with their homework; 3) Foundations; 4) Social Skills for your child; 5) Preparing your child for the NYS ELA and Math tests. There are no supplies which need to be purchased.

The LAB-R and the NYSESLAT results indicate the following. All 13 of our kindergarteners are beginners. In the 1st grade there are 4 beginner students, 2 intermediate students and 2 advanced students. In the 2nd grade there is 1 beginner student, 3 intermediate students and 2 advanced students.

In the 3rd grade all 5 students are intermediate. In the 4th grade there is 1 beginner student, 1 intermediate student and 5 advanced students. In the 5th grade there are 2 beginner students, 1 intermediate student and 1 advanced student. This gives us a total of 21 beginner students, 12 intermediate students and 10 advanced students. Our students also take the Spanish Lab and an analysis is completed prior to placement in our program. Our beginner and intermediate students receive 360 minutes of instruction per week. Advanced students receive 180 minutes of instruction per week. The program for the beginner students is pull out while the ELL teacher pushes in for the intermediate and advanced students.

The Language Allocation policy team identified a number of patterns in the students' results. Writing is consistently the area of great weakness for the majority of our ELL population. Reading is the next area of concern with a majority of students scoring below level. The strengths of our students were listening and speaking. We found these trends to be consistent across the grades.

The ELA exam results for grades 3, 4 and 5 show a narrower gap in student performance. In 2009, 24 ELL students were tested, 8.3% scored a Level 1, 50% scored a Level 2 and 41.7% of the students scored a Level 3 or 4. In 2008, 31 ELL students were tested, 25.8% scored a Level 1, 64.5% scored a Level 2 and 9.7% scored a Level 3. There were no Level 4 students in 2008. In 2007, 31 students were tested, 35.5% scored a Level 1, 48.4% scored a Level 2 and 16.1% scored a Level 3. There were no Level 4 students in 2007. This data shows we are consistently decreasing the number of students in Level 1 and 2 from 2007 to 2009. We also had a decrease in Level 3 students from 2007 to 2008 but we moved more students to that level in 2009. We also had a Level 4 student in 2009 for the first time. A comparison to their English Proficient counterparts revealed ELL students performing lower at all Levels. This data reveals a need to focus on increasing the proficiency of all of our students.

The Math test results for grades 3, 4 and 5 also showed a narrower gap in student performance. In 2009, 14.8% of our ELL students scored a Level 1, 14.8% scored a level 2 and 70.4% scored a Level 3 or 4. In 2008, 18.8% scored at a Level 1, 28.1% scored at Level 2 and 53.1% scored at a Level 3 or 4. In 2007, 19.4% scored a Level 1, 33.3% scored a Level 2 and 47.2% scored a Level 3 or 4. In 2008, 18.8% graders and none of our 5th grade ELLs scored at Level 1. We are consistently decreasing the number of

students scoring a Level 1 while increasing those who are scoring at Level 3 and 4. This data shows us that our ELL students have been consistently improving in math. The students who scored a Level 1 were all performing at the beginner level. A comparison to their English Proficient counterparts revealed ELL students performed lower on Level 2, 3 and 4. A gap also existed at Level 1 because a larger number of ELLs performed at Level 1 than the English Proficient students. This data was also consistent when compared to the entire student population. This data reveals a need to focus on increasing the proficiency level of our beginner students and supporting math learning as quickly as possible.

The State Science test results for grade 4 showed a wider gap between ELL and English Proficient student's performance. In 2009, 29% of the students scored a Level 1, 14% of the students scored a Level 2 and 57% of the students scored a Level 3 or 4. In 2008, 15% scored a Level 1, 38% scored a Level 2 and 46% scored a Level 3 or 4. In 2007, 29% of the students scored a Level 1, 57% scored a Level 2 and 14% scored a Level 3 or 4. Analysis of this data shows us that generally, students are moving to a Level 3 or 4. In 2009, three students scored a Level 1. Two of those students were new to this country and one was in a self contained special education class. A comparison to their English Proficient counterparts revealed a gap in performance. The ELLs are performing below their English Proficient counterparts but the gap has been decreasing. A much larger number of ELLs performed at Level 1 than the English Proficient students. This data was consistent when compared to the entire student population. This data reveals a need to focus on increasing the proficiency level of our ELL students and supporting science learning as quickly as possible.

This year, we also looked at data from the 5th grade Social Studies test for the first time. In 2008, 27% of our 5th graders scored a Level 1, 33% scored a Level 2 and 40% scored a Level 3. In 2007, 36% of our 5th grade students scored a Level 1, 45% scored a Level 2 and 18% scored a Level 3 or 4. This shows improvement from 2007 to 2008 but the ELL students are performing below their English proficient counterparts. This data indicates a need to focus on increasing the proficiency level of our ELL students and supporting social studies learning.

This data indicates a number of implications for instruction. We must focus more on our beginner and newcomer students. During the 2009-2010

school year, we have seen a drop in our ELL population. Spanish speaking students who attended our full day PreK program before kindergarten passed the LAB-R and were not eligible for ELL services. Our ESL population consists mainly of students who come to us speaking no English at all. This is our greatest area of need. As a result, we will continue to focus on our beginners pulling them out during morning literacy instruction for intensive instruction intended to support the ELL student in achieving a level of English proficiency which will allow them to function productively in their classrooms. We also propose to institute a buddy system within the classrooms where ELL students work closely with their English Proficient counterparts to increase their language development. We also plan to continue with our after school program which we feel increases the opportunities for our ELL students to become proficient more quickly.

Currently, we have one full time teacher and one teaching three days a week. This staff allows us to provide the mandated minutes of ELL instruction which is necessary for the beginner, intermediate and advanced students. It also allows us to provide transitional services to students who recently passed the NYSELAT. Our classroom teachers are focusing on increasing student proficiency through the implementation of our literacy prototype and focusing on student's using reading strategies to improve their understanding. This will allow us to provide the mandated 360 minutes of ELL instruction which is necessary for the beginner and intermediate students. Our advanced students receive 180 minutes of instruction per week. The decrease in our population this year has allowed us to also focus on ELLs who passed the NYSESLAT last year and are transitioning into the classroom. Our classroom teachers are focusing on increasing student vocabulary through content area instruction creating an environment that is print rich to expand our ELL student's vocabularies.

In our ELL program we will continue to implement a balanced literacy program following the workshop model. All teachers work with and use reading strategies that are based on the Balanced Literacy Initiative addressing scientifically based research in the six dimensions of reading: 1) understanding how phonemes (speech sounds) are connected to print-phonemic awareness; 2) being able to decode unfamiliar words; 3) being able to read fluently; 4) attaining background knowledge and vocabulary to foster reading comprehension; 5) developing appropriate active strategies to construct meaning from print-comprehension; and 6) developing and maintaining motivation to read. In addition learning from looking at, and

listening to, student work on a routine basis; the integration of literacy into the content area in social studies, science, the arts and technology into the instructional program and continued implementation of the workshop model. We have added a large amount of material to the program. We have also integrated the seven habits of effective readers into our literacy block. They are questioning, determining importance, activating prior knowledge (making connections), inferencing, synthesizing, visualizing and monitoring and repairing comprehension. These are addressed through our strategies of the week instruction. We have enriched our curriculum by incorporating the core knowledge curriculum and Foss science kits into daily instruction. Our ELL teachers use their leveled classroom library and our teacher's resource room to provide the children with a literature rich environment which crosses the content areas.

At P.S. 18, we will continue to implement the Freestanding English as a Second Language program. Our intermediate and advanced students will be clustered together in classes in order to implement our push in program. Our ELL teachers have state certification. We do not have a bilingual program at P.S. 18 so we do not take the students' level of literacy in their native language into consideration.

The professional development the teachers will receive this year will be at no cost to the Title III program. The goal of our professional development is to improve student performance by improving the ability of all teachers to design and implement a comprehensive and effective instructional program for all ELLs. Staff development for all teachers will be in the four modalities (listening, reading, writing and speaking) including combination modalities for level adjustments – these designations can assist teachers in differentiating instruction for their students. We will continue to focus on implementing a structured prototype during balanced literacy. The prototype also integrates science and social studies instruction into the literacy block through read alouds, shared reading and writing activities. Part of that prototype involves instituting a system where teachers across the grades are introducing and teaching the same reading strategy every week. These strategies are introduced and will be revisited in a cycle. The implementation of this initiative is supported through staff development meeting. The ELL teachers will also present staff development based in the standards. The ELL teachers will meet for staff development to introduce and support the push in model for each of the three levels of acquisition. They will meet separately with the teachers for the beginner, intermediate

and advanced students. We will also schedule our ELL teachers to plan with the classroom teacher in an effort to support the ELL students. The ELL teachers will participate in professional development provided by our LSO (Knowledge Network) ELL/Bilingual Education Program Management Specialist. There will also be specific training for the teachers hired to work in the after school program regarding the format of the two hour program.

Teaching vocabulary to ELL students is a continued focus for professional development. This will provide teachers with strategies for creating rich and varied language experiences and word learning. Teachers will participate in professional development for differentiated instruction. Teachers will look at differentiating instruction thru interest, learning styles and readiness. Teachers will recognize the elements of differentiated instruction; content, process and product. The six principles of differentiation will be defined and discussed. They are community centered, high expectations with equally respectful tasks, appropriate degree of challenge, and quality curriculum with clear learning goals, ongoing assessment, adjustment and flexible grouping.

The ELL teachers will present staff development based on the new standards. The ELL teachers will introduce and develop a push in model for intermediate and advanced students. They will meet separately with the teachers to discuss the curriculum for beginner, intermediate and advanced students. We will also schedule our ELL teachers to plan with the classroom teacher in an effort to support the ELL students.

Math instruction will be supported through the use of hands-on materials, extending the use of manipulatives used in Everyday Math in addition to materials available in our Math Labs. This program will be supported by both our Literacy and Math coaches as well as the Parent Coordinator.

Teaching vocabulary to ELL students is a continued focus for professional development. This will provide teachers with strategies for creating rich and varied language experiences and word learning. Teachers will participate in professional development for differentiated instruction. Teachers will look at differentiating instruction thru interest, learning styles and readiness. Teachers will recognize the elements of differentiated instruction; content, process and product. The six principles of differentiation will be defined and discussed. They are community centered,

high expectations with equally respectful tasks, appropriate degree of challenge, and quality curriculum with clear learning goals, ongoing assessment, adjustment and flexible grouping.

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District Knowledge Network D31	School P.S. 18
Principal Donna Luisi	Assistant Principal JoAnne Carroll
Coach Donna DeSantis	Coach Stephanie Taylor
Teacher/Subject Area Mayra Nicchio	Guidance Counselor
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator Don Marbury
Related Service Provider Ruth Sutton	SAF
Network Leader Kathleen Lavin	Other

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	591	Total Number of ELLs	43	ELLs as Share of Total Student Population (%)	7.28%
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Part II: ELL Identification Process

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

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

This Section for Dual Language Programs Only

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

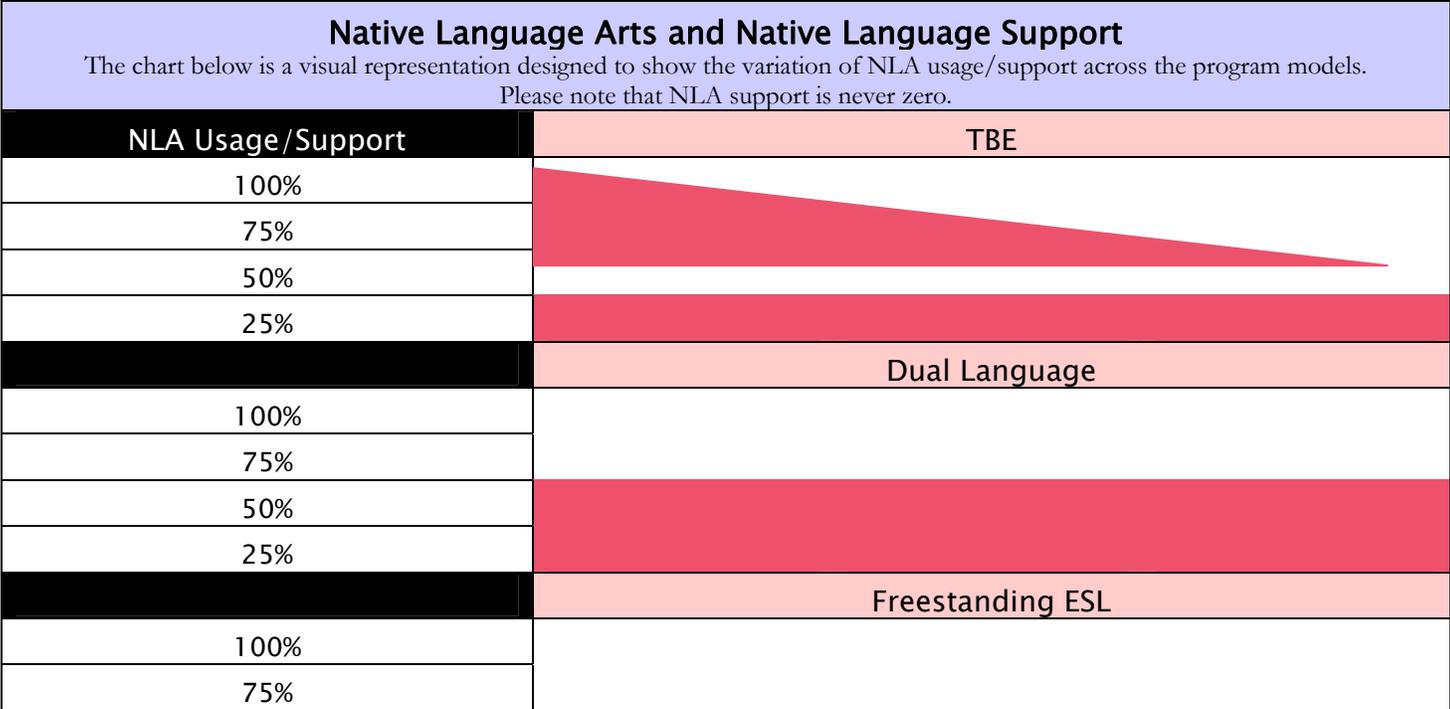
Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	12	8	6	5	6	2	0	0	0	39
Chinese	1	0	0	0	1	0	0	0	0	2
Russian	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	1	0	0	0	1
Haitian Creole	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	1	0	0	0	1

Programming and Scheduling Information

TOTAL	13	8	6	5	7	4	0	0	0	43
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1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

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



50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	13	4	1	0	1	2	0	0	0	21
Intermediate(I)	0	2	1	5	1	1	0	0	0	10

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

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

Native Language Tests									
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)				
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0	
Chinese Reading Test	0	0	0	0	0	0	0	0	

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

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

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

Part V: LAP Team Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
JoAnne Carroll	Assistant Principal		
Don Marbury	Parent Coordinator		
Mayra Nicchio	ESL Teacher		
	Parent		
Ruth Sutton	Teacher/Subject Area		
	Teacher/Subject Area		
Donna DeSantis	Coach		
Stephanie Taylor	Coach		
	Guidance Counselor		
	School Achievement Facilitator		
Kathleen Lavin	Network Leader		
	Other		
	Other		

Signatures

School Principal Date

Community Superintendent Date

Reviewed by ELL Compliance and Performance Specialist Date

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

Form TIII – A (1)(a)

Grade Level(s) K. - 5 **Number of Students to be Served:** 43 LEP _____ Non-LEP _____

Number of Teachers 1.6 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

I. Instructional Program

For the 2009-10 school year, our current data shows there were 43 children enrolled in ESL program at PS 18. There are 13 students in kindergarten, 8 in the first grade, 6 in the second grade, 5 in the third grade, 7 in the fourth grade and 4 in the fifth grade. Of the 43 children in the program, 39 are Spanish speaking. Of the remaining children one speaks Arabic (a 5th grader), two speak Chinese (kindergartener and a 4th grader), and one speaks Sinhalese (a 5th grader).

The LAB-R and the NYSESLAT results indicate the following: all 13 of our kindergartners are beginners. In the first grade there are 4 beginner students, 2 intermediate students and 2 advanced students. In the 2nd grade there is 1 beginner student, 3 intermediate students and 2 advanced students. In the 3rd grade all 5 students are intermediate. In the 4th grade there is 1 beginner student, 1 intermediate student and 5 advanced students. In the fifth grade there are 2 beginner students, 1 intermediate student and 1 advanced student. This gives a total of 21 beginner students, 12 intermediate students and 10 advanced students. The students also take the Spanish Lab where it is appropriate. An analysis of this data is completed prior to placement in our program. Our beginner and intermediate students receive 360 minutes of instruction per week. Advanced students receive 180 minutes of instruction per week. The program for the beginner students is pull-out while the ELL teacher pushes-in for the intermediate and advanced students.

Students are initially identified as possible ELLs during the registration process. Parents complete the Home Language Identification Survey and are interviewed in English or their native language, where possible. The surveys and interviews are conducted primarily by our ELL teachers, Mayra Nicchio and Diane Milgrom. These teachers also administer the LAB-R to assess whether or not students are eligible to participate in our ELL program. The ELL teachers also conduct a parent orientation meeting where they

explain the three program choices to the parents. During this meeting, entitlement letters are distributed in Parents Survey and Program Selection forms are filled out and returned.

At P.S. 18, we will continue to implement the Freestanding English as a Second Language program. We will pull-out our beginners in two groups during the beginning of the day for intensive language instruction. Our intermediate and advanced students will be clustered together in classes in order to implement our push in program. One of our intermediate and advanced groups is a pull out to accommodate those students in different self-contained classes. Our ELL teachers have state certification.

P.S. 18 has implemented a balanced literacy prototype following the workshop model. This rigorous model includes using a read aloud or shared reading activity to teach a specific strategy each week. Students complete constructed and extended responses and note taking activities. Guided and independent reading which focus on improving specific students weaknesses are completed every day. Everyday Math and Math Steps are used in all grades for math instruction. The Social Studies program follows the New York State Standards and Core Knowledge curriculum. P.S. 18 has implemented the new science "kits" for all grades. ELL students also participate in the AIS program, a full continuum of special education services and our after-school programs. Instruction is customized to meet student's needs and NYC performance and NYS learning standards. We also use a number of computer programs to supplement our program. Soliloquy Reading Assistance, Read, Write and Type and the Breakthrough through Literacy program are used to support the development of our ELL students.

The data indicates a number of implications for instruction. We must focus more on our beginner and newcomer students. With the recent decrease in our ELL population we have a majority of students speaking no English at all. As a result, we will continue to focus on our beginners in kindergarten through grade two by pulling them out at the beginning of the day for intensive instruction intending to support the ELLs in achieving a level of English proficiency which will allow them to function productively in their classrooms. We also propose to institute a buddy system within the classrooms where the ELL students work closely with their English proficient counterparts to increase their language development. We also plan to continue with our after school program which we feel increases the opportunities for our ELL students to become proficient more quickly. Currently, we have one full time teacher and one teaching three days a week. This staff allows us to provide the mandated minutes of ELL instruction which is necessary for the beginner, intermediate and advanced students. It also allows us to provide transitional services to students who recently passed the NYSELAT. Our classroom teachers are focusing on increasing student proficiency through the implementation of our literacy prototype and focusing on student's using reading strategies to improve their understanding.

Our parents, through our parent coordinator and bilingual social worker, continue to express an interest and need for help with homework. We will continue with our very successful ELL after school program, utilizing both Title 3 and other funding sources, which provide homework help and enrichment to our ELL population and our newly proficient students. This program has been very successful with over 80% of our ELL students participating. We will be instituting a collaborative team teaching model during the after school program where the ELL teacher rotates through the three after school classes working with the teachers applying strategies which will benefit the students. Four teachers will be working in the after school program. Three of them hold common branch licenses and one holds an ELL license. The program will run from 3:30 to 5:30 on Tuesday, Wednesday and Thursday afternoons. We have already begun the program using another funding source but hope to extend the program until May 28th. The students are broken into three groups based on their age level. The first group is kindergarten and first grade students, the second group is second grade students and the third groups is third, fourth and fifth grade students. The second grade group has 12 students. There are 15 students in the other two groups. The teachers are focusing on balanced literacy, writing and increasing student vocabulary through content area instruction. They are also creating an environment that is print rich to expand our ELL student's vocabularies. The students will also have support with homework. The teachers use their leveled classroom library and our teacher's resource room to provide the children with a literature rich environment which crosses the content areas. The decisions which were made when determining the focus of the program were based on student data. Writing is consistently the area of great weakness for the majority of our ELL population. Reading is the next area of concern with a majority of students scoring below level. The strengths of our students were listening and speaking. We found these trends to be consistent across the grades. One of the goals of the program is to extend the instructional day for literacy to help the students become proficient more quickly. We will be using Title 3 funds to purchase independent reading books on level A through G for our kindergarten, first and second grade students.

II. Parent/community involvement:

Our parents, through our parent coordinator and bilingual social worker, continue to express an interest and need for after school support for our students. We will continue with our very successful ELL after school program, utilizing Title III and other funding sources. We have found this to be an overwhelming success with a majority of our ELL students participating. We also provide support for our newly proficient ELLs who are transitioning into the mainstream.

We are also looking to use our Title III funds to hold a five week session of classes after school for the parents to help them learn English and to understand things they can do at home with their children to help them to be successful. We have also found this to be very helpful. Workshops are tentatively scheduled for January 12th, January 26th, February 9th, February 23rd, and March 9th. They will run from 3:30 to 5:30 and will be conducted by our ELL teacher, Mayra Nicchio. The program will be targeted at our Spanish speaking parents since this is the area of greatest need. Our hope is to have 20 parents attend each session. The workshop titles are as follows: 1) Life Skills as it pertains to your student at school; 2) How to help your child with their homework; 3) Foundations; 4) Social Skills for your child; 5) Preparing your child for the NYS ELA and Math tests. There are no supplies which need to be purchased

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.

The professional development the teachers will receive this year will be at no cost to the Title III program. The goal of our professional development is to improve student performance by improving the ability of all teachers to design and implement a comprehensive and effective instructional program for all ELLs. Staff development for all teachers will be in the four modalities (listening, reading, writing and speaking) including combination modalities for level adjustments – these designations can assist teachers in differentiating instruction for their students. We will continue to focus on implementing a structured prototype during balanced literacy. The prototype also integrates science and social studies instruction into the literacy block through read alouds, shared reading and writing activities. Part of that prototype involves instituting a system where teachers across the grades are introducing and teaching the same reading strategy every week. These strategies are introduced and will be revisited in a cycle. The implementation of this initiative is supported through staff development meeting. The ELL teachers will also present staff development based in the standards. The ELL teachers will meet for staff development to introduce and support the push in model for each of the three levels of acquisition. They will meet separately with the teachers for the beginner, intermediate and advanced students. We will also schedule our ELL teachers to plan with the classroom teacher in an effort to support the ELL students. The ELL teachers will participate in professional development provided by our LSO (Knowledge Network) ELL/Bilingual Education Program Management Specialist. There will also be specific training for the teachers hired to work in the after school program regarding the format of the two hour program.

Teaching vocabulary to ELL students is a continued focus for professional development. This will provide teachers with strategies for creating rich and varied language experiences and word learning. Teachers will participate in professional development for differentiated instruction. Teachers will look at differentiating instruction thru interest, learning styles and readiness. Teachers will recognize the elements of differentiated instruction; content, process and product. The six principles of differentiation will be defined and discussed. They are community centered, high expectations with equally respectful tasks, appropriate degree of challenge, and quality curriculum with clear learning goals, ongoing assessment, adjustment and flexible grouping.

Form TIII – A (1)(b)

School: 31R018 **BEDS Code:** 353100010018

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

Allocation Amount: \$15,000		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	\$14,340.70	210 hours of per session for ESL and General Ed teacher to support ELL Students: 210 hours x \$49.72 (current teacher per session rate with fringe) = \$10,441.20 10 hours for per session for secretary: 10 hours x \$30.64 (current secretary rate with fringe) = \$306.40 70 hours of per session for supervisor: 70 x \$51.33 (current supervisor rate with fringe) = \$3593.10
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	\$659.30	Purchase independent reading books at Fountas and Pinnell levels A – H and paper
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$15,000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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.

When a child is registered a home language form is filled out. The forms are available in the language most often required based on the ethnic background of the school community. Based upon a review of these forms letters are sent in the appropriate languages inviting parents to an orientation meeting explaining ESL and ELL programs. They are given an explanation providing them with knowledge to make a choice. The children are given the LAB-R and a program is put in place. The parents of ELL students are invited to participate in after school workshops presented by the ELL teacher and supported by the parent coordinator. A needs assessment is done based on the survey. The survey is also distributed to all ELL families who do not participate in the workshops. All notices are sent home in appropriate languages. Report cards are sent home with a blank copy of the report cards printed in appropriate languages. A bilingual ELL teacher and bilingual staff members are called upon to assist with translations. ELL students are placed in classes where bilingual personnel are assigned and with other children with whom they can comfortably communicate.

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.

P.S. 18 has an increasing population of Hispanic families with some Chinese and some Urdu. The primary need is Spanish translation. Due to the fact that our Mexican population often speak tribal dialects it is necessary to review all translations done with the aid of computer translation programs. Often what is proper in one dialect is improper in another and sometimes offensive. Findings are reported to the school via surveys, interviews and evaluation of the student's abilities.

Part B: Strategies and Activities

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

Written translation services are done using a computer program in addition translation support by school staff and parent volunteers. This procedure is in place and is done in a timely manner. Department of Education forms that can be located on the internet are downloaded and used when ever possible.

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.

Oral interpretation services are done by our ELL teacher, two classroom teachers, four paraprofessionals and four parents on the PTA executive board.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The school provides parents whose primary language is a covered language with translations of any documents that contain individual student specific information. School secretaries and school aides are knowledgeable of the needs of parents. Forms are readily available in covered languages. All information regarding health, safety, legal or disciplinary matters, entitlement to public education or placement in any special education, English Language Learner or non-standard academic program, permission slips and consent forms are available in covered languages.

Signs, calendars, directions are exhibited and available in the covered languages.

Workshops are provided during the school day and after school addressing the rights regarding translation and interpretation services in the appropriate covered language by the ELL teacher and parent coordinator with the support of the PTA. All PTA meetings provide translations of all issues addressed in the appropriate covered languages. Outside agencies are invited into the school to provide information addressing the rights and needs of parents. For example, the Health Plus van is regularly invited to the school to provide and inform all parents of the health services that are available.

Section VII of Chancellor's Regulations A-663 regarding notification requirements are addressed using a team effort to assimilate and welcome the families of English Language Learners into our school community.

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:	333,460	37,877	371,337
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,395		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		842	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:			
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		1,894	
6. Enter the anticipated 10% set-aside for Professional Development:	33346		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		3788	

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

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

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

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

NCLB requirement for all Title I schools

Part A: School Parental Involvement Policy

I. General Expectations

John Greenleaf Whittier School, P.S. 18 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- that parents play an integral role in assisting their child’s learning;
- that parents are encouraged to be actively involved in their child’s education at school;
- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. John Greenleaf Whittier School, P.S. 18 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - *Parents will be notified of all meetings through notices sent home, PTA meetings, School Leadership Team Meetings and phone calls by the Parent Coordinator in a timely manner.*
 - *To convene an annual meeting at a convenient time, to which all parents shall be involved and encouraged to attend, to inform parents of the school’s participation under this part and to explain the requirements of this part, and the right of the parents involved.*
 - *Offer a flexible number of meetings, such as morning, afternoon or evening.*
 - *Parents will be encouraged to join and participate on the School Leadership Team and the PTA.*
 - *All notices will be translated into a language that parents can understand “to the extent possible”.*
 - *The ELL teacher will conduct workshops for non-English speaking parents and assist with translation and filling out forms and applications.*

2. John Greenleaf Whittier School, P.S. 18 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - *The CEP (Comprehensive Educational Plan) will be available in the Main Office and PTA office for all parents.*
 - *Parents will be encouraged to join and participate on the School Leadership Team and the PTA.*
 - *A Parent Handbook will be developed and distributed to all parents at the beginning of each school year.*
 - *Parents will be notified of special programs and services that are available.*

3. John Greenleaf Whittier School, P.S. 18 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - *Provide assistance in analyzing data from assessments and other examples of student work.*
 - *Provide assistance in identifying and implementing professional development, instructional strategies and methods of instruction that are based on scientifically based research and that have been proven effective in addressing the specific instructional issues that have been identified by the school.*
 - *Provide assistance in analyzing and revising the school’s budget so that the school’s resources are more effectively allocated to the activities most likely to increase student’s academic achievement.*
 - *Family literacy is offered to parents by the Literacy Coach, Librarian, ELL teacher and parent coordinator. Our parent coordinator works closely with our PTA to encourage participation. Our school participates in a program called “Book of the Month” for all students.*

4. John Greenleaf Whittier School, P.S. 18 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: Universal Pre –K and Targeted Pre-K, by:
 - *Holding a parent orientation at the beginning of the school year to discuss the pre-k curriculum. To also discuss what parents can do to make their child's first year of school successful.*
 - *Throughout the year there will be workshops for the parents, hosted by the pre-k teachers and support staff, the parent coordinator and the ell teacher.*
 - *Conferences will be scheduled with parents to update them on their child's progress.*
 - *Parents come in and cook, prepare crafts, chaperone trips, share stories about occupations and certain cultural backgrounds with their children.*
 - *At the end of the school year parents attend a stepping-up ceremony*
 - *During the school year parents attend a Mother's Day Tea, Family Day and other activities.*

5. John Greenleaf Whittier School, P.S. 18 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)
 - *Parents will be given a survey, designed by the school leadership team. This survey will then be tallied and discussed to determine the needs of our school. A plan will then be set into action to address these needs.*

6. John Greenleaf Whittier School, P.S. 18 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - *Family literacy is offered to parents by the Literacy Coach, Librarian, ELL teacher and parent coordinator. Our parent coordinator works closely with our PTA to encourage participation.*
 - *The parents of English Language Learners are offered workshops addressing their needs by the ELL teacher and parent coordinator. Our librarian welcomes parents to participate with their children in an after-school program supporting balanced literacy. All the above is directed at all children in our School-wide Program and in our efforts to meet the States student academic standards.*
 - *Parents receive a copy of their child's grow report in the beginning of the school year for 4th & 5th grade students.*

- *The Annual School Report Card is distributed to parents, as well as the parent guide to the Annual School Report Card.*
 - *At the beginning of the school year parents will receive a Parent Handbook and will be invited to participate in Curriculum Conferences to discuss what their children will be learning for the school year and what is expected of their child.*
 - *All parents have the opportunity to have access to ARIS to track their children's progress.*
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- *Student of the Month*
 - *Working in hand in hand with teachers on the School Leadership Team*
 - *Assisting with the School Safety Plan*
 - *Encourage both parents and teachers to become active members in the PTA*
 - *Invite teachers and staff to plan and assist PTA functions aimed at developing a strong partnership between parents and teachers*
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
- *Holding a parent orientation at the beginning of the school year to discuss the pre-k curriculum. To also discuss what parents can do to make their child's first year of school successful.*
 - *Throughout the year there will be workshops for the parents, hosted by the pre-k teachers and support staff, the parent coordinator and the ell teacher.*
 - *Conferences will be scheduled with parents to update them on their child's progress.*
 - *Parents come in and cook, prepare crafts, chaperone trips, share stories about occupations and certain cultural backgrounds with their children.*
 - *At the end of the school year parents attend a stepping-up ceremony*
 - *During the school year parents attend a Mother's Day Tea, Family Day and other activities.*
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- *Parents will be notified of all meetings through notices sent home, PTA meetings, School Leadership Team Meetings and phone calls by the Parent Coordinator in a timely manner.*
 - *To convene an annual meeting at a convenient time, to which all parents shall be involved and encouraged to attend, to inform parents of the school's participation under this part and to explain the requirements of this part, and the right of the parents involved.*
 - *Offer a flexible number of meetings, such as morning, afternoon or evening.*
 - *Parents will be encouraged to join and participate on the School Leadership Team and the PTA.*

- *All notices will be translated into a language that parents can understand “to the extent possible”.*
- *The ELL teacher will conduct workshops for non-English speaking parents and assist with translation and filling out forms and applications.*

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents’ capacity for involvement in the school and school system to support their children’s academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- *involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;*
- *providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;*
- *paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;*
- *training parents to enhance the involvement of other parents;*
- *in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;*
- *adopting and implementing model approaches to improving parental involvement;*
- *developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and*
- *provide other reasonable support for parental involvement activities under section 1118 as parents may request.*

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by School Leadership Team. This policy was adopted by the John Greenleaf Whittier School, P.S. 18 on June 1, 2006 and will be in effect for the period of 3 years. The school will distribute this policy to all parents of participating Title I, Part A children on or before December 1, 2009.

Part B: School-Parent Compact

Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template below as a framework for the information to be included in their school-parent compact. (Note: This template is also available in the eight major languages on the DOE website at <http://www.nycenet.edu/Parents/NewsInformation/TitleIPIG.htm>.) Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

John Greenleaf Whittier School, P.S. 18, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-10.

Required School-Parent Compact Provisions

School Responsibilities

John Greenleaf Whittier School, P.S. 18 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - *P.S. 18 has implemented the Workshop Model, Balanced Literacy and Everyday Math in all classrooms. Students are regularly assessed using appropriate assessment instruments. Academic Intervention Services, SETSS, Counseling, ESL, P.T., O.T., and Speech and Hearing are available as needed. Materials are purchased and made available to support children to meet the State's proficient and advanced levels of student academic achievement. The school has a Robin Hood Library in addition to classroom libraries and technology in every classroom. Differentiation of instruction is a priority in all classrooms. Curriculum mapping is based upon the most current versions of the State Standards. Class size is a major priority. Average class size is kept as close to 20 students as funding allows*
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
 - *Parent-Teacher Conferences will be held after the distribution of the first report card in the Fall & again after the second distribution of the report card in the Spring.*
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - *Parents will be notified of all meetings through notices sent home, PTA meetings, School Leadership Team Meetings and phone calls by the Parent Coordinator in a timely manner.*
 - *To convene an annual meeting at a convenient time, to which all parents shall be involved and encouraged to attend, to inform parents of the school's participation under this part and to explain the requirements of this part, and the right of the parents involved.*
 - *Offer a flexible number of meetings, such as morning, afternoon or evening.*
 - *Parents will be encouraged to join and participate on the School Leadership Team and the PTA.*
 - *All notices will be translated into a language that parents can understand "to the extent possible".*
 - *The ELL teacher will conduct workshops for non-English speaking parents and assist with translation and filling out forms and applications.*
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - *Parents can meet with teachers during Parent-Teacher Conferences, they may stop in the office at any time to schedule an appointment with their child's teacher – the appointment can be scheduled before or after school and during the teacher's preparation period.*

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - *Parents have been trained as Parents as Educators and volunteer to work with students during the school day*
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- Support the "Uniform Policy".
- Monitoring attendance
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- *Volunteering in my child's classroom.*
- *Participating, as appropriate, in decisions relating to my children's education.*
- *Promoting positive use of my child's extracurricular time.*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*

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

Optional Additional Provisions

Student Responsibilities

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

- *Do my homework every day and ask for help when I need to.*
- *Read at least 30 minutes every day outside of school time.*
- *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.*
- *Will sign a student contract which describes my role and responsibilities for the school year.*
- *Read at least 25 books throughout the school year.*
- *Attend school every day and be on time.*

SIGNATURES:

_____	_____	_____
SCHOOL	PARENT(S)	STUDENT
_____	_____	_____
DATE	DATE	DATE

(Please note that signatures are not required)

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

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

School – Parent Compact

School Name: P.S. 18

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

The School Agrees	The Parent/Guardian Agrees
<i>To convene an annual meeting of parents to inform them of the funded programs* and how they are expected to contribute.</i>	To become involved in developing, implementing, evaluating and revising the school parent-involvement policy with regard to all funded programs.
To offer a number of meetings at various times and to work with parents to support their involvement in all parenting initiatives.	To use or ask for technical assistance training that the school may offer on effective parent practices and to attend as many meetings as possible.
To actively involve parents in all governance initiatives and school based planning. To include parent input in all school plans including the Comprehensive Educational Plan. Additionally to train parents and provide them with enough information to make informed decisions.	<i>To support our school by working with our children on their schoolwork and reading to them and by having them read to us. To support governance issues by becoming members of shared decision making initiatives.</i>
To provide parents with timely information on all school programs in Spanish and English including new initiatives.	To evaluate information and determine its relevance to children to enlist support of PTA and school staff to explain the connections.
To provide performance profiles and individual student assessment results for each child making monthly reports to parents.	To review all assessment and profiles with family and set high expectations for future performance. To examine reasons for success and failure and with school personnel, plan an educational program for home/school. To share in the responsibility for school achievement.
To provide for effective parent-school communications by giving sufficient notice of parent-teacher conferences, frequent reports to parents, reasonable means to speak with staff and varied opportunities to volunteer and participate in their child's classroom activities.	To communicate with our children's teachers about their educational needs attending parent teacher conferences and responding to notes or letters sent home by the school, attend PTA meetings; volunteer to participate in school initiatives. Provide school with pertinent contact information.
To assure parents that they may participate in appropriate development activities, literacy workshops on reading strategies, family math, and technology. To provide family workers to be liaisons between home and school.	To ask parents and parent groups to provide information to the schools on what kind of assistance they need to help them be more effective parent in assisting their children educationally.
To provide high quality informational material and equipment to help the child achieve standard level work.	To ensure that children have sufficient and ample supplies to get the most out of insufficient material.

* Funded programs are all those which are supported by Reimbursable moneys. Not Tax Levy funds.

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

P.S. 18 has implemented the Workshop Model, Balanced Literacy and Everyday Math in all classrooms. Students are regularly assessed using appropriate assessment instruments. Academic Intervention Services, SETSS, Counseling, ESL, P.T., O.T., and Speech and Hearing are available as needed. Materials are purchased and made available to support children to meet the State's proficient and advanced levels of student academic achievement. The school has a Robin Hood Library in addition to classroom libraries and technology in every classroom. Differentiation of instruction is a priority in all classrooms. Curriculum mapping is based upon the most current versions of the State Standards. Class size is a major priority. Average class size is kept as close to 20 students as funding allows. In the 2007-2008 school year P.S. 18 has introduced Core Knowledge to all grades in an effort to introduce a strong knowledge base.

- a. P.S. 18 he is in, with the support of a United Activities Beacon Program and an OST offers two after school programs, Homework Helper, and ELL Homework Helper for students in kindergarten through grade 5. Third graders attended a Saturday program in preparation for standardized testing. . P.S. 18 and United Activities Unlimited offers a summer academic and recreational program to support additional students.
- b. P.S. 18 provides differentiation of instruction in every classroom. Students work in groups and independently and are challenged at every level. Our curriculum is integrated and supported with specific science, social studies, math, art and music strategies. Physical education supports the body as well as the mind. Core Knowledge will support this initiative.
- c. P.S. 18 is in a high poverty area. We have a high mobility rate, as well as, an influx of many English Language Learners. P.S. 18 has historically been a school rich in community and tradition. P.S. 18 is at the center of the West Brighton community. Its staff are all "highly qualified." P.S. 18 was one of the first Staten Island schools to incorporate Balanced Literacy and the Workshop Model. P.S. 18 has been a model for other schools. P.S. 18 has a collaboration with each of the Island's colleges. We help train at least 30 college students each year. Those students are always eager to start their careers as teachers at P.S. 18.

- d. The needs of low academic achieving children are addressed with academic intervention services, special education, teacher support, speech, hearing, occupational therapy, physical therapy, and general education counseling as well as mandated counseling. We have a "Bullying" program to address discipline issues as well as reward programs for our children. P.S. 18 has parent volunteers certified to assist children needing support in reading. A local high school provides P.S. 18 with co-op students who support teachers in the classroom. P.S. 18 is a Beacon School, we have two offices that provide social services to the community as well as after-school support. They work in collaboration with the school to support our school and community.
- e. P.S. 18 has always been consistent in implementing State and local initiatives. Some years ago P.S. 18 implemented the Accelerated School Initiative in collaboration with Columbia Teachers College in an effort to better address the needs of our low academic achieving children, as well as, to enrich instruction. We have continued to support and expand that initiative.
- f. For the 2009-2010 school year P.S. 18 again has chosen Core Knowledge (Knowledge Network). This LSO will provide the children with extensive knowledge and experiences necessary to ensure the success of all children.

Core Values will be introduced throughout the school year – these core values include the development of character citizenship, compassion, cooperation, courage, faith, health and fitness, honesty, perseverance, positive attitude, resourcefulness, respect and responsibility

3. Instruction by highly qualified staff.

In the 2007-08 school year PS 18 joined the Knowledge Network and introduced Core Knowledge to all grades integrating social studies into the Literacy block while continuing to focus upon the implementation of the New York State standards. Professional development, supported by our UFT Teacher's Center Literacy Coach and Core Facilitator, permits us to require teachers to regularly attend professional development to support this initiative. The initiative includes curriculum mapping, grade planning, following a protocol, Balanced Literacy and the workshop model, modeled writing, writers and reader's workshop, Core Knowledge, integrating social studies, math, science, music and art. The use of Everyday Math in grades pre-K-5, with the support of our math coach has been extremely successful. Students exposed to Everyday Math starting in grade 1 have scored 3's and 4's on the third and fourth grade standardized test. The Delta, Foss – Hands-On Inquiry Based Curriculum in Science was introduced in Grades k-5.

Core Knowledge has created an integrated learning experience for our children. Many of them have had extremely limited experiences in their young lives. Core Knowledge has given them "language". To hear a first grader tell you everything about Ancient Egypt is extraordinary.

In the spring and summer of 2009 almost every staff member was involved in professional development with the Knowledge Network in preparation to support the implementation of Core Knowledge Year III. There has been a steady and marked improvement in our standardized test scores due to the initiatives that have and will continue to be introduced and supported. The support of the Knowledge Network has been invaluable. We have also become a school with a UFT Teacher Center which is supported by our literacy coach, who functions in this dual position. The Teacher Center provides additional professional development, materials, technology and mentoring.

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.

Core Knowledge began professional development and training of staff June 2007, this will be ongoing. The Knowledge Network will provide professional development as needed. The addition of a Core Knowledge facilitator will further support professional development. P.S. 18 has both a highly qualified literacy and math coach who lead the instructional team. As part of that responsibility they identify the needs of staff in relationship to staff development. Professional development has addressed and reinforces all aspects of the Workshop Model and balanced literacy, the writing process, academic interventions, and assessments (DRA, WRAP, Fountas & Pinnell, Wilson, Foundations, Voyager Passport, Princeton Review, NYStart & Grow Report, running records, conferencing, and Achieve It in literacy and math, implementation and philosophy of Core Knowledge). This is in addition to professional development presented in technology (Breakthrough to

Literacy, Orchid Guided Reading, Orchid Math, Larson's Math, Lexia Phonics and Reading). Presentations have included speech, OT, PT, school nurse, AIDS, drug abuse, child abuse, bullying, record keeping, assessment binders, portfolios, and curriculum mapping. Paraprofessionals have been trained in academic intervention programs. Parents participated in the development of the school handbook, attend literacy and math workshops with the parent coordinator, literacy and math coaches. The parents of English Language Learners are offered workshops addressing their needs by the ELL teacher and parent coordinator. Our librarian welcomes parents to participate with their children in an after-school program supporting balanced literacy. All the above is directed at all children in our School-wide Program and in our efforts to meet the States student academic standards.

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

In an effort to attract highly qualified teachers P.S. 18 has traditionally cooperated with the three Staten Island colleges to provide their students with in-school experiences. We have student observers and student teachers. Many of our highly qualified teachers have come from these programs. In addition P.S. 18 is very selective when employing substitute teachers. Traditionally many of the substitutes we employ become a permanent part of the staff.

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

Family literacy is offered to parents by the Literacy Coach, Librarian, ELL teacher and parent coordinator. Our parent coordinator works closely with our PTA to encourage participation. Parents participate in a number of workshops addressing issues such as health, Dial - A - Teacher and numerous family services.

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. 18 has three full day Pre-K classes. These classes are supported by a teacher, paraprofessional, a family assistant, a social worker and a early grade supervisor. P.S. 18 also has a partnership with Richmond Early Learning, Castle Day Care and the YMCA Pre-School Programs. They are traditionally invited to bring their children to visit P.S. 18 in preparation for entrance to kindergarten. Richmond Early Learning traditionally has their stepping-up ceremony in our auditorium in June

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.

P.S. 18 has an instructional team, Inquiry Team and a pupil personnel team. Each team is made up of administrators, coaches, and teachers representing lower, middle and upper grades as well as teachers providing mandated SETSS programs and academic intervention. Academic assessment is a major priority. Specific methods of instruction, intervention, programs and materials are reviewed and revisited on an ongoing basis.

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.

Students who are experiencing difficulty mastering the proficient or advanced levels of academic achievement are assessed on a regular and consistent basis using instruments that are appropriate. Monitoring for Results is administered to all grades four times a year based on appropriate independent reading levels based on Fountas and Pinnell. Other assessment instruments include ECLAS2, WRAP, DRA, Grow Report, Breakthrough to Literacy, Lexia Phonics and Reading, Orchid Guided Reading, Orchid Math, Everyday Math assessments, Exemplars in Kindergarten, and Grade 1, Skill Practice Complete assessment in Grade 1 and Larson's Math in all grades, the standardized reading and math results, conferencing and running records, portfolios provide indications of progress and the need for intervention. Teachers are required to hand in writing samples representative of the writing process for the six genre at the completion of each of the six units. Students with IEP's have their plans reviewed and revisited appropriately.

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

Funding

- Title I School Wide Projects – used to reduce class size and after school homework help program
- Title I SWP School Success Grant -
- Federal EGCR- provides push-in teacher for lower grade AIS teacher
- State EGCR & State Title IIA – reduced class size, lower grade AIS teacher & .2 cluster Teacher
- Title III – English Language Learners
- AIDP – school aide attendance intervention
- TL Children First Funding – Pay for services provided by LSO, professional development, purchase materials
- TL Fair Student Funding -.classroom & cluster teachers, 5 teacher (band , chorus & recorders), counseling, academic intervention, ELL
- IDEA – mandated counseling, mandated speech, SBST
- Universal Pre-K & TL & Title I Targeted Pre-k – 3 pre-k classes, 3 paraprofessionals, support staff

Programs

- Child Abuse – Child Abuse Prevention Program supported by ACS, DA's Office & Safe Horizons
- Crisis Management – Department of Education
- Crisis Prevention – Department of Education
- Crisis Response in the school setting - – Department of Education
- Trauma Intervention & Violence Prevention in schools – FEMA
- AIDS Curriculum – Department of Education
- Operation Respect (Anti Bullying, Don't Laugh At Me, Educators for Social Responsibility) – Peter Yarrow (Peter, Paul & Mary)
- Suicide Prevention – Crisis Management Institute
- Open Airways Asthma Program – Department of Health

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

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

Part A: For All Schools Identified for Improvement

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

Part B: For Title I Schools Identified for Improvement

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

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

The process in which all school engaged in to assess whether this finding was relevant to all school was two-fold. The school has and will continue to engage in reflective dialogue to assess the meaningfulness of these findings. This reflective dialogue took place, with participation from school administration (principal and assistant principal), the literacy and math coaches, the grade leaders, (after careful and deliberate conversations with colleagues), cluster teachers, and parent coordinator. The second part of the process was an examination of the findings and an alignment to schools instructional practices and beliefs. As the school community, we feel we engaged in a two-fold process that held us accountable to these findings, however, in the future, we will use surveys and checklists to document and track any findings and their relevance and effectiveness for our school.

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?

We feel strongly that in key finding #1 gaps in written curriculum is not relevant to our school. We base this on various factors. First, in the early grades, particularly kindergarten modeled writing occurs every day. In grades 1 - 5 there is evidence of the writing process and product. There is a genre of the month, and in many cases, the writing surpasses the requirements of the standards, as evidenced by the use of rubrics and checklists. In doing 8 writing pieces a year, we more than meet the standards, we exceed them.

The present practices of readers and writers workshop, and the use of Foundations (a systematic phonics program which includes a handwriting component) addresses in a cohesive way the five areas of writing.

We do admit and will address as a learning community the need to revisit spelling and handwriting in grades 3, 4 and 5. Spelling is addressed through the editing portion of the writing process. It is also addressed through word wall activities.

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.

Taught Curriculum

We feel that there is minimal, if any disparity between what is taught and the depth to which it should be taught. We recognize as an elementary school, we are introducing concepts, skills and strategies that will be built upon in future grades and at different school levels, and it is with this belief that we set the approximate developed guidelines, which are manifested in the standards. We implement standards-based curriculum at minimum, and we exceed the requirements at best. We chronicle a reading strategy per week; such as inferencing, synthesizing, activating prior knowledge, determining importance, etc. and revisit these strategies in a six week work cycle. The strategies and skills are negotiated during read alouds, shared reading, and guided reading. It is apparent during guided reading and independent reading and writing individual needs are being met.

ELA Materials

Sufficient amounts of curriculum materials are available and the materials are adequate to meet the needs of all learners. There is evidence of this in the structure of balanced literacy as seen by guided reading and learning centers. We have an extensive guided reading library available to all teachers with well over 3000 titles with six copies of each title. As a school wide community, we feel the materials available are relevant to the student's background knowledge, age-appropriate, and culturally relevant books for student use. This is also clearly in evidence in our state -of-the-art Robin Hood Library with well over 5000 books and texts available for the students.

ELL

We feel strongly that our ELL program is effective and addresses, meets and surpasses the standards as laid out in, The Teaching of Language Arts to Limited English Proficient English Language Learners.

At the conclusion of the comparison certain findings seemed relevant, while most did not.

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.

1B. Mathematics

Background

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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.

Students in grades K. through five are assessed within the first two weeks of school to obtain a baseline of mastery levels based on the prior year's math performance indicators. The data gathered from this assessment, along with observations, acuity and standardized test scores together create an academic math profile for each student.

Ongoing assessments built into the Everyday Math program such as Checking Progress Unit Assessments, portfolio tasks, and observations inform daily mathematics instruction. Concepts and skills are further explored and developed in a self-sustaining manipulative-based lab site.

Concepts and skills are developed and applied daily through the Every Day Counts, Calendar Math program. Students apply skills to real-world problem-solving scenarios. Teachers differentiate the components of this program to create independent practice for students.

Teachers plan opportunities throughout the day, especially within the math block to develop and strengthen math discussions through active engagement and share outs. Accountable talk enables the deepening of math concept understanding. These math conversations help our children to rehearse and try out math theories and strategies as they grapple with applying and synthesizing new and old information. Observing and listening to these conversations allows teachers to assess the levels of math understandings among their students.

Further professional development is needed in this area and will be provided at monthly professional development sessions.

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?

Mathematics is taught within two predictable structures everyday. These structures are identified as Morning Math Routines and The Math Block. Additionally, students work in a mathematics manipulative-based lab site one to two days per week.

The first structure is framed to include a 15 minute review and practice of mathematical skills that align with performance indicators, content strands, and process strands. The everyday practice and routine of these skills allow students to deepen their conceptual understandings, as they become more procedurally fluent, and broaden their ability to formulate, represent, and solve mathematical problems. Ongoing assessment is used by teachers to inform and drive instruction. Based on collected data, teachers manipulate the components within The Morning Routine to differentiate the level of support each student needs. The Everyday Counts program is used as the framework of the morning routine. Students work independently as they move around the classroom as problem solvers. Teachers construct their own management and accountability systems to assess and inform instruction.

The second structure is The Math Block. It is a seventy-five minute block of time which includes all of the elements of the Everyday Mathematics program. This includes, Mental Math & Reflexes, The Math Message (mini-lesson) whole group instruction, small group/partner/individual activity, whole group share, Options for Differentiated Instruction (based on language support, readiness, remediation, practice, and/or enrichment). Teachers build in more academic rigor by planning for active engagement and mathematical discourse in each lesson.

Instruction in the math manipulative-based lab site is collaboratively planned with the lab teacher and classroom teachers. The lab is used as an extension and continuation of classroom instruction. During planning sessions, teachers develop differentiated hands-on and interactive activities supporting all levels of student learning.

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.

Collecting and organizing ongoing-assessment information will continue throughout the year to measure student progress in mathematics. Periodic assessment tools such as Baseline, Mid-Year, and End-of-Year assessment tasks will be conducted with individuals or small groups of students. In addition to recording specific information, whether through observations or conferences, about how each child performs on each task, notes will also document problem solving behaviors of how each child approaches the task, and the strategies they use (appropriate or not appropriate). Assessment checklists will also be used to document adequate progress throughout the year with individual profiles of progress developed for each child. Portfolios will be used to collect this data. In testing grades 3-5, periodic predictive assessments (Acuity), and standardized test scores will also be collected, analyzed, and used to inform instruction in the classroom as well as in the manipulative-based lab. Continued professional development is needed in the area of data analysis and interpretation in order to differentiate instruction for the successful learning of all students.

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

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

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

The process the school engaged in during the 2008-09 school year to assess whether this finding was relevant to the school was through cabinet meetings, inquiry meetings and grade level meetings, conversation with pedagogues.

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?

Documented walk-throughs, lesson observations, lesson plan format, which is as follows: minute connect -- this is the part of the lesson when new learning is connected to existing knowledge; 45 minute model -- this is the part of the lesson where teachers model skills and strategies by writing or reading in front of the students or thinking out loud to show the specific strategy student should try out. Active engagement -- this part of the lesson the students apply the strategy of support and rehearse for when they'll do it on their own later. Teachers coach a few of the students during this time, teachers expect and accept students approximations, teachers assess the students during this time in order to determine future conferences, midworkshop interruptions, share sessions, and mini-lessons. The next part is the share and celebration.

Differentiated instruction has been addressed multiple times through professional development, study groups, and Summer Institute. Differentiated instruction is evidenced through learning centers, anchor activities, learning contracts and mini tasks. Differentiated instruction is implemented through content, product by readiness, learning profile and interest.

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

2B – Mathematics Instruction

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

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

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

The process the school engaged in during the 2008-09 school year to assess whether this finding was relevant to the school was through cabinet meetings, inquiry meetings and grade level meetings, conversation with pedagogues.

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

Applicable Not Applicable

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

This finding is not relevant to the school. The following methods were used to assess the: classroom observations, walk-through, conversations with pedagogues, student manipulative based lab sites, lesson plan format, workshop approach to teaching, professional development, and study groups. All classrooms including lab sites are furnished with smart boards which are properly used, classroom computers are equipped with software which aligns to the math program and independent practice of skills, and thorough examination of the schools summative data.

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.

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

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.

The process, the school engaged in to assess if these findings are relevant to school's educational program was to examine and analyze the data available from the BEDS Survey and data posted in the School Demographics and Accountability Snapshot.

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?

PS 18 has a high percentage of teacher experience and stability.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

The process, the school engaged in to assess if these findings are relevant to school's educational program was to examine and analyze the data that is available for this subgroup. Data is analyzed periodically to monitor student achievement and progress in the subgroup of ELL during Inquiry Team meetings, Pupil Personnel Team, faculty meetings, and data meetings.

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?

The evidence that supports the relevance of key finding 4 was to survey the classroom teachers. Discourse also took place between administrators, classroom teachers, cluster teachers, AIS and related service providers, English-Language Learners, coaches, parent coordinator and staff, and it was decided that professional development was needed.

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.

Our school sees this as a relevant issue. Our first step was to use a needs assessment survey to identify faculty and staff. It is the school's goal to provide professional development to meet the needs of the faculty and staff. Professional development will take place during and after school. The objectives of the professional development and work sessions will include training in Quality Teaching for English Language Learners, Standards for English Language Learners, and strategies for meeting the needs of English Language Learners in the classroom.

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 school administrators, coaches and English Language Learner teachers examined and reflected upon through discourse, this key finding. We agreed that this finding was relevant to our school.

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?

The evidence that supports the relevance of this finding to the school's educational program is the student's performance on the informative and summative assessments, lesson plans do not include differentiated instructional strategies, specific to ELL, classroom observation of teachers, practices, sharing and discussing results of assessments are limited, collaborative planning between classroom teachers and ELL teachers to support ELL student is also limited.

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.

The school will address the relevant issue. Collaborative planning will be provided for teachers during the school day. Planning will include differentiated instructional strategies to support the ELL student analysis and interpretation of the NYSESLAT assessments and scores. The faculty will also read and apply research findings to classroom practices.

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.

Teachers at PS 18 participate in weekly staff development sessions focusing on improving different aspects of instruction. Our goal is to differentiate instruction for all students to meet each child's learning needs. We have been working with our general education teachers to increase their understanding of all aspects of the students IEP. Our goal is to support the students with disabilities, who function in the general education classroom.

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?

This finding is relevant for PS 18 during the 2007-08 school year Chapter 408 procedures changed. Teachers could no longer sign that they had access to an IEP rather they now need their own physical copy. Staff development became necessary due to this change. General education teachers participated in training to familiarize themselves with the contents of all aspects of an IEP.

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.

Teachers at PS 18 participate in staff development sessions focusing on improving different aspects of instruction. Our goal is to differentiate instruction for all students to meet each child's learning needs. We have also begun working with our general education teachers to increase their understanding of all aspects of the students IEP. Our goal is to support the students with disabilities who function in the general education classroom better. General education teachers need to be more involved in formulating student goals with the special education staff. PS 18 does not 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 evaluation of the special education program is an ongoing process. The special education teachers at PS 18 begin each year, reviewing their new students IEP's. Student goals and objectives are aligned to New York State and City standards in ELA and math. First, student's goals need to be reviewed in order for the teacher to differentiate instruction to meet those needs. Teachers have received, staff development in this area.

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?

PS 18 met AYP for students with disabilities for both reading and math. We feel this is an indication of effectively implementing student goals and objectives from IEP's.

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

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

There are currently 7 students in temporary housing at PS 18

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

Students receive at-risk counseling in small groups and individually to address academic, educational and emotional concerns. Teacher keeps in contact with guidance counselor on classroom incidents, academic progress, etc. School keeps in contact with numerous family shelters on Staten Island.

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
4. 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.

Summary Data (2006-2009)

Principal's Name: Donna Luisi

School: P.S. 18 District 31

Date: June 09

Assessment Results	% Level 1				% Level 2				% Levels 3- 4				% Level 1				% Level 2				% Levels 3- 4			
	All Students Tested												General Education Students											
	2006	2007	2008	2009	2006	2007	2008	2009	2006	2007	2008	2009	2006	2007	2008	2009	2006	2007	2008	2009	2006	2007	2008	2009
All Students	28.8	19.6	9.8	5.8	39.2	42.0	48.3	32.4	32.0	38.4	42	61.8	5.9	4.5	4.2	0	42.9	37.3	35.3	25.9	51.3	58.2	60.5	74.1
ELA Reading Gr. 3	34.1	21.6	3.1	12.3	34.1	35.2	38.5	24.7	31.8	43.2	58.5	63.0	8.3	4.3	0	0	30.6	25.5	25	20.4	61.1	70.2	75	29.6
ELA Reading Gr. 4	34.3	25.0	17.4	5.7	25.3	35.2	51.1	38.6	69.3	59.1	31.5	55.7	9.8	4.8	8.2	0	48.8	38.1	40.8	39.0	41.5	57.1	51	48.3
ELA Reading Gr. 5	16.4	11.0	6.3	0	49.3	54.8	53.2	34.4	34.3	34.3	40.5	65.6	0.0	4.4	2.9	0	47.6	48.9	38.2	20.8	52.4	46.7	58.8	50.0

Assessment Results	% Level 1				% Level 2				% Levels 3- 4				% Level 1				% Level 2				% Levels 3- 4			
	ELL Students Tested												Students With IEP's Tested											
	2006	2007	2008	2009	2006	2007	2008	2009	2006	2007	2008	2009	2006	2007	2008	2009	2006	2007	2008	2009	2006	2007	2008	2009
All Students	58.3	35.5	25.8	8.3	41.7	48.4	64.5	50.0	0.0	16.1	9.7	41.7	55.8	37.8	15.4	14.3	34.6	47.7	61.5	41.8	9.6	14.4	23.1	43.9
ELA Reading Gr. 3	66.7	28.6	0	16.7	33.3	57.1	57.1	33.3	0.0	14.3	42.9	50.0	53.1	41.5	6.9	37.0	36.7	46.3	55.2	33.3	10.2	12.2	37.9	29.6
ELA Reading Gr. 4	**	36.4	53.9	4.6	**	36.4	46.2	38.5	**	27.3	0	56.9	70.0	45.2	27.9	13.8	16.7	38.1	62.8	37.9	52.0	64.3	9.3	48.3
ELA Reading Gr. 5	**	50.0	9.1	0	**	50.0	90.1	61.5	**	0.0	0	38.5	44.0	21.4	8.9	0	64.3	34.6	64.4	50.0	14.3	9.6	26.7	50.0

** signifies data not available

Assessment Results	% Level 1				% Level 2				% Levels 3- 4				% Level 1				% Level 2				% Levels 3- 4			
	All Students Tested												General Education Students											
	2006	2007	2008	2009	2006	2007	2008	2009	2006	2007	2008	2009	2006	2007	2008	2009	2006	2007	2008	2009	2006	2007	2008	2009
All Students	28.2	9.1	6.7	2.0	27.3	27.3	19.8	8.5	44.5	63.6	73.5	89.5	13.6	4.8	3.3	2.0	28.0	22.1	8.9	4.7	58.3	73.1	87.8	93.3
State Math Gr. 3	28.3	5.4	0	0	27.2	15.2	7.5	7.1	44.6	79.3	92.5	92.9	7.0	5.7	0	0	27.0	3.8	2.7	1.8	66.0	90.6	97.3	98.2
State Math Gr. 4	24.4	13.1	7.9	5.6	25.6	34.5	18	7.0	50.0	52.4	74.2	87.3	15.0	7.0	6.1	4.5	26.0	32.6	6.1	4.5	57.0	60.5	87.8	90.9
State Math Gr. 5	32.4	9.1	11	1.1	29.4	33.8	31.7	11.0	38.2	57.1	57.3	87.9	18.0	2.0	2.7	2.0	47.0	32.7	18.9	8.2	52.0	65.3	78.4	89.8

Assessment Results	% Level 1				% Level 2				% Levels 3- 4				% Level 1				% Level 2				% Levels 3- 4			
	ELL Students Tested												Students With IEP's Tested											
	2006	2007	2008	2009	2006	2007	2008	2009	2006	2007	2008	2009	2006	2007	2008	2009	2006	2007	2008	2009	2006	2007	2008	2009
All Students	43.3	19.4	18.8	14.8	33.3	33.3	28.1	14.8	23.3	47.2	53.1	70.4	46.2	14.8	10.4	2.0	26.4	34.3	31.3	14.8	27.4	50.9	58.3	83.7

State Math Gr. 3	20.0	25.0	0	0	47.0	18.8	0	14.3	33.0	56.3	100	85.7	47.0	5.1	0	0	26.0	30.8	13.3	17.2	27.0	64.1	86.7	82.8
State Math Gr. 4	57.0	9.1	30.8	42.9	43.0	36.4	38.5	0	0.0	54.5	30.8	57.1	39.0	19.5	10	7.4	22.0	36.6	32.5	11.1	39.0	43.9	57.5	81.5
State Math Gr. 5	50	22.2	16.7	7.7	0	55.6	33.3	23.1	50	22.2	50.0	69.2	29.0	21.4	17.8	0	58.0	35.7	42.2	14.3	13.0	42.9	40	85.7

	% Level 1				% Level 2				% Levels 3- 4				% Level 1				% Level 2				% Levels 3- 4			
Assessment Results	All Students Tested												General Education Students											
	2006	2007	2008	2009	2006	2007	2008	2009	2006	2007	2008	2009	2006	2007	2008	2009	2006	2007	2008	2009	2006	2007	2008	2009
State Science Gr. 4	7	4	2	6	37	35	23	13	56	61	75	81	8	2	2	2	30	31	16	12	62	57	81	86
PET Social Studies Gr. 5	50	30	23	8	14	18	24	18	36	52	53	74	42	27	8	4	15	17	11	16	43	56	81	80
Assessment Results	% Level 1				% Level 2				% Levels 3- 4				% Level 1				% Level 2				% Levels 3- 4			
	ELL Students Tested												Students With IEP's Tested											
	2006	2007	2008	2009	2006	2007	2008	2009	2006	2007	2008	2009	2006	2007	2008	2009	2006	2007	2008	2009	2006	2007	2008	2009
State Science Gr. 4	25	0	15	29	62	67	38	14	13	33	47	57	4	5	3	10	50	38	31	14	46	57	66	76
PET Social Studies Gr. 5	75	62	42	17	25	13	41	42	0	25	17	41	72	32	36	16	17	24	34	16	11	44	31	68

[Results of the State ELA Test.xls](#) (please download attachment)

[Results of the MATH Test.xls](#) (please download attachment)