



**ANNING S. PRALL INTERMEDIATE SCHOOL 27**  
A MAGNET SCHOOL FOR APPLIED LEARNING WITH TECHNOLOGY INTEGRATION  
ACADEMIES OF ENGINEERING, ENTERPRISE, JOURNALISM

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

**SCHOOL: 31R027**

**ADDRESS: 11 CLOVE LAKE PLACE, STATEN ISLAND, NY 10310**

**TELEPHONE: 718-981-8800**

**FAX: 718-815-8800**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 31R027      **SCHOOL NAME:** Anning S. Prall Intermediate School 27

**SCHOOL ADDRESS:** 11 Clove Lake Place, Staten Island, NY 10310

**SCHOOL TELEPHONE:** 718-981-8800      **FAX:** 718-815-4677

**SCHOOL CONTACT PERSON:** Tracey Kornish      **EMAIL ADDRESS:** [TKornis@schools.nyc.gov](mailto:TKornis@schools.nyc.gov)

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Michele Iacobelli

**PRINCIPAL:** Tracey Kornish

**UFT CHAPTER LEADER:** Robin DiPalma

**PARENTS' ASSOCIATION PRESIDENT:** Claudette Petrillo – Co-President  
Audra Rodriguez – Co-President

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

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

**DISTRICT:** 31      **SSO NAME:** Integrated Curriculum & Instruction Learning Support Organization

**SSO NETWORK LEADER:** Gregory Jaenicke

**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
Tracey Kornish	*Principal/Faculty	
Robin DiPalma	*UFT Chapter Chairperson/Faculty	
Claudette Petrillo	*PA/PTA Co-President/Parent	
Audra Rodriguez	Title I Parent Representative	
Michelle Iacobelli	Teacher/Chairperson	
Maureen Bridgman	Member/Magnet Resource Specialist	
Consuelo McGinn	Member/Magnet Resource Specialist	
Daisy Oilvencia	Member/Teacher Representative	
Barbara Prevosti	Member/Parent Representative	
Elaine Watt	Member/Parent Representative	
Lisa Durazzo	Member/Parent Representative	
Nancy Rooney	Member/Parent Representative	

\* Core (mandatory) SLT members.

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

## **SECTION III: SCHOOL PROFILE**

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

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

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#### **ANNING S. PRALL INTERMEDIATE SCHOOL 27: A Magnet School of Choice For Applied Learning with Technology Integration**

Anning S. Prall Intermediate School 27 houses three unique academies: Engineering, Enterprise and Journalism. Our mission is to provide a nurturing environment in a small school setting which will enable students to perform competitively as innovative leaders in today's advanced society. I.S. 27 is a Magnet School of Choice that incorporates applied learning through technology, using differentiated instruction across the curriculum. The Magnet program enriches all students' academic progress by incorporating technology into every classroom in a variety of ways. This is implemented by supporting ongoing Academy projects, enrichment activities, and student growth across the curriculum.

#### **ENGINEERING ACADEMY**

**Mission Statement:** This academy designs blueprints for a successful future by engaging students in activities that will motivate and prepare them to meet standards in all core disciplines.

**Student Activities:**

- **Thematic Projects:** Incorporating architectural design study and implementation (building models). Utilizing technology, applied learning, differentiated and data driven instruction. Therefore enriching their vocabulary and comprehension skills through differentiated and data driven instruction, technology and applied learning.
- **Leadership Club:** (students volunteer to assist in various ways in the community. Through community outreach programs: Y.M.C.A., Reading Rainbow and Zoo Crew)

#### **ENTERPRISE ACADEMY**

**Mission Statement:** The mission of the Academy of Enterprise is to help students develop their social and academic skills while preparing them to pursue careers in the world of business. This Academy is structured to integrate students into the business community by providing them with an environment that enhances their social, economic, and technological skills, while preparing them to meet standards of excellence in all the disciplines.

**Student Activities:**

- **Thematic projects:** Students create projects based on the business theme and the Mustang Exchange. Therefore enriching their vocabulary and comprehension skills through differentiated and data driven instruction, applied learning and technology.
- **Mustang Exchange Store**

#### **JOURNALISM ACADEMY**

**Mission Statement:** The mission of this Academy is to teach students to think critically and creatively while preparing them for careers in journalism and related fields.

**Student Activities:**

- **Thematic projects: Students create projects based on the theme Journalism and Communication (magazines, newspaper and public speaking) Therefore enriching their vocabulary and comprehension skills through differentiated and data driven instruction, applied learning and technology.**

**Site-wide programs include a diverse encore program:**

- **Band**
- **Chorus**
- **Drama**
- **Musical Theatre**
- **Engineering**
- **Journalism**
- **Current Events**
- **Ballroom Dancing**

**Site-wide academic enrichment programs include:**

- **Integrated Algebra**
- **Three-Year Foreign Language proficiency in French and Spanish**

**Site-wide extended day program include:**

- **37.5 minutes for students in greatest need of academic intervention**
- **Saturday Enrichment Academy**
- **CHAMPS before school sports program**
- **Sports and Arts in Schools Foundation**

**Collaborations**

- **National Parks of New York Harbor (U.S. National Park Service)**
- **Staten Island Zoo**
- **St. George Theater**
- **Snug Harbor Cultural Center and Botanical Garden**
- **College of Staten Island's Center for the Arts**
- **Civic Kids**
- **Staten Island Mental Health**
- **YMCA**

## SECTION III – Cont'd

### Part B. School Demographics and Accountability Snapshot

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

#### CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>School Name:</b>	I.S. 027 Anning S. Prall						
<b>District:</b>	31	<b>DBN:</b>	31R027	<b>School BEDS Code:</b>	353100010027		
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7	√	11
	K		4		8	√	12
	1		5		9		Ungraded
	2		6	√	10		√
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	0	0	0		90.3	90.2	91.6
Kindergarten	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 1	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 2	0	0	0		91.4	91.1	93.5
Grade 3	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 4	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 5	0	0	0		48.3	48.3	55.1
Grade 6	249	305	379	<b>Students in Temporary Housing - Total Number:</b>			
Grade 7	336	276	333	(As of June 30)	2006-07	2007-08	2008-09
Grade 8	335	328	287		1	8	33
Grade 9	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Grade 10	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 11	0	0	0		17	9	11
Grade 12	0	0	0	<b>Special Education Enrollment:</b>			
Ungraded	20	17	8	(As of October 31)	2006-07	2007-08	2008-09
Total	940	926	1007		115	114	100
				(As of June 30)	2006-07	2007-08	2008-09
					103	171	363
				Principal Suspensions			
				(As of June 30)	2006-07	2007-08	2008-09
				Superintendent	87	53	60
				Suspensions			
				<b>Special High School Programs - Total Number:</b>			
				(As of October 31)	2006-07	2007-08	2008-09
				CTE Program	0	0	0
				Participants			
				Early College HS	0	0	0
				Program Participants			
				<b>English Language Learners (ELL) Enrollment:</b>			
				(BESIS Survey)			
				(As of October 31)	2006-07	2007-08	2008-09
				# in Transitional Bilingual	11	9	10
				Classes			
				# in Dual Lang. Programs	0	0	0
				# receiving ESL services	68	66	75
				only			
				<b>Number of Staff - Includes all full-time staff:</b>			
				(As of October 31)	2006-07	2007-08	2008-09
				Number of Teachers	73	82	82

**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	25	4	9	Number of Administrators and Other Professionals	14	17	19
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	4	3
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	10	6	7	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	75.7	80.5	79.3
				% more than 5 years teaching anywhere	63.5	62.2	65.9
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	91.0	94.0	93.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	86.8	87.5	91.3
American Indian or Alaska Native	0.1	0.3	0.3				
Black or African American	26.3	24.1	23.5				
Hispanic or Latino	36.9	39.3	38.1				
Asian or Native Hawaiian/Other Pacific Isl.	8.2	7.9	9.6				
White	28.5	28.4	28.1				
<b>Male</b>	57.2	57.7	55.6				
<b>Female</b>	42.8	42.3	44.4				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

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

<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
		<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
<b>Student Groups</b>		ELA	Math	Science	ELA	Math	Grad Rate
<b>All Students</b>		√	√	√			
<b>Ethnicity</b>							
American Indian or Alaska Native		-	-				
Black or African American		√	√	√			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander		√	√	-			
White		√	√	√			
<b>Other Groups</b>							
Students with Disabilities		√	√	√			
Limited English Proficient		√ <sup>SH</sup>	√	√			
Economically Disadvantaged		√	√	√			
<b>Student groups making AYP in each subject</b>		8	8	7	0	0	0

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>	√
<b>Overall Score:</b>	75.9	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	√
School Environment:	9.2	Quality Statement 2: Plan and Set Goals	√
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	√
School Performance:	19.1	Quality Statement 4: Align Capacity Building to Goals	√
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	√
Student Progress:	39.3		
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:	8.3		

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

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

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

## **SECTION IV: NEEDS ASSESSMENT**

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

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

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

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According to NCLB/SED, I.S. 27 was identified for school improvement as Restructuring School Advanced. The students that did not make AYP for ELA are SWD's and ELL's. Black or African American, SWD's, and ELL's did not make AYP for Science.

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

When reviewing I.S. 27's data from the past few years, we have identified certain trends in student performance.

- There has been a year's growth for a majority of our students.
- According to the data, student performance on the NYS ELA Assessment has increased from 47.2% Levels 3 and 4 in 2008 to 64.9% in 2009.
- Student performance on the NYS Math Assessment has increased from 58.7% Levels 3 and 4 in 2008 to 70.2% in 2009.
- The school's lowest 1/3 students making at least one year progress is 86.4% in ELA and 58.4% in Math.
- IS 27 made AYP in all subgroups in ELA, Math and Science except for Students with Disabilities and English Language Learners in ELA and Science. Although these students met the participation criteria, these students did not meet criteria for test performance. Students with Disabilities and English Language Learners have shown a year's growth, however 68.2% of Students with Disabilities are level 2's and 76.8% of English Language Learners are Level 2.

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

I.S. 27 has made many accomplishments over the past couple of years.

- According to the 2008 – 2009 School Progress Report, I.S. 27 school earned an A (75.9%) with 68.0% of the students making at least one year progress in ELA and 58.4% of the students making at least one year progress in Math.
- The school has earned a "Proficient" rating on the Quality Review for 2008 – 2009.
- There has been increase in 14 ELL students scoring "Proficient" on the NYSESLAT exam.
- There is an increase in Levels 3 and 4's for all students in both ELA and Math.

### **Significant aids to the school's continuous improvement:**

- Recipient of the "Magnet School of Choice" grant (Year 3).

- Curriculum and instruction are well aligned to State standards in all subjects and programming placements afford students the appropriate levels of challenge.
- School leaders make astute organizational decisions to support the educational program and provide for effective supports for learning in all core subjects and for students with specific learning needs.
- The staff and students have built a strong team and take ownership of their Academy mission, systems, and culture of the school.
- School leaders, staff, and students have made significant strides in the analysis of data to set targeted learning goals to raise achievement.
- Advanced use of technology to heighten learning.
- Extensive partnerships provide an effective support network for students' academic, social and personal development.
- The instructional leadership of the administrative team has resulted in increasingly differentiated instruction within classrooms.
- Expansion of the school's Inquiry Leadership Team includes 90% of the staff.
- High level of professional development provided by school leaders, Magnet Resource Specialists, coaches, and Integrated Curriculum Instruction Learning Support Organization.
- Effective and highly motivated School Leadership Team.
- Increased parental involvement regarding support in their child's academic, social, and emotional success.
- Recipient of Tweens & Teens Grant.
- Recipient of Ezra Jack Keats Foundation Grant.
- Participation in "New Yorkers Read" Campaign.

**Barriers to Success:**

- Budgetary restrictions
- Hiring freeze

## SECTION V: ANNUAL SCHOOL GOALS

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

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

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### 2009 – 2010 Annual School Goals:

1. **During the 2009 – 2010 school year, SWD's will improve their performance on the New York State ELA Exam as measured by a 4% increase in the number of SWD's who move from a Level 2 to a Level 3 in order to meet or exceed Safe Harbor for this subgroup.**
  - **Description: Based on the 2008 – 2009 New York State School Report Card, Students with Disabilities did not meet Annual Yearly Progress and Test Performance in English Language Arts. We need to move 8 SWD's from a Level 2 to a Level 3 this school year.**
  
2. **During the 2009 – 2010 school year, ELL's will improve their performance on the New York State ELA Exam as measured by a 7% increase in the number of ELL's who move from a Level 2 to a Level 3 in order to meet or exceed Safe Harbor for this subgroup.**
  - **Description: Based on the 2008 – 2009 New York State School Report Card, ELL's did not meet Annual Yearly Progress and Test Performance in English Language Arts. We need to move 4 ELL's from a Level 2 to a Level 3 this school year.**
  
3. **During the 2009 – 2010 school year, SWD's, ELL's, and Black or African American will increase at least 1% Performance Index in order to meet or exceed the Project Target in Science.**
  - **Description: After conducting our needs assessment based on the 2008 – 2009 New York State School Report Card, it was noted that SWD's, ELL's, and Black or African American student subgroups did not meet Test Performance criteria as indicated by the New York State Science proficiency scores. As a result, we have made Test Performance for SWD's, ELL's, and Black or African American subgroups in Science a priority goal in 2009 – 2010.**
  
4. **During the 2009 – 2010 school year, student progress will increase 3% from 58.4% to a minimum of 61.4% in Mathematics as measured in the 2009 – 2010 Progress Report.**
  - **Description: After conducting our needs assessment, it was noted that in order to make our Progress Targets for this school year, our focus needs to be Mathematics.**

**SECTION VI: ACTION PLAN**

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

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>1. During the 2009 – 2010 school year, SWD’s will improve their performance on the New York State ELA Exam as measured by a 4% increase in the number of SWD’s who move from a Level 2 to a Level 3 in order to meet or exceed Safe Harbor for this subgroup.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Implementation Timeline:</b> September 2009 – June 2010</p> <p><b>Instruction</b> <b>Responsible Staff Members:</b> Administration, Teachers, ELA Coach, Magnet Resource Specialists <b>Target Population:</b> All Students</p> <ul style="list-style-type: none"> <li>• Data driven instruction to drive differentiated instruction</li> <li>• Analysis of student data to differentiate instruction using assessments such as:             <ul style="list-style-type: none"> <li>▪ Acuity</li> <li>▪ Scantron Performance Series</li> </ul> </li> <li>• Develop Uniform Quarterly Exams for all core subjects</li> <li>• All highly qualified ELA teachers</li> <li>• 90 minute literacy blocks of instruction</li> <li>• Use of leveled classroom libraries</li> <li>• Use of technology for literacy enhancement (Achieve 3000, laptop carts, Smart Boards, Smart Response Systems)</li> <li>• Differentiated Instruction             <ul style="list-style-type: none"> <li>▪ Conferencing</li> <li>▪ Running records to determine student’s reading level</li> </ul> </li> <li>• Modify standard driven curriculum to meet specific learning styles of the Special Education student.</li> <li>• Teachers will implement use of visual aids, hands-on activities, and other scaffolding strategies to increase student comprehension.</li> <li>• Inquiry Leadership Team will develop and implement differentiated targeted instructional practices in response to the analysis of data.</li> <li>• Collaborative planning with the Special Education teachers and the General Education teachers.</li> </ul> <p><b>Professional Development</b> <b>Responsible Staff:</b> Administration, teachers, ELA Coach, Magnet Resource Specialists, Integrated Curriculum &amp;</p>

	<p>Instruction LSO, UFT Teacher Center  <b>Target Population:</b> All Teachers</p> <ul style="list-style-type: none"> <li>• Support teachers, coaches, Inquiry Leadership Team, Pupil Personnel Team and Administrators in the use of technology to access data and periodic assessments</li> <li>• ARIS and Acuity training for teachers and administrators in order to examine school, classroom, and student data to improve outcomes.</li> <li>• Provide professional development to develop integrated thematic units</li> <li>• Weekly Focus Group meetings are designed to enable the teachers to grow professionally and to improve the quality of classroom instruction.</li> </ul> <p><b>Parental Involvement</b>  <b>Responsible Staff Members:</b> Administration, Teachers, ELA Coach, Magnet Resource Specialists, Parent Coordinator  <b>Target Population:</b> All Parents</p> <ul style="list-style-type: none"> <li>• Monthly PTA meetings</li> <li>• Parent Teacher Conferences will be held twice a year: November and February.</li> <li>• Interim Progress Reports are distributed in the middle of each marking period. Parents are notified if they should contact the school.</li> <li>• Report Cards are distributed 4 times a year.</li> <li>• ARIS Parent Link (APL) provides academic information about your child and your child's school.</li> <li>• Acuity assessment reports are available to parents online.</li> <li>• Parent/teacher outreach through telephone contact.</li> <li>• Parent workshops given by Parent Coordinator.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Teachers use the ELAP, administered in late September, as a baseline score. This gives teachers a breakdown of students' abilities in each of 12 specific skills. Teachers then use STARS, a specific skill program, to address the weaknesses. Students are tested after each chapter. When necessary the skill is re-taught until mastery is achieved. The target is to have each student reach a proficiency of, at least, 80%. Our overall goal is to have each student make one year's progress on the NYS ELA test in April 2010.</p> <p>To improve writing teachers were given their students' 2009 NYS ELA exam booklets to evaluate. In addition, they were given the writing scores. From this information they were able to differentiate instruction for students in their ELA classes. By creating standard writing rubrics teachers are able to measure movement in writing skills by students with each assignment, at least once a month. The goal is to move each student by one level in their writing ability. For example: level 1 to 2; 3to 4.</p>

**SECTION VI: ACTION PLAN**

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

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>2. During the 2009 – 2010 school year, ELL’s will improve their performance on the New York State ELA Exam as measured by a 7% increase in the number of ELL’s who move from a Level 2 to a Level 3 in order to meet or exceed Safe Harbor for this subgroup.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Implementation Timeline:</b> September 2009 – June 2010  <b>Instruction</b>  <b>Responsible Staff Members:</b> Administration, teachers, ELA Coach, Magnet Resource Specialists, ELL Teachers  <b>Target Population: All Students</b></p> <ul style="list-style-type: none"> <li>• Data driven instruction to drive differentiated instruction</li> <li>• Develop uniform Quarterly Exams for all core subjects</li> <li>• Analysis of student data to differentiate instruction using assessments such as:             <ul style="list-style-type: none"> <li>▪ Acuity</li> <li>▪ Scantron Performance Series</li> </ul> </li> <li>• 90 minute literacy blocks of instruction</li> <li>• All highly qualified ELA teachers</li> <li>• Use of leveled ELL and Multicultural classroom libraries</li> <li>• Use of technology for literacy enhancement (Achieve 3000, laptop carts, Smart Boards, Smart Response Systems)</li> <li>• Skill/strategy of the week</li> <li>• Modify standard driven curriculum to meet specific learning styles of the Special Education student.</li> <li>• Inquiry Leadership Team will develop and implement differentiated targeted instructional practices in response to the analysis of data.</li> <li>• Collaborative planning with the certified ESL Teachers, Special Education, and the General Education teachers.</li> <li>• Free standing ESL program based on levels of competency: Beginner, Intermediate, and Advanced</li> </ul> <p><b>Professional Development</b>  <b>Responsible Staff:</b> Administration, teachers, ELA Coach, Magnet Resource Specialists, ESL Teachers, Integrated Curriculum &amp; Instruction LSO, ELL Compliance Performance Specialist  <b>Target Population:</b> All Teachers</p> <ul style="list-style-type: none"> <li>• Support teachers, coaches, Inquiry Leadership Team, Pupil Personnel Team and Administrators in the use</li> </ul>

	<ul style="list-style-type: none"> <li>of technology to access data and periodic assessments</li> <li>• Language Acquisition Policy monthly meetings will provide strategies and methodologies through ongoing Professional Development.</li> <li>• ARIS and Acuity training for teachers and administrators in order to examine school, classroom, and student data to improve outcomes.</li> <li>• Weekly Focus Group meetings are designed to enable the teachers to grow professionally and to improve the quality of classroom instruction.</li> </ul> <p><b>Parental Involvement</b>  <b>Responsible Staff Members:</b> Administration, Teachers, ELA Coach, Magnet Resource Specialists, Parent Coordinator  <b>Target Population:</b> All Parents</p> <ul style="list-style-type: none"> <li>• Monthly Bilingual PTA meetings</li> <li>• Parent Teacher Conferences</li> <li>• Interim Progress Reports are distributed in the middle of each marking period. Parents are notified if they should contact the school.</li> <li>• Report Cards are distributed 4 times a year.</li> <li>• ARIS Parent Link (APL) provides academic information about your child and your child's school.</li> <li>• Acuity assessment reports are available to parents online.</li> <li>• Parent/teacher outreach through telephone relay.</li> <li>• Parent Coordinator</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Aligning Resources:</p> <ul style="list-style-type: none"> <li>• Teachers (Tax levy)</li> <li>• Administrators (Tax levy)</li> <li>• Special Education teachers (C4E)</li> <li>• ESL teachers (Title III, Tax Levy &amp; Contract for Excellence)</li> <li>• Professional Development (L.S.O.)</li> <li>• Counselors (Tax levy)</li> <li>• AIS teachers and Coordinator (Tax levy)</li> <li>• Magnet Resource Specialists (Magnet grant)</li> <li>• ELA Coach (Title 1)</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Teachers use the ELAP, administered in late September, as a baseline score. This gives teachers a breakdown of students' abilities in each of 12 specific skills. Teachers then use STARS, a specific skill program, to address the weaknesses. Students are tested after each chapter. When necessary the skill is re-taught until mastery is achieved. The target is to have each student reach a proficiency of, at least, 80%. Our overall goal is to have each student make one year's progress on the NYS ELA test in April 2010.</p> <p>To improve writing teachers were given their students' 2009 NYS ELA exam booklets to evaluate. In addition, they were given the writing scores. From this information they were able to differentiate instruction for students in their ELA classes. By creating standard writing rubrics teachers are able to measure movement in writing skills by students with each assignment, at least once a month. The goal is to move each student by one level in their writing ability. For example: level 1 to 2; 3 to 4.</p>

**SECTION VI: ACTION PLAN**

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

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>3. During the 2009 – 2010 school year, SWD’s, ELL’s, and Black or African American will increase at least 1% Performance Index in order to meet or exceed the Project Target in Science.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Implementation Timeline:</b> September 2009 – June 2010  <b>Instruction</b>  <b>Responsible Staff Members:</b> Administration, teachers, ELA Coach, Math Coach, Magnet Resource Specialists  <b>Target Population:</b> SWD’s, ELL’s, and Black or African American students</p> <ul style="list-style-type: none"> <li>• Data driven instruction to drive differentiated instruction</li> <li>• Students are taught by highly qualified teachers.</li> <li>• 1 additional science class per week added to student’s programs.</li> <li>• Evidence of growth in skills, concepts, and problem solving as measured by ongoing teacher assessment and uniform Quarterly Exams.</li> <li>• Evidence of growth in hands on investigative approach and writing as measured by review of student portfolios.</li> <li>• All students will compile a Science Portfolio demonstrating evidence of scientific connections and applications, scientific thinking, scientific tools, scientific communication, and scientific investigation. Their portfolio will be aligned with the pacing calendar in accordance with City and State performance standards.</li> <li>• Students will show evidence of writing in the content area in their portfolios including but not limited to the following: lab reports, field work, student observations, and student conclusions.</li> <li>• Use of leveled classroom libraries</li> <li>• Use of technology for literacy enhancement (Science Virtual Learning, laptop carts, Smart Boards, Smart Response Systems)</li> <li>• Modify standard driven curriculum to meet specific learning styles of the Special Education student.</li> <li>• Inquiry Leadership Team will develop and implement differentiated targeted instructional practices in response to the analysis of data.</li> <li>• Collaborative planning with the Special Education teachers and the General Education teachers.</li> <li>• Part time lab assistant to further support instruction</li> </ul> <p><b>Professional Development</b></p>

	<p><b>Responsible Staff:</b> Administration, teachers, ELA Coach, Math Coach, Magnet Resource Specialists, Integrated Curriculum &amp; Instruction LSO</p> <p><b>Target Population:</b> All Teachers</p> <ul style="list-style-type: none"> <li>• Support teachers, coaches, and Administrators in the use of technology to access data and periodic assessments.</li> <li>• Monthly Science Department meeting will focus on increasing student performance by taking the curriculum and translating it into meaningful instruction.</li> <li>• Professional Development in Science Virtual Learning.</li> <li>• Professional Development workshops to include model science lessons and science lab work.</li> </ul> <p><b>Parental Involvement</b></p> <p><b>Responsible Staff Members:</b> Administration, Teachers, ELA Coach, Magnet Resource Specialists, Parent Coordinator</p> <p><b>Target Population:</b> All Parents</p> <ul style="list-style-type: none"> <li>• Monthly PTA meetings</li> <li>• Parent Teacher Conferences</li> <li>• Interim Progress Reports are distributed in the middle of each marking period. Parents are notified if they should contact the school.</li> <li>• Report Cards are distributed 4 times a year.</li> <li>• ARIS Parent Link (APL) provides academic information about your child and your child's school.</li> <li>• Acuity assessment reports are available to parents online.</li> <li>• Parent/teacher outreach through telephone relay.</li> <li>• Parent Coordinator</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Aligning Resources:</p> <ul style="list-style-type: none"> <li>• Teachers (Tax levy)</li> <li>• Administrators (Tax levy)</li> <li>• Special Education teachers (C4E)</li> <li>• ESL teachers (Title III, Tax Levy &amp; Contract for Excellence)</li> <li>• Professional Development (L.S.O.)</li> <li>• Counselors (Tax levy)</li> <li>• AIS teachers and Coordinator (Tax levy)</li> <li>• Magnet Resource Specialists (Magnet grant)</li> <li>• ELA Coach (Title 1)</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Teachers will use the ITT data and Acuity data to differentiate instruction and monitor progress as per periodic assessment schedule.</li> <li>• Review of quarterly progress reports.</li> <li>• Review of student portfolios with rubrics, teacher conference notes and observations, quarterly report card grades</li> <li>• Use of online assessments to monitor student progress</li> <li>• Frequent Observations, walkthroughs, inter-visitations, demonstrations</li> <li>• Science Portfolios</li> <li>• Uniformed Quarterly Exams</li> </ul> <p><b>Interval of periodic review:</b> Quarterly assessment on uniform Quarterly Exams, Science Laboratories, and Science Portfolios.</p>

**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.

**Mathematics**

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>4. During the 2009 – 2010 school year, student progress will increase 3% from 58.4% to a minimum of 61.4% in Mathematics as measured in the 2009 – 2010 Progress Report.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Implementation Timeline:</b> September 2009 – June 2010</p> <p><b>Instruction</b> <b>Responsible Staff Members:</b> Administration, teachers, Math Coach, Magnet Resource Specialists <b>Target Population:</b></p> <ul style="list-style-type: none"> <li>• Data driven instruction to drive differentiated instruction</li> <li>• Students are taught by highly qualified teachers.</li> <li>• Develop Uniform Quarterly Exams for all core subjects</li> <li>• 90 minute blocks of math instruction using Impact Math, Scientific calculators, and manipulatives</li> <li>• Use of technology for math enhancement (laptop carts, Smart Boards, Smart Response Systems)</li> <li>• Inquiry Leadership Team will develop and implement differentiated targeted instructional practices in response to the analysis of data.</li> <li>• Pacing calendars/ Scope and Sequence</li> <li>• Benchmarks</li> </ul> <p><b>Professional Development</b> <b>Responsible Staff:</b> Administration, teachers, Math Coach, Magnet Resource Specialists, Integrated Curriculum &amp; Instruction LSO, <b>Target Population:</b> All Teachers</p> <ul style="list-style-type: none"> <li>• Support teachers, coaches, Magnet Resource Specialists, and Administrators in the use of technology to access data and periodic assessments and develop unit of study</li> <li>• Provide Professional Development to develop units of study and for sharing best practices.</li> <li>• Weekly Focus Group meetings to address math topics of interest</li> <li>• Professional Development provided by ICI</li> <li>• Schedule inter-visitations and model lessons by Math Coach.</li> </ul> <p><b>Parental Involvement</b> <b>Responsible Staff Members:</b> Administration, Teachers, Math Coach, Magnet Resource Specialists, Parent</p>

	<p>Coordinator  <b>Target Population:</b> All Parents</p> <ul style="list-style-type: none"> <li>• Monthly PTA meetings</li> <li>• Parent Teacher Conferences</li> <li>• Interim Progress Reports are distributed in the middle of each marking period. Parents are notified if they should contact the school.</li> <li>• Report Cards are distributed 4 times a year.</li> <li>• ARIS Parent Link (APL) provides academic information about your child and your child's school.</li> <li>• Acuity assessment reports are available to parents online.</li> <li>• Parent/teacher outreach through telephone relay.</li> <li>• Parent Coordinator</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Aligning Resources:</p> <ul style="list-style-type: none"> <li>• Teachers (Tax levy)</li> <li>• Administrators (Tax levy)</li> <li>• Special Education teachers (C4E)</li> <li>• ESL teachers (Title III, Tax Levy &amp; Contract for Excellence)</li> <li>• Professional Development (L.S.O.)</li> <li>• Counselors (Tax levy)</li> <li>• AIS teachers and Coordinator (Tax levy)</li> <li>• Magnet Resource Specialists (Magnet grant)</li> <li>• Math Coach (Title 1)</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Teachers administer MAP in late September as a baseline for all classes. This test evaluates students' performance in 8 skills area needed to be successful. The results are analyzed and incorporated into teacher created lesson plans so that instruction may address the strength and weaknesses of the students. Results are also used to differentiate instruction based on student need. Progress is monitored through teacher made exams, Acuity and uniform quarterly exams. Achievement is measured by the passing of the class as well how successful the students perform on test prep questions practiced in the classroom.</p>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	62	26	62	26	0	0	0	0
7	124	95	124	95	0	0	1	0
8	110	93	110	93	15	0	0	0
9								
10								
11								
12								

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

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

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b> <ul style="list-style-type: none"> <li>• <b>Extended Day</b></li> <li>• <b>AIS Teacher</b></li> <li>• <b>Great Leaps</b></li> <li>• <b>Reading Fluency</b></li> <li>• <b>Achieve 3000</b></li> </ul>	<ul style="list-style-type: none"> <li>• The extended day AIS is offered to all Level 1 &amp; Level 2 students, including SWD's and ELL students. These services are offered 4 times weekly for 37.5 minutes. A variety of instructional materials are used to differentiate and target deficiencies of individual students.</li> <li>• Skills intervention is used during the day to support curriculum in small groups.</li> <li>• Saturday Success Academy (ELA Focus) for SWD's &amp; ELL's.</li> <li>• Saturday Success Academy for Grade 8 Level 4's.</li> <li>• Small group instruction focusing on ELA during after school program.</li> </ul>
<b>Mathematics:</b> <ul style="list-style-type: none"> <li>• <b>Extended Day</b></li> <li>• <b>Tabula Digita</b></li> </ul>	<ul style="list-style-type: none"> <li>• The extended day AIS is offered to all Level 1 &amp; Level 2 students, including SWD's and ELL students. These services are offered 4 times weekly for 37.5 minutes. A variety of instructional materials are used to differentiate and target deficiencies of individual students.</li> <li>• Skills intervention is used during the day to support curriculum in small groups.</li> <li>• Small group instruction focusing on math during after school program.</li> <li>• Saturday Success Academy (Math Focus) for SWD's &amp; ELL's.</li> <li>• Saturday Success Academy (Math Focus) for Grade 8 Level 4's.</li> </ul>
<b>Science:</b>	<ul style="list-style-type: none"> <li>• Students who require additional support will work on strategies to achieve success in Science will be targeted during 37.5 minutes.</li> <li>• Saturday Success Academy (Science Focus) for SWD's &amp; ELL's.</li> <li>• Saturday Success Academy (Science Focus) for Grade 8 Level 4's.</li> <li>• After school ELL Academy for Science</li> <li>• Teachers will incorporate literacy strategies using multi level informational texts based on content concepts.</li> <li>• 1:5 ratio during extended day</li> </ul>
<b>Social Studies:</b> <ul style="list-style-type: none"> <li>• <b>Mission US</b></li> </ul>	<ul style="list-style-type: none"> <li>• Students who require additional support will work on strategies to achieve success in Social Studies will be targeted during 37.5 minutes.</li> <li>• Teachers will incorporate literacy strategies using multi level informational texts based on content concepts.</li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b> <ul style="list-style-type: none"> <li>• <b>Individual Counseling</b></li> <li>• <b>Group Counseling</b></li> <li>• <b>Family Counseling</b></li> </ul>	<ul style="list-style-type: none"> <li>• Group, individual, and/or family counseling is provided during the school day to students who have been identified as needing counseling to help deal with issues that may impact upon academic success.</li> <li>• The SAPIS worker provides small group counseling to students at risk for drug or alcohol abuse.</li> </ul>

<b>At-risk Services Provided by the School Psychologist:</b>	<ul style="list-style-type: none"> <li>• The School Psychologist provides at risk services to the students who are identified by the Pupil Personnel Team (PPT) during monthly meetings.</li> </ul>
<b>At-risk Services Provided by the Social Worker:</b> <ul style="list-style-type: none"> <li>• Individual Counseling</li> <li>• Group Counseling</li> <li>• Family Counseling</li> </ul>	<ul style="list-style-type: none"> <li>• The school social worker meets with students on an individual basis to address issues that have an impact on their academic performance.</li> </ul>
<b>At-risk Health-related Services:</b>	N/A

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

*NCLB/SED requirement for all schools*

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

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Language Allocation Policy

**Part I: School ELL Profile**

A. Language Allocation Team Composition

SSO/ District: 31	School: 27
Principal: Tracey Kornish	Assistant Principal: Dennis Bellantoni
Literacy Coach: Maureen Franz	Math Coach: Carol Losi
ESL Coordinator: Daisy Olivencia	ESL Teacher: Kara Ryan
Transitional Bilingual Teacher: Elisa Oldis	Magnet Specialist/Special Ed: Maureen Bridgman
Parent Coordinator: Catherine Mayo	

**B. Teacher Qualifications**

Numbers of Certified ESL Teachers	<b>2</b>	Number of Certified Bilingual Teachers	<b>1</b>	Number of Certified NLA/FL Teachers	<b>3</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Spec. Ed Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

**C. School Demographics**

Total Number of Students in the School	<b>1,124</b>	Total Number of ELLs	<b>130</b>	Ells as Share of the Total Student Population	<b>12%</b>
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## Part II: ELL Identification Process:

1. The following identification and assessment instruments to determine ELL eligibility are completed within ten days as per CR Part-154;

- **Home Language Identification Survey.** At enrollment, a licensed pedagogue meets with parents and an informal oral interview is performed in the parent native language to make an initial determination of the child's home language. This process is formalized through a Home Language Identification Survey (HLIS)—translated in nine languages—that parents complete to show what language the child speaks at home. A licensed pedagogue may need to conduct an informal interview in the native language. Translation services are available during the ELL identification process.

**Language Assessment Battery-Revised.** Once a licensed pedagogue collects the HLIS from parents and determines that a language other than English is spoken in a child's home, then the child is administered a Language Assessment Battery-Revised (LAB-R) within ten days of enrollment as per CR-154, which is a test that establishes the student's English proficiency level. Students that score below the cut score on the LAB-R become eligible for state-mandated services for ELLs.

An Entitlement letter in the student's home language, which contains the student's LAB-R score and the choice of services to which the student is entitled. Within the Entitlement letter the parents are invited to attend a formal Parent Orientation session, where each program will be explained and parents can ask questions. If parents are unable to attend the Parent Orientation, we offer the parents one-on-one conferences throughout the school year if they are unable to attend the formal orientations. These Parents sessions both formal and informal are conducted by a licensed pedagogue.

Parents attending have the opportunity to view the Parent Orientation DVD, receive information about each program, and ask questions or discuss any concerns they may have about their child's education. In addition, parents are informed of their child's right to placement in a bilingual class if there are enough students who speak the same language within two consecutive grade levels. If there are not a sufficient number of students to form this class, then the parents have the option to transfer their child to another school within the district. If they do not choose to transfer their child, he or she will be placed in a Freestanding English as a Second Language program for the entire school year.

After parents have received all the appropriate information in their home language to the degree that language resources are available, we give them the Parent Survey and Program Selection Form to review, and make sure they have no further questions. Parents have the option of completing the forms during the orientation session or taking them home to fill out and returning them as soon as possible. We also inform them that if they do not return the selection form then by default, the child will be placed in a Transitional Bilingual program. If this program is not available, then their child will be placed in the ESL program. Lastly, parents are sent a Placement Letter, in their home language that informs them of the program in which their child was placed.

- **New York State English as a Second Language Achievement Test (NYSESLAT).** In the spring, each ELL is administered the NYSESLAT to determine English proficiency. This test determines whether or not the student continues to be eligible for ELL services. Before the beginning of the next school year, parents are notified of the NYSESLAT outcomes and program eligibility. ELLs that continue to score below a certain level of English proficiency continue to be entitled to ELL services. ELL score at or above proficiency are no longer entitled to ELL services through state funding and can enter all English monolingual classes. However, parents of student

who participate in Bilingual Education programs can decide whether or not their child should continue, despite Entitlement status. Students who transition to all English monolingual classes can receive Bilingual or ESL support for up to a year, supported by state funds, according to CR Part 154.

Three Program that support ELL Achievement: *Being able to inform parent of the features of the three ELL program models and how they differ is essential to helping parents make informed choices:*

1. **Freestanding ESL Program.** Students in free standing ESL receive all instruction in English with native language support. Programs provide instruction in English, emphasizing English-language acquisition. Often, students in Freestanding ESL programs come from many different native-language backgrounds and English is the only common language among students. However, native language support is available whenever possible.
2. **Transitional Bilingual (TBE) Program.** Programs are designed so that students develop conceptual skills in their native language as they learn English. A TBE program includes an English as a Second Language (ESL) component, as well as content area instruction in both the native language and English, all designed to deliver grade-appropriate subject matter to ELLs. Also, TBE programs include a Native Language Arts (NLA) component designed to develop communication and academic skills, e.g., listening, speaking, reading and writing, in a student's home language while cultivating an appreciation of his or her history and culture.
3. **Dual Language Program-** programs serve both ELLs in need of English language development and monolingual English-speaking students who are interested in learning a second language. This program is designed to continue developing ELLs' native language, as well as English language skills, throughout schooling while helping monolingual English-speaking students become bilingual. Both groups provide good linguistic role models for each other, and through their interactions, support language development in both languages. Dual Language programs have a very clear language policy: students receive half of their instruction in English, and half of their instruction in the second language.

#### **Enrollment Process:**

- At enrollment, a licensed pedagogue meets with parents and an informal oral interview is performed in the parent native language to make an initial determination of the child's home language. This process is formalized through a Home Language Identification Survey (HLIS)—translated in nine languages—that parents complete to show what language the child speaks at home. A licensed pedagogue may need to conduct an informal interview in the native language. Translation services are available during the ELL identification process.

- Once a licensed pedagogue collects the HLIS from parents and determines that a language other than English is spoken in a child's home, then the child is administered a Language Assessment Battery-Revised (LAB-R) within ten days of enrollment as per CR-154, which is a test that establishes the student's English proficiency level. Students that score below the cut score on the LAB-R become eligible for state-mandated services for ELLs.

### **Parent Choice:**

An Entitlement letter in the student's home language, which contains the student's LAB-R score and the choice of services to which the student is entitled. Within the Entitlement letter the parents are invited to attend a formal Parent Orientation session, where each program will be explained and parents can ask questions. If parents are unable to attend the Parent Orientation, we offer the parents one-on-one conferences throughout the school year if they are unable to attend the formal orientations. These Parent sessions both formal and informal are conducted by a licensed pedagogue.

Parents attending have the opportunity to view the Parent Orientation DVD, receive information about each program, and ask questions or discuss any concerns they may have about their child's education. In addition, parents are informed of their child's right to placement in a bilingual class if there are enough students who speak the same language within two consecutive grade levels. If there are not a sufficient number of students to form this class, then the parents have the option to transfer their child to another school within the district. If they do not choose to transfer their child, he or she will be placed in a Freestanding English as a Second Language program for the entire school year.

After parents have received all the appropriate information in their home language to the degree that language resources are available, we give them the Parent Survey and Program Selection Form to review, and make sure they have no further questions. Parents have the option of completing the forms during the orientation session or taking them home to fill out and returning them as soon as possible. We also inform them that if they do not return the selection form then by default, the child will be placed in a Transitional Bilingual program. If this program is not available, then their child will be placed in the ESL program. Lastly, parents are sent a Placement Letter, in their home language that informs them of the program in which their child was placed.

### **Continuing Services:**

- In the spring, each ELL is administered the NYSESLAT to determine English proficiency. This test determines whether or not the student continues to be eligible for ELL services.

Before the beginning of the next school year, parents are notified of the NYSESLAT outcomes and program eligibility. ELLs that continue to score below a certain level of English proficiency continue to be entitled to ELL services. ELL score at or above proficiency are no longer entitled to ELL services through state funding and can enter all English monolingual classes. However, parents of student who participate in Bilingual Education programs can decide whether or not their child should continue, despite Entitlement status. Students who transition to all English monolingual classes can receive Bilingual or ESL support for up to a year, supported by state funds, according to CR Part 154.

**Parent Related Documents:** Because ELL parents often speak a language other than English, I.S. 27 uses the translated materials (brochures, DVDs) provided by the Office of ELLs and services offered by the Translation and Interpretation Unit, including document translation and interpretation services, as needed. Group orientations are offered continuously throughout the year in a number of ways, including one-on-one meetings, phone conversations, and district presentations, through informational packets. Parent coordinator and other designated work closely with administration to deliver information to ELL parents in a timely manner.

- Home Language Identification Survey
- Entitlement Letter
- Parent Survey and Program Selection Form
- Non Entitlement Letter
- Placement Letter
- Continued Entitlement Letter
- Non Entitlement/Transition
- Identification Process for ELLs

**Trend in Program Choices:**

- In reviewing the Parent Survey and Program Selection forms for the past few years, we noticed the trend in program choice to be ESL. Parents are clearly indicating and selecting ESL services for their children. In 2008 - 2009, we had six newly enrolled ELLs entitled to services and all six of the parents chose to place their child into the ESL program. IS 27 continues to provide ongoing orientation meetings for parents in order to assist them with the decision-making process for selecting an appropriate program for their children.

**Part III. ELL Demographics**  
**A. ELL Programs**

**ELL Program Breakdown**

	<b>6<sup>th</sup> Grade</b>	<b>7<sup>th</sup> Grade</b>	<b>8<sup>th</sup> Grade</b>	<b>Total</b>
<b>Transitional Bilingual Education</b> <small>(60%→ 40%) → 50%→50% → 75%→25%</small>	<b>3</b>	<b>2</b>	<b>1</b>	<b>6</b>
<b>Dual Language</b> <small>(50%:50%)</small>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Freestanding ESL</b>				
<b>Self Contained</b>	<b>30</b>	<b>37</b>	<b>25</b>	<b>92</b>
<b>Push In</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total</b>	<b>31</b>	<b>39</b>	<b>26</b>	<b>98</b>

## B. ELL Years of Service and Programs

### Number of ELLs by Subgroup

All ELLs	<b>128</b>	Newcomers (ELLs receiving service 0-3 years)	<b>43</b>	Special Education	<b>51</b> * 19 are x-coded students
SIFE	<b>6</b>	ELLs receiving service 4-6 years	<b>55</b>	Long Term (Completed 6 years)	<b>30</b>

### Number of ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<b>TBE</b>	2	0	2	3	0	3	1	1	1	<b>6</b>
<b>Dual Language</b>	0	0	0	0	0	0	0	0	0	<b>0</b>
<b>ESL</b>	36	4	4	30	1	12	26	0	8	<b>92</b>
<b>Total</b>	<b>38</b>	<b>4</b>	<b>6</b>	<b>33</b>	<b>1</b>	<b>15</b>	<b>27</b>	<b>1</b>	<b>9</b>	<b>98</b>

\*Three students' IEPs recommend alternative assessment.

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

**Transitional Bilingual Education  
Number of ELLs by Grade in Each Language Group**

<b>Language</b>	<b>6<sup>th</sup> Grade</b>	<b>7<sup>th</sup> Grade</b>	<b>8<sup>th</sup> Grade</b>	<b>Total</b>
<b>Spanish</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>6</b>
<b>Total</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>6</b>

**Freestanding English as a Second Language  
Number of ELLs by Grade in Each Language Group**

<b>Language</b>	<b>6<sup>th</sup> Grade</b>	<b>7<sup>th</sup> Grade</b>	<b>8<sup>th</sup> Grade</b>	<b>Total</b>
<b>Spanish</b>	<b>20</b>	<b>30</b>	<b>18</b>	<b>68</b>
<b>Chinese</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>
<b>Russian</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Bengali</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Urdu</b>	<b>4</b>	<b>0</b>	<b>2</b>	<b>6</b>
<b>Arabic</b>	<b>1</b>	<b>4</b>	<b>2</b>	<b>7</b>
<b>Haitian Creole</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>French</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>
<b>Korean</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Punjabi</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Polish</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Albanian</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>
<b>Yiddish</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Sinhalese</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Tagalog</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>
<b>Malayam</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>
<b>Vietnamese</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>
<b>Total</b>	<b>30</b>	<b>37</b>	<b>25</b>	<b>92</b>
<b>Grand Total for all programs</b>	<b>33</b>	<b>39</b>	<b>26</b>	<b>98</b>

## **D. Program and Scheduling Information**

### **Program Organizational Model:**

ELL newcomers are given same language buddies as soon as they enter our school. They sit and travel together easing the comfort level of the new student. A tour of our building is given in order to make each student comfortable and feel safe in their surroundings. A three-part remediation reading program is used including phonics, sight phrases and oral reading selections. ELLs will transfer language skills from their primary language to English if students are substantially literate in their primary language.

All students are taught in English, using ESL methodologies, dictionaries, amplified lesson summaries, and the same language buddy/seating system. Students are encouraged to carry bilingual dictionaries at all times. Bilingual dictionaries are available to students. We also provide an after-school program and Saturday Academy using ESL strategies and methodology.

Though students in our ELL program continue to show improvement on the NYSESLAT exam, the growing numbers of students from recently arrived immigrant families who lack a background in the English language present a challenge to all subject teachers. The ESL teachers are also actively teaching reading and writing through the Workshop Model approach.

ELL students are mainstreamed into all subjects throughout the day. Content-area teachers working with ELLs continue to receive their mandated 7 ½ hours of staff development on integrated ESL strategies. The Special Education teachers also continue to receive their 10 hours of integrated ESL methodologies. Professional Development is provided by ESL coordinator, ELL compliance person or through the Office of ELL's.

The content-area teachers use ESL strategies such as extensive use of visuals, repetition to promote oral language development and content-area ESL instruction related to mathematics, social studies and science. Scaffolding strategies is infused into the instruction of our ELL students. An integrated instructional program includes numerous opportunities for our ELL students to develop writing skills, linguistic development and become successful users of English.

Audio equipment gives our Ells more practice with listening skills, in conversation, improves comprehension, conversation and develops fluency. ELLs are provided with Native Language instruction through the use of multicultural classroom libraries and have access to supplemental educational materials that are aligned to the core curriculum.

The use of a technology, smart board and laptop cart is readily available for all Ell's. All Freestanding content-area classrooms also use the Workshop Model.

Small group instruction consisting of 15 students or less is possible at IS 27 due to the leveled programming available to our Ells. Based on the NYSESLAT scores and the increasing number of Ells we have two beginner classes, two intermediate classes and two advanced classes. Our focus is on academic language and vocabulary development. Achieve 3000, an internet based differentiated K-12 reading program that uses email, technology, and current events to strengthen students' literacy skills is used for our Ells and students with special needs. Achieve 3000 offers the program in full Spanish, English with Spanish support and English. Students can master essential reading comprehension and writing skills using daily non-fiction personalized for their English or Spanish reading level. Both the full Spanish and full English programs have an online assessment which identifies each student's reading level.

Academic Intervention Services (AIS) in literacy and content area instruction is used during the day for at risk Ell's using differentiated instruction. Once a student reaches the proficiency level as per the NYSESLAT exam, teachers collaborate and a decrease in service level is provided. These students are given one transitional ESL period and other classes such as computers,

dance, art, music, technology, etc. This past year approximately 20% of our ELLs scored proficient on the NYSESLAT exam. We have six ELLs that are SIFE.

As students develop fluency in English, instructional time in English increases.

*In both programs the following assessments are used to differentiate instruction:*

<i>NYSESLAT scores</i>	<i>LAB-R</i>
<i>ELL Interim Assessment</i>	<i>Acuity Interim Assessment</i>
<i>Portfolios</i>	<i>Teacher Observations</i>
<i>New York State ELA and Math Scores</i>	<i>New York State Science Performance and Social Studies Test</i>
<i>ELE</i>	<i>Spanish LAB scores</i>

After parents have received all the appropriate information in their home language to the degree that language resources are available, we give them the Parent Survey and Program Selection Form to review, and make sure they have no further questions. Parents have the option of completing the forms during the orientation session or taking them home to fill out and returning them as soon as possible. We also inform them that if they do not return the selection form then by default, the child will be placed in a Transitional Bilingual program. If this program is not available, then their child will be placed in the ESL program.

Lastly, parents are sent a Placement Letter, in their home language that informs them of the program in which their child was placed.

For the parents of our continuing ELLs, we send written notification of their continued entitlement along with a program Continuation or Withdrawal Letter. We honor any request for a program change, if the service is available. If we have an insufficient number of students with the same requests then the parents are offered a transfer within the district assuming availability of seats.

In reviewing the Parent Survey and Program Selection forms for the past few years, we noticed the trend in program choice to be ESL. Parents are clearly indicating and selecting ESL services for their children. In 2008 - 2009, we had six newly enrolled ELLs entitled to services and all six of the parents chose to place their child into the ESL program. IS 27 continues to provide ongoing orientation meetings for parents in order to assist them with the decision-making process for selecting an appropriate program for their children.

Our programs are aligned to what parents have been requesting. Parental choice and options are always respected and fulfilled as per CR Part 154 Regulations.

- **Pull-Out Free Standing ESL Program**

Students in the pull-out free standing ESL program receive all instruction in English with native language support. All ESL classes receive instruction by two fully certified and highly qualified TESOL teachers. These two teachers have attended Q-TEL training and other subject instruction. Native Language support is delivered through multicultural libraries.

Students are pulled homogeneously by their NYSESLAT proficiency level:

- Beginner
- Intermediate
- Advanced

English Proficiency Based On LAB-R or NYSESLAT	Grades 6-8 Minutes per Week	Grades 6-8 Minutes per Week
	ESL	ELA
Beginner	360	-
Intermediate	360	-
Advanced	180	180

- **Transitional Bilingual Program (TBE)**

The Transitional Bilingual Program (TBE) provides instruction in the student's native language (Spanish) with intensive support in English with required English as a Second Language (ESL)/English Language Arts (ELA)/Native Language Arts (NLA) time allotments. One fully certified Bilingual Special Education teacher provides instruction. We have a sixth, seventh and eighth grade bridge at IS 27 being the only middle school with a bilingual class on Staten Island. Native Language support is delivered through the pedagogue and multicultural libraries.

Students are instructed:

- Beginners Native Language Arts (NLA) 60% / English 40%.
- Intermediate – NLA 50%/ English 50%
- Advanced – NLA 25%/ English 75 %

As students develop fluency in English, instructional time in English increases.

Subject	Native Language (NL)			English Language (EL)		
	Beginner (60:40)	Intermediate (50:50)	Advanced (25:75)	Beginner (60:40)	Intermediate (50:50)	Advanced (25:75)
NLA	45	45	45			
ESL				90	90	45
ELA						45
Math Science Social Studies Health/Safety Art Music Physical Education	147	115	35	38	70	150
<b>Total</b>	<b>192</b>	<b>160</b>	<b>80</b>	<b>128</b>	<b>160</b>	<b>240</b>

NLA= Native Language Arts  
 ELA= English Language Arts

**Differentiation of Instruction for Different ELL Subgroups**

- **Instructional Plan for SIFE:**

- 1) Literacy and Content courses that are thematic coordinated and encourage transfer of learning across content areas;
- 2) Follow up on content and skill development provided by double period ESL programs
- 3) Small classes, individualized attention from ESL teachers.
- 4) Saturday Success Academy
- 5) Extended Day

- **Instruction Plan for New Comers 0-3 years:**

- 1) ELL newcomers are given same language buddies as soon as they enter our school. .
- 2) Small group instruction.
- 3) Saturday Success Academy using ESL strategies and methodology.
- 4) Bilingual and Picture Dictionaries
- 5) Extended Day.
- 6) Technology: Smart board, Achieve 3000

- **Instruction Plan for ELL receiving service for 4-6 years:**

- 1) Small group instruction.
- 2) Saturday Success Academy using ESL strategies and methodology.
- 3) Bilingual and Picture Dictionaries.
- 4) Extended Day
- 5) After school Science Program
- 6) Technology: Smart Board, Achieve 3000
- 7) AIS services

- **Instructional Plan for ELLs receiving service for more than 6 years**

- 1) Small group instruction
- 2) Saturday Success Academy using ESL strategies and methodology
- 3) Bilingual and Picture Dictionaries
- 4) Extended Day
- 5) After school Science Program
- 6) Technology: Smart Board, Achieve 3000

7) AIS services

- **Instructional Plan for ELLs identified as having special needs**

- 1) Small group instruction
- 2) Saturday Success Academy using ESL strategies and methodology
- 3) Bilingual and Picture Dictionaries
- 4) Extended Day
- 5) After school Science Program
- 6) Technology: Smart Board, Achieve 3000
- 7) AIS services

All intervention services are offered use ESL methodologies.

Continuing transition support are permitted to have testing accommodations for up to two years after testing out of the NYSESLAT and provided of one period a week of transitional support.

All ELL students are afforded equal access to all school programs through school wide announcement, letter correspondence and teacher-parent communication.

### **Program Improvements**

An improvement that can be made to our program is extending the license of Soliloquy and Achieve 3000. As of now there are no programs that need to be discontinued.

One service that we would like to consider developing further for our ELLs is Project Jumpstart, in which the school would hold a Parent Orientation for students who are eligible for testing and explain our ELL program models.

### **After School and Supplemental Service:**

These services are offered to all ELLS. The Science Title III afterschool program targets ELLs as well as the Saturday Success Academy.

### **Instructional Materials:**

The use of a technology, smart board and laptop cart is readily available for all ELL's. All Freestanding content-area classrooms also use the Workshop Model. Achieve 3000, an internet based differentiated K-12 reading program that uses email, technology, and current events to strengthen students' literacy skills is used for our ELLs and students with special needs. Achieve 3000 offers the program in full Spanish, English with Spanish support and English. Students can master essential reading comprehension and writing skills using daily non-fiction personalized for their English or Spanish reading level. Both the full Spanish and full English programs have an online assessment which identifies each student's reading level.

Other Materials used are:

- Soliloquy
- Brain Pop ESL
- Empire State NYSESLAT Prep Books
- High Point Series Hampton Brown Publishing
- Bilingual Dictionaries
- Picture Dictionaries
- ESL and Multicultural Libraries
- Accelerating English Language Learning by Scott Foresman Publishing
- Making Connection 1 and 2 an Integrated Approach to learning English Heinle and Heinle Publishing

Content Area Instructional Materials to support ELLs:

- Social Studies Photo Library
- Thematic Science Photo Library

Native Language support is delivered in both programs through Multicultural libraries.

Example Programs:

8<sup>th</sup> Grade Beginner Program:

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Homeroom	Room 352	Room 352	Room 352	Room 352	Room 352
Period 1	Technology 359	ESL 331	Phys. Ed Gym	ESL 331	ESL 331
Period 2	Science 353	ESL 331	Phys. Ed Gym	ESL 331	Math 329 B
Period 3	Science 353	Social Studies 350	Math 329 B	Social Studies 350	Math 329 B
Period 4	L	U	N	C	H
Period 5	Social Studies 350	ESL 331	Social Studies 350	Science 353	Social Studies 350
Period 6	E.S.L. 331	Math 329 B	English 352	English 352	Science 353
Period 7	Math 329 B	English 352	English 352	Math 329 B	English 352
Period 8	Math 329 B	Math 329 B	Science 353	Math 329 B	ESL 331

8<sup>th</sup> Grade Intermediate Program:

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Homeroom	Room 322	Room 322	Room 322	Room 322	Room 322
Period 1	Math 320	Phys Ed Gym	ESL 331	ESL 331	ESL 331
Period 2	Social Studies 301	Phys Ed Gym	ESL 331	ESL 331	Math 320
Period 3	Math 320	Social Studies 301	Social Studies 301	Social Studies 301	Social Studies 301
Period 4	English 311	English 311	Science 307	English 311	Reading 237
Period 5	English 311	Computers 222	Math 320	English 311	ESL 331
Period 6	L	U	N	C	H
Period 7	Science 301	Math 320	ESL 331	Math 320	Science 307
Period 8	Science 307	Math 320	ESL 331	Math 320	Science 307

8<sup>th</sup> Grade Advanced Program:

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Homeroom	Room 352	Room 352	Room 352	Room 352	Room 352
Period 1	Technology 359	ESL 331	Phys. Ed Gym	ESL 331	ESL 331
Period 2	Science 353	ESL 331	Phys. Ed Gym	ESL 331	Math 329 B
Period 3	Science 353	Social Studies 350	Math 329 B	Social Studies 350	Math 329 B
Period 4	L	U	N	C	H
Period 5	Social Studies 350	English 352	Social Studies 350	Science 353	Social Studies 350
Period 6	English 352	Math 329 B	English 352	English 352	Science 353
Period 7	Math 329 B	English 352	English 352	Math 329 B	English 352
Period 8	Math 329 B	Math 329 B	Science 353	Math 329 B	English 352

## Professional Development and Support for School Staff:

Our Professional Development Plan for all ELL personnel will be ongoing and focus on the following:

- making content comprehensible for ELLs
- demonstrating strategies to use with ELLs, including Native Language support
- enhancing sensitivity and understanding of our ELLs in order to foster academic and social growth

The ELL personnel have attended and will continue to attend a variety of Professional Development opportunities, such as:

- QTEL
- Pearson's Periodic Assessment Trainings
- LAP Training
- NYSESLAT Training
- Achieve 3000 Trainings
- Smart board Training
- ESL Workshops the following dates:

ESL Workshop Schedule for 2009 – 20010

Date	Title	Location	Session times
Fri – Oct 9	Academic Literacy for English Language Learners	SI – ISC – Rm 317A	8:30 – 11:30 or 12:00 – 3:00
Wed – Oct 21	Academic Literacy for English Language Learners	415 89 Street 4 <sup>th</sup> Fl Conf. room	8:30 – 11:30
Mon – Nov 9	Scaffolding Writing for ELLs and Demystifying Figurative Language	415 89 Street 4 <sup>th</sup> Fl Conf. room	8:30 – 11:30
Mon – Nov 9	Assessing Student Work Using Teachers' College K-8 Continuum for Assessing Narrative Writing	415 89 Street 4 <sup>th</sup> Fl Conf. room	12:30 – 3:00
Tues – Dec 1	Modified Guided Reading for ELLs	415 89 Street 4 <sup>th</sup> Fl Conf. room	8:30 – 11:30
Thurs – Jan 14	Looking at Writing Response in the NYSESLAT and ELA Grades 3 – 5	415 89 Street 4 <sup>th</sup> Fl Conf. room	8:30 – 11:30
Thurs – Jan 14	Looking at Writing Response in the NYSESLAT and ELA Grades 6 – 8	415 89 Street 4 <sup>th</sup> Fl Conf. room	12:00 – 3:00
Thurs – Jan 21	Integrating Grammar in the	SI – ISC	8:30 – 11:30

	Writers Workshop	Rm 317A	Or 12:00 – 3:00
Thurs – Feb 4	Building Academic Vocabulary K - 5	Location TBA	8:30 – 11:30
Thurs– Feb 4	Building Academic Vocabulary 6 - 8	Location TBA	12:00 – 3:00
Tues – Mar 23	Revisiting Team Teaching in the ESL Program	SI – ISC Rm 118A	8:30 – 3:00
April & May	No meetings scheduled due to spring break and testing		
Thurs June 3	Effective Strategies in Literacy Instruction for ELLs	SI – ISC Rm 118A	8:30 – 3:00

## **G. Parental Involvement**

Our school encourages parent and community participation by notifying parents about meetings, workshops and special events via letters sent home, telephone calls, and flyers hung around the school. All material is written in English and Spanish, as well in the other home languages of our ELLs such as Spanish, Urdu, Arabic, French and Chinese when necessary. There are translators available at meetings or workshops and many key speakers are community-based personnel who are bilingual. We also conduct two parent orientations, one in the Fall and one prior to Spring, where parents of newly admitted ELLs can be informed about the type of ELL programs we have and their rights in choosing a program, state standards, assessments, and program requirements for Bilingual and Freestanding ESL programs as per CR- Part 154 Regulations. Information at the orientations is presented to parents in their native language to the greatest extent possible, as well as a DVD showing and explaining all programs in most languages. However, as newly enrolled ELLs come in throughout the year, our ESL and Parent Coordinator or will meet with their parents and inform them of their rights in regards to program selections.

- PTA Monthly Meetings with bilingual translation
- Hispanic Heritage Celebration
- Foreign Language Expo
- Multi Cultural Fair
- Articulation Night: Jump Start Program to invite new ELLs
- Award Ceremonies
- School Concerts and Plays
- NYSABE Conferences

The school provides parents with provides opportunities for ELL parents to attend workshops from Community Based Organizations such as:

- NYPD Youth Officers provide workshops on Gang Awareness and Internet Safety
- YMCA: Y New Americans Welcome Center

Parents' needs are evaluated through one on one communication, workshops, and events or through students needs.

## Part IV: Assessment Analysis

### A. Assessment Analysis

Overall NYSESLAT* Proficiency Results (*LAB-R for new admits)				
	6 <sup>th</sup> grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade	Total
Beginner (B)	2	9	6	17
Intermediate (I)	10	10	9	29
Advanced (A)	18	21	13	52
Total	30	40	28	98

### NYSESLAT Modality Analysis

#### Transitional Bilingual Program

Modality Aggregated	Proficiency Level	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
Listening & Speaking	B	0	1	0
	I	0	1	1
	A	2	0	0
	P	1	0	0
Reading & Writing	B	0	2	1
	I	1	0	0
	A	2	0	0
	P	0	0	0

## Freestanding English as a Second Language

Modality Aggregated	Proficiency Level	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
Listening & Speaking	B	0	1	1
	I	2	3	2
	A	9	17	6
	P	17	8	14
Reading & Writing	B	1	4	4
	I	5	5	4
	A	12	13	11
	P	8	7	4

	Level 1	Level 2	Level 3	Level 4	Total
6 <sup>th</sup>	0	12	13	1	26
7 <sup>th</sup>	0	28	8	0	36
8 <sup>th</sup>	1	16	6	0	23
NYSAA Bilingual Spe ED	0	5	0	0	5

**New York State Math**

	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
6 <sup>th</sup>	1		7		20		1		29
7 <sup>th</sup>	9		13		14		1		37
8 <sup>th</sup>	3		13		8		0		24
NYSAA Bilingual Spe ED	2		1		2		0		5

**NYS Science**

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	Level 1		Level 2		Level 3		Level 4		
Grade	English	NL	English	NL	English	NL	English	NL	Total
4 <sup>th</sup>	9		37		13		0		59
8 <sup>th</sup>	1		0		0		0		1
NYSAA Bilingual Spe ED	1		3		0		0		4

**NYS Social Studies**

	Level 1		Level 2		Level 3		Level 4		
Grade	English	NL	English	NL	English	NL	English	NL	Total
4 <sup>th</sup>	9		37		13		0		59
8 <sup>th</sup>	1		0		0		0		1
NYSAA Bilingual Spe ED	1		3		0		0		4

**B. After Reviewing and Analyzing Assessment Data:**

After reviewing the aggregation of the combination of the Listening and Speaking, and Reading Writing modalities we observed the following patterns:

- Throughout all the grades 6-8 the students demonstrated a greater strength in the area of Listening and Speaking.
- The sixth and eighth grades demonstrated lower scores in reading and writing, where as seventh grade demonstrated lower scores in Listening and Writing. This data provides the information that instruction needs to be geared more toward listening and writing skills within the classroom.

### **Program Trends and Successes**

A few trends were demonstrated through the analysis of our ELLs data. One trend that was demonstrated through our ELLs data analysis is that many of the ELLs score advanced three years consecutively and then finally score Proficient. Another trend that was demonstrated through the analysis of our ELLs data is that our number of Advanced students are greater than our Beginner and Intermediate. One trend that the ELL personnel will monitor is the following years reading and writing scores for next year to evaluate the success of the Achieve 3000 program. Another trend that was demonstrated was that majority of the students what attended the Saturday Success Academy last year, scored Proficient this year. Tracking the students' proficiency level is a way that we evaluate the success of our ELL program and decide our instruction decisions.



All districts must complete the Comprehensive Plan to be kept on file in the district's main office and made available for review upon request by the NYSED, parents or any other school or community person.

For school year 2009-2010, school districts applying for Title III funds and districts receiving Contract for Excellence funds must submit a copy of their Comprehensive Plan and Data/Information reports to the NYSED.



CR Part 154 Comprehensive Plan

2009-2011

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**District: 31**

**Type of Program:** Freestanding ESL \_\_\_\_ Bilingual \_\_\_\_ Both \_\_\_X\_\_\_ (Check one only)

**Please answer each question. (Use additional pages if needed)**

**1. The district's philosophy for the education of LEP students (maximum 1 page)**

English Language Learners (ELL's) must be provided the same opportunities to achieve high standards and education goals as other student programs that are city wide. The Language Allocation Policy is a plan to enhance cognitive development and academic skills to ELL's until they acquire English proficiency.

**2. Administrative practices and procedures to screen, identify, and annually assess LEP students:**

All students are required to fill out an Home Language Identification Survey (HLIS) by parents to determine student eligibility into our programs within ten days of entrance into the New York City school system. Students are interviewed and if eligible are administered the LAB-R which identifies and places new ELL's. Written notification of results and entitlement status are sent to parents in primary language. As per NCLB parents are then invited to attend a Parent Orientation where they will view a DVD and receive written and oral information regarding programs in their native language. Translators are always available during Parent Orientation. The New York State English as a Second Language Achievement Test (NYSESLAT) is given every year to measure progress to determine proficiency level (beginner, intermediate, and advanced) and identify continuance of service in English. The four modalities tested are speaking, listening, reading and writing. Proficiency level helps plan linguistic grouping, English Language Arts instructional time and time spent in Native Language Arts as per Language Allocation Policy of New York City, Cr-Part 154 and Aspira Consent Decree. Content area should be instructed utilizing ESL strategies and methodologies.

3. **A description of the nature and scope of the English as a second language and/or bilingual instructional program and services available to LEP students:**

***Freestanding ESL Program*** consists of six grade level classes (6-8). All ESL classes receive instruction by two fully certified and highly qualified TESOL teachers. These two teachers have attended Q-TEL training and other subject instruction.

ELL newcomers are given same language buddies as soon as they enter our school. They sit and travel together easing the comfort level of the new student. A tour of our building is given in order to make each student comfortable and feel safe in their surroundings. A three-part remediation reading program is used including phonics, sight phrases and oral reading selections. ELLs will transfer language skills from their primary language to English if students are substantially literate in their primary language.

All students are taught in English, using ESL methodologies, dictionaries, amplified lesson summaries, and the same language buddy/seating system. Students are encouraged to carry bilingual dictionaries at all times. Bilingual dictionaries are available to students. We also provide an after-school program and Saturday Academy using ESL strategies and methodology.

Though students in our ELL program continue to show improvement on the NYSESLAT exam, the growing numbers of students from recently arrived immigrant families who lack a background in the English language present a challenge to all subject teachers. The ESL teachers are also actively teaching reading and writing through the Workshop Model approach.

ELL students are mainstreamed into all subjects throughout the day. Content-area teachers working with ELLs continue to receive their mandated 7 ½ hours of staff development on integrated ESL strategies. The Special Education teachers also continue to receive their 10 hours of integrated ESL methodologies. Professional Development is provided by ESL coordinator, ELL compliance person or through the Office of ELL's.

The content-area teachers use ESL strategies such as extensive use of visuals, repetition to promote oral language development and content-area ESL instruction related to mathematics, social studies and science. Scaffolding strategies is infused into the instruction of our ELL students. An integrated instructional program includes numerous opportunities for our ELL students to develop writing skills, linguistic development and become successful users of English.

Audio equipment gives our Ells more practice with listening skills, in conversation, improves comprehension, conversation and develops fluency. ELLs are provided with Native Language instruction through the use of multicultural classroom libraries and have access to supplemental educational materials that are aligned to the core curriculum.

The use of a technology, smart board and laptop cart is readily available for all Ell's. All Freestanding content-area classrooms also use the Workshop Model.

Small group instruction consisting of 15 students or less is possible at IS 27 due to the leveled programming available to our Ells. Based on the NYSESLAT scores and the increasing number of Ells we have two beginner classes, two intermediate classes and two advanced classes. Our focus is on academic language and vocabulary development. Achieve 3000, an internet based differentiated K-12 reading program that uses email, technology, and current events to strengthen students' literacy skills is used for our Ells and students with special needs. Achieve 3000 offers the program in full Spanish, English with Spanish support and English. Students can master essential reading comprehension and writing skills using daily non-fiction personalized for their English or Spanish reading level. Both the full Spanish and full English programs have an online assessment which identifies each student's reading level.

Academic Intervention Services (AIS) in literacy and content area instruction is used during the day for at risk Ell's using differentiated instruction. Once a student reaches the proficiency level as per the NYSESLAT exam, teachers collaborate and a decrease in service level is provided. These students are given one transitional ESL period and other classes such as computers,

dance, art, music, technology, etc. This past year approximately 20% of our Ells scored proficient on the NYSESLAT exam. We have six ELLs that are SIFE.

**The Transitional Bilingual Program (TBE)** provides instruction in the student's native language (Spanish) with intensive support in English with required English as a Second Language (ESL)/English Language Arts (ELA)/Native Language Arts (NLA) time allotments. According to the Aspira Consent Decree, CR Part 154 and the Language Allocation Policy this program provides content are instruction in the students native language. One fully certified Bilingual Special Education teacher provides instruction. We have a sixth, seventh and eighth grade bridge at IS 27 being the only middle school with a bilingual class on Staten Island.

- a. Beginners Native Language Arts (NLA) 60% / English 40%.
- b. Intermediate – NLA 50%/ English 50%
- c. Advanced – NLA 25%/ English 75 %

As students develop fluency in English, instructional time in English increases.

*In both programs the following assessments are used to differentiate instruction:*

*NYSESLAT scores*

*ELL Interim Assessment*

*Portfolios*

*New York State ELA and Math Scores*

*ELE*

*LAB-R*

*Acuity Interim Assessment*

*Teacher Observations*

*New York State Science Performance and Social Studies Test*

*Spanish LAB scores*

**4. A description of the criteria used to place LEP students in appropriate bilingual or ESL instructional programs (maximum 1 page):**

Parents are given a survey and selection form to complete during our two parent orientations, one in the fall and the other in the spring. They have the option of completing forms at the orientation or at home. Once forms are completed students are placed into program selected. As per CR Part 154, 15 or more students speaking the same language in two or more contiguous grades can be placed into a bilingual class. If the parent option is unavailable they have the option of transferring their children to a school which offers their requested program. For the past several years parents have selected ESL as the program of choice. The student will be placed in an ESL program if no choice is made. Written notification is sent to parents of continued entitlement.

**5. A description by building of the curricular and extracurricular services provided to LEP students**

Refer to Description of Academic Services

ELL students who have Individualized Education Plans—(IEPs) receive the full continuum of services including Special Education Teacher Support Services (SETSS), integrated inclusion classes, instruction in self-contained classes, and related services such as speech and language, counseling, adaptive physical education, OT, PT, Hearing Services.

**6. A description of the district and school level procedures for the management of the program:**

The Language Allocation Policy is a school based plan that develops guidelines in using English and developing academic proficiency for English Language Learners. A toolkit was received by the school from the Office of ELL's with instructions and services needed for different students such as curriculum guides, videos, professional resources and how to implement components of district philosophical approach.

The New York City Department of Education elevated the role and authority of the Office of English Language Learners. High quality professional development (QTEL), adoption and implementation of the Language Allocation Policy (LAP), and the expanded use of data and assessment (ARIS, NYSESLAT, EXCELL) has empowered the ESL teacher and has finally given ELL's a voice. ELL's can now be ensured in receiving mandated services, have the same opportunities and high educational standards as their peers.

**7. Procedures for the distribution of school-related information to parents of LEP students in the language they understand:**

The written translation services our school will provide are primarily for correspondence to parents. These include:

1. Translated Bill of Rights and Responsibilities
2. Student Registration Form
3. Translated Home Language Identification Surveys
4. Parent/Student Ethnic Identification Surveys
5. ELL Parent Orientation and Regional Conferences
6. Monthly newsletters and calendars
7. Special forms (lunch forms, blue emergency cards, health)
8. Permission slips/consent forms
9. High School information
10. Promotional Criteria
11. Promotion in Doubt Letters
12. Testing and SES information
13. Legal, disciplinary, and safety matters.
14. Summer School Forms
15. After School Programs

School staff will provide written translation services in-house. If necessary, an outside vendor will also be utilized. All translated documents will be distributed at the same time as the English.

The oral interpretation services our school will consist of the following:

1. Parent workshops
2. Parent Teacher Conferences
3. ELL Parent Orientation and Regional Conferences
4. High School information
5. Promotional Criteria
6. Testing and SES information
7. Legal, disciplinary, and safety matters.
8. Phone Messenger
9. PTA Meetings

Oral interpretation services specific to our students with special needs are as follows:

1. New Student and Parent Enrollment Interview
2. Initial Counseling Meeting
3. Manifestation Determination Review (MDR)
4. Behavioral Intervention Plan and Functional Behavioral Assessment

## **8. Procedures for the submission of the results of the annual evaluation of LEP students:**

After the NYSESLAT scores are available (September), written notification is sent to parents.

## **9. Procedures for the referral of LEP students who are suspected of having a disability:**

a. Describe the procedures followed in accordance with Part 200 of this Title for the referral to the Committee on Special Education (CSE) of LEP students who are suspected of having a disability. (Any documentation involving consultation with parents, teachers, the CSE, etc. must be kept in the student's cumulative folder.)

- ❖ Interventions in the General Education
- ❖ ELL enrichment class
  - ESL
  - Bilingual class
- ❖ Interventions
  - PPT
  - Data driven intervention
  - Extended Day 37.5 minutes
  - At risk Counseling
- ❖ Response to Intervention (RTI) Framework
  - Tier 1: Classroom teacher
    - multi sensory approach,
    - assessment driven instruction (Acuity, Performance Series, NYSESLAT, running records)
    - use of research-based programs
    - supportive services
  - Tier 2: AIS
  - Tier 3: Referral for Services
  - Tier 4: Special Services

b. Describe the procedure for ensuring that a bilingual multidisciplinary evaluation is done.

1. Classroom teacher determines strengths and weaknesses
2. PPT
3. Bilingual clinician is involved in process

## Form TIII – A (1) (a)

Grade Level(s) 6-8

Numbers of Students to be Served: 30 LEP

Non-LEP

Number of Teachers 2

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

### School Building Instructional Program/ Professional Development Overview

#### Title III, Part A LEP Program

##### Language Instruction Program -

Under the *No Child Left Behind Act*, LEP students must be helped to attain proficiency while meeting NY State academic standards. Anning S. Prall (I.S.27) will provide our students with additional after-school support in quality science content that is of necessary intensity and duration to have a positive and lasting impact on student's performance. An afterschool program will utilize practical tools and implement modifications that can help student's master scientific concepts while developing their English language skills. Student intervention is necessary to create ownership of the learning process. English language learners are more successful when using a hands-on, inquiry approach and observations. ELLs learn while discussing, investigating, creating, and discovering with other students. Students will have opportunities to visit science institutions which will enhance specific skills, vocabulary questioning and the scientific method. English language Learners' will be provided with methods including all levels of Blooms Taxonomy within the cognitive domain which will be incorporated into the scientific activities.

This after-school program will provide ELLs at IS 27 with academic rigor in content area of science. be engaging and performing in the NYS science and leading them to success. The program is designed to service approximately 30 English Language Learners from grades 7 – 8 with content area instruction two days per week for a total of four hours a week, by two fully certified and highly qualified teachers. Rubrics, teacher observation, peer evaluations and graphic organizers will be used to measure level of performance.

##### Professional Development Program

Professional development sessions are intended to help pedagogical staff improve student achievement in English proficiency. Anning S. Prall continues to support our teachers by providing best practices. We will:

- Provide professional development in differentiating instruction to our new staff members
- Identify staff members with fluency in languages other than English
- Participate in ongoing professional development sessions which include but not limit to:
  - Academic Literacy for English Language Learners
  - Scaffolding Writing for ELLs and Demystifying Figurative Language

- Assessing Students Writing
- Modified Guided Reading for English Language Learners
- Looking at the Writing Response in the NYSESLAT and ELA:
- Integrating Grammar in the Writers Workshop
- Building Academic Vocabulary
- Team Teaching in the ESL Program
- Effective Strategies in Literacy Instruction for ELLs

Anning S. Prall's commitment to community and parent participation is 100%. Our school encourages parent and community participation by notifying parents about meetings, workshops and special events via letters sent home, telephone calls, and flyers hung around the school. All material is written in English and Spanish, as well in the other home languages of our ELLs such as, Urdu, and Arabic, when necessary. Translators are made available during meetings, workshops and parent teacher conferences. The New York State Association for Bilingual Education (NYSABE) conference "**Bilingual Education: Pathway to Multicultural and Multilingual Learning Communities**" will be attended by three staff members and several parents. One purpose of the conference is to empower parents to become part of the educational process, and to ensure their voices are heard when decisions are made. Another is to promote quality education for ELLs, and to offer high quality professional development activities which focus on research-based optimum instructional practices for ELLs. NYSABE offers local and regional educational activities and the opportunity to network with other professionals. This conference promotes multicultural and multilingual learning communities in order to meet the educational needs of all children.

**Form TIII – A (1)(b)**

School: IS 27 BEDS Code: 353100010027

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

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> <ul style="list-style-type: none"><li>- Per session</li><li>- Per diem</li></ul>	\$9,978	<b>200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> <ul style="list-style-type: none"><li>- High quality staff and curriculum development contracts.</li></ul>	\$3,000	<b>Consultant: working with teachers and administrators 2 days a week on development of curriculum enhancements</b>
<b>Supplies and materials</b> <ul style="list-style-type: none"><li>- Must be supplemental.</li><li>- Additional curricula, instructional materials.</li><li>- Must be clearly listed.</li></ul>	\$1,000	<ul style="list-style-type: none"><li>• <b>Cassette Recorders</b></li><li>• <b>Headphones</b></li><li>• <b>Ink for printers</b></li><li>• <b>USB Flash Drives</b></li><li>• <b>Copy paper</b></li><li>• <b>Chart Paper</b></li><li>• <b>Glue</b></li><li>• <b>Poster paint</b></li><li>• <b>Display Boards</b></li></ul>
<b>Educational Software (Object Code 199)</b>	\$2,000	<b>Achieve 3000 software package for after school program</b>
<b>Travel</b>	\$4,000	<b>NYS Sabe conference</b>
<b>Other</b>		
<b>TOTAL</b>	\$20,000	

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

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

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

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

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

The data and methodologies used to assess our school's written translation and oral presentation needs consisted of the following:

1. Parent Language Surveys which asked parents in what language do they prefer all written and oral correspondence
2. Student Registration Form
3. Home Language Identification Surveys (HLIS)
4. The Language Allocation Policy (LAP) Part III ELL Demographics, which contains a breakdown of ELLs by grade in each language group
5. Place of Birth report (RPOB)
6. Parent Orientations
7. Parent/Student Ethnic Identification Surveys

This data is recorded and maintained on ATS, cumulative files, student emergency cards, surveys, and parent language surveys.

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.

It was apparent from our findings that the majority of the translation and interpretations needed to be in Spanish, with Urdu and Arabic as the second largest translation groups. A parent letter was sent out reporting the findings of the Parent Language Survey, and a listing of the languages in which we will be providing written translations and oral interpretations.

## Part B: Strategies and Activities

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

The written translation services our school will provide are primarily for correspondence to parents. These include:

1. Translated Bill of Rights and Responsibilities
2. Student Registration Form
3. Translated Home Language Identification Surveys
4. Parent/Student Ethnic Identification Surveys
5. ELL Parent Orientation and Regional Conferences
6. Monthly newsletters and calendars
7. Special forms (lunch forms, blue emergency cards, health)
8. Permission slips/consent forms
9. High School information
10. Promotional Criteria
11. Promotion in Doubt Letters
12. Testing and SES information
13. Legal, disciplinary, and safety matters.
14. Summer School Forms
15. After School Programs

School staff will provide written translation services in-house. If necessary, an outside vendor will also be utilized. All translated documents will be distributed at the same time as the English.

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.

The oral interpretation services our school will consist of the following:

1. Parent workshops
2. Parent Teacher Conferences
3. ELL Parent Orientation and Regional Conferences
4. High School information
5. Promotional Criteria
6. Testing and SES information
7. Legal, disciplinary, and safety matters.
8. Phone Messenger
9. PTA Meetings

Oral interpretation services specific to our students with special needs are as follows:

1. New Student and Parent Enrollment Interview
2. Initial Counseling Meeting
3. Manifestation Determination Review (MDR)
4. Behavioral Intervention Plan and Functional Behavioral Assessment

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>.

In order to fulfill section VII of Chancellor's Regulations A-663, in September no later than 30 days from the school's opening, we will distribute to all students a Parent Language Survey. The data collected will be used to determine in which languages school notices have to be translated and interpretation services needed. Our bilingual staff members will provide the written translations and interpretation services needed to the greatest extent possible. When in-house staff members cannot provide the specific services needed, then we will request services from the Department of Education's Translation and Interpretation Unit. We will also distribute written notification to all parents, whose primary language is a covered language by the Department of Education, of their rights regarding translation and interpretation services. The Department of Education's Foreign Language Notice will be attached to all important notices, so any parent whose language is not covered will be informed so that it may be interpreted.

#### Translation Services

Of the foreign languages, the percentage of parents needing interpretation and translation written is approximately 9% (104 parents). These findings will be shared with the parents through Parent/Teacher's Association meetings, Prall Prism, ARIS Parent Link, Acuity, Achieve 3000 and written letters to parents.

**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:	418,445	78,977	497,422
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,184		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		790	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	20,922		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		3,946	
6. Enter the anticipated 10% set-aside for Professional Development:	41,845		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		7,898	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 91.3%
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.  
 During the 2008 – 2009 school year, I.S. 27 made the necessary adjustments to teacher’s programs so that they will be placed in areas of certification.

## **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.

Anning S. Prall Intermediate School 27 – PTA  
Academies of Engineering, Enterprise and Journalism  
A Magnet School For Applied Learning  
With Technology Integration

### **School-Level Title I Parent Advisory Guidance Policy**

The name of the Title I Parent Advisory Structure shall be: The Parent Advisory Parent Association of Anning S. Prall Intermediate School 27.

#### **Goals and Objectives**

The goals and objectives listed below are provided as general sample language that could be utilized to express the overall mission of our Title I parent advisory organization.

1. To ensure effective involvement of all parents of Title I participating children and to support the partnership between other school community stakeholders (school administration and staff, parents and caregivers, School Leadership Team).
2. To involve parent of Title I participating students in an organization and timely manner with the planning, review and implementation of Title I programs and the joint development of the school parental involvement policy and the school-parent compact.
3. To recruit parents of Title I participating students for involvement in professional development opportunities, meetings (including the required Annual Meeting), conferences and other related activities designed to enhance the role of parents in supporting the education of their children and advancing their own educational needs.
4. To provide information to parents of title I participating students regarding Title I issues, and in consultation with other parents to bring questions, concerns, and ideas regarding Title I related issues to the attention of the school staff, administration and other school community stakeholders.
5. To develop a proposed spending plan and budget in consultation with other parents of Title I participating students recommending how the school's minimum Title I 1% parent involvement allocation can be best utilized to support the needs of all Title I parents.

Note that if Title I parents have selected the PA as the school-level Title I Advisory structure, membership shall be defined in consistency with the requirements of the current Chancellor's Regulation A-660 (all parents, legally appointed guardian, foster parents and persons in parental relation to any child who currently attends the school).

### **Title I Parent Advisory Structure Membership**

#### **Eligibility**

This was developed by the Office for Family Engagement and Advocacy (OFEA) to assist Title I parent leaders in developing guidance to help support an provide structure for their school level Title I parent committees (PAC or PA). This document may be used as an attachment to the school's Title I Parent Involvement Policy or PA bylaws as applicable.

Membership in the PA Advisory Parent Association shall be limited to parents, legally appointed guardians, and persons in parental relation to Title I participating students currently attending Anning S. Prall Intermediate School 27.

#### **Outreach to New Parent Members**

In the beginning of each school year, a welcoming letter from the Principal shall inform eligible parents and caregivers of students of Anning S. Prall Intermediate School 27 and encourage their participation.

### **Voting Privileges:**

Each parent of a Title I participating child/children currently attending Anning S. Prall Intermediate School 27 shall be entitled to one vote concerning Title I related matters.

### **Officers**

The officers of the PTA subcommittee/PAC shall be: Chairperson, Recording Secretary, and Treasurer.

### **Term of Office**

The term of office shall be from the date of the Principal's Annual Meeting until the next year's Principal's Annual Meeting when the parent members shall vote whether to have a PAC or a PTA Subcommittee. Officers shall be elected at these meetings for a one-year term. Qualifications for the officer position listed above is limited to parents, legal guardians or persons in parental relation who meet the criteria as outlined in these Guidelines and are not employed at Anning S. Prall Intermediate School 27.

This was developed by the Office for Family Engagement and Advocacy (OFEA) to assist Title I parent leaders in developing guidance to help support and provide structure for their school level Title I parent committees (PAC or PA). This document may be used as an attachment to the school's Title I Parent Involvement Policy or PA bylaws as applicable.

### **Duties of Officers**

The PTA Chairperson shall:

- Preside at all meetings of the PTA subcommittee/PAC and shall be an ex-officio member of all committees except the nominating committee
- Appoint chairpersons of all PTA subcommittees/PAC with the approval of the PTA Executive Board, and shall appoint chairpersons of the PTA standing committees with the approval of the General Membership
- Delegate responsibilities to other PTA/PAC members and shall encourage meaningful participation in all PTA subcommittee/PAC activities
- Serve as the PTA/PAC representative to the District Title I Parent Committee (DPAC or Presidents' Council) and shall be required to attend all district Title I parent leader meetings
- Share information and provide reports to general membership
- Meet regularly with the executive officers and membership to plan PTA meeting agendas and other activities/events
- Assist with the transfer of subcommittee/PAC records to the incoming Subcommittee/PAC officers prior to the end of his/her term of office.

The PTA Subcommittee/PAC Vice Chairperson shall:

- assist the PTA/PAC Chairperson with the duties as outlined above and shall assume his/her duties during his/her absence or at the PTA subcommittee/PAC Chairperson's request

The PTA Subcommittee/PAC Recording Secretary Shall:

- prepare PTA subcommittee/PAC meeting notices, agendas, sign-in sheets
- record the minutes at all PTA subcommittee/PAC meetings
- prepare and read the draft minutes at PTA/PAC meetings and make minutes available upon request

- share responsibility with other PTA subcommittee/PAC officers for safeguarding all PTA subcommittee/PAC records
- Sign and incorporate all amendments to these guidelines and ensure that they are maintained in the file of the PTA
- Provide access to PTA members to information related to Title I compliance including the following documents (e.g., School and District Parent Involvement Policies, Department of Education Title I Parent Involvement Guidelines, Title I Non-Regulatory Guidance, Federal Law, Section 1118, NYSED Parents Right-to-Know Documents)
- Assist with the transfer of PTA subcommittee/PAC records to the incoming PTA subcommittee/PAC officers prior to the end of his/her term of office

This was developed by the Office for Family Engagement and Advocacy (OFEA) to assist Title I parent leaders in developing guidance to help support and provide structure for their school level Title I parent committees (PAC or PA). This document may be used as an attachment to the school's Title I Parent Involvement Policy or PA bylaws as applicable.

The PTA subcommittee/PAC Treasurer shall:

- be responsible for coordination and drafting a proposed budget and spending plan for the Title I parent involvement allocation (minimum of 1%, maximum of 5%), for approval by the PTA/PAC membership and School Leadership Team
- be responsible, with the PTA subcommittee/PAC Chairperson, for presenting the membership approved proposed budget and spending plan to the School Leadership Team as the recommendation for use of these funds to support Title I parent involvement
- assist with the transfer of PTA subcommittee/PAC records to the incoming PTA subcommittee/PAC officers prior to the end of his/her term of office

**Review and Amendments to PTA Subcommittee/PAC Guidance Document**

- This PTA subcommittee/PAC Guidance document should be reviewed annually to ensure that they remain current with State, Federal and Department of Education Requirement and continue to meet the needs of the PTA subcommittee/PAC membership.
- Proposed amendments shall be presented in writing to the Title I parent community prior to any vote taken to adopt the amendment(s). Adopted amendments shall be attached to this document and remain on file in the PTA subcommittee/PAC closet with a copy in the Principal's office.
- This PTA subcommittee/PAC Guidance document shall be distributed to all parents of Title I eligible children who attend Anning S. Prall Intermediate School 27 and shall be signed below in order to verify the date of general distribution to the Title I parent community.

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Date of Review by PTA Subcommittee Membership \_\_\_\_\_

Signature of PTA Chairperson/President:

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Date of Distribution to the PTA Membership: November 10, 2009

This was developed by the Office for Family Engagement and Advocacy (OFEA) to assist Title I parent leaders in developing guidance to help support and provide structure for their school level Title I parent committees (PAC or PA). This document may be used as an attachment to the school's Title I Parent Involvement Policy or PA bylaws as applicable.

## **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.



New York City Department of Education

ANNING S. PRALL INTERMEDIATE SCHOOL 27  
**The Magnet School for Applied Learning with Technology Integration**

Academies of Engineering, Enterprise & Journalism  
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**Tracey Kornish, Principal**

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### **School Parent Compact**

Anning S. Prall Intermediate School 27, The Magnet School for Applied Learning with Technology Integration, 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 2006-07.

#### **Required School-Parent Compact Provisions** **School Responsibilities**

Anning S. Prall Intermediate School 27, The Magnet School for Applied Learning with Technology Integration, will:

- 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:
  - Anning S. Prall Intermediate School 27 will provide high quality instruction to all students. The school is divided into three Academies. Each Academy follows the city and state curriculum and scope and sequence for academic instruction area. Each Academy has an Assistant Principal, Dean, Guidance Counselor, and Academy Leader for student support to ensure the learning environment meets the needs of each student. In addition to content specific instruction, we also provide additional theme based and arts based learning opportunities. Our before and after school programs extend learning opportunities to our students.
- hold parent-teacher conferences 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 twice a year: November and February.

- provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows:
  - Progress Reports are an interim report of success that is distributed in the middle of each marking period. Parents are notified if they should contact the school.
  - Report Cards are distributed 4 times a year.
  - ARIS Parent Link (APL) provides academic information about your child and your child’s school.
  - Acuity assessment reports are available to parents online .
  
- provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
  - Teachers are available for parents at two parent teacher conferences each year. Teachers are also available to meet with parents during professional time on a daily basis with an appointment.
  
- provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities as follows:
  - The PTA hosts a number of events each year that allow parents the opportunity to be involved directly in school activities.
  - The School Leadership Team has 50% parent members.
  - The Parent Coordinator escorts parent visitors.
  - Chaperon school trips
  
- involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way.
- involve parents in the joint development of any School wide Program Plan (for SWP schools), in an organized, ongoing, and timely way.
- 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.
- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school’s curriculum, the forms of academic assessment used to measure children’s progress, and the proficiency levels students are expected to meet.
- on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- provide 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 (i.e. as per NCLB.)

### **Parent Responsibilities**

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

- ⇒ supporting my child’s learning by making education a priority in our home by:
  - making sure my child is on time and prepared everyday for school;
  - monitoring attendance;
  - talking with my child about his/her activities every day;

- providing an environment conducive for study;
  - making sure that home is completed;
  - monitoring the amount of television my children watch;
- ⇒ volunteering in my child's classroom;
- ⇒ participating, as appropriate, in decisions relating to my children's education;
- ⇒ participating in school activities on a regular basis;
- ⇒ 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.
- ⇒ communicating positive values and character traits, such as respect, hard work and responsibility;
- ⇒ respecting the cultural differences of others;
- ⇒ helping my child accept consequences for negative behavior;
- ⇒ being aware of and following the rules and regulations of the school and district;
- ⇒ supporting the school's discipline policy;
- ⇒ express high expectation and offer praise and encouragement for achievement;
- ⇒ attend monthly PTA meetings;
- ⇒ attend Parent Teacher Conferences.

**Student Responsibilities**

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

- Attain a Level 3 or 4 in all content areas.
- Do homework every day and ask for help when needed.
- Read at least 30 minutes every day outside of school time.
- Give all notices and information received from school to my parents and guardians.
- Follow the behavior matrix as outlined in Prall Behavior Incentive System.

Name	Signature	Date
School Staff – Print Name		
Parent(s) – Print Name		
Student - Print Name		

## 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.
  - A review of student performance in the areas of ELA and Mathematics was conducted through the School Report Card and NYC Progress Report.
  - ARIS, Acuity, and NY START will empower educators to use data to improve achievement results.
  - Comprehensive focus on Scope and Sequence, Curriculum maps, and NY State Standards.
  - Formal observations of teachers must be guided by assessment data, student goals, and NY State curriculum.
2. School wide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
    - Students who score a 1 or 2 on ELA and Math State exam receive pullout and push in AIS services as well as 37 1/2 minute periods of tutoring 4 days a week.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
      - In addition to the 37.5 minute extended day program, our school has houses the School and Arts Foundation after school program which provides “Homework Help” and other extracurricular activities.
    - Help provide an enriched and accelerated curriculum.
      - Integrated Algebra
      - Three-Year Foreign Language proficiency in French and Spanish
      - Cranial Crunch Team
    - Meet the educational needs of historically underserved populations.
- IS 27 has a variety of afterschool programs offered through Sports and Arts in Schools Foundation.
  - 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.
- There is a guidance counselor for each Academy and the SBST has a Social Worker and Psychologist. There is also a SAPIS worker in our building.
  - Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
  - 100% of our staff is highly qualified.
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.
  - IS 27 places professional development for administrators, coaches, Magnet Resource Specialists, and staff at a high level. We believe that learning is ongoing and important to improve our collaborative team work and student performance. Attending conferences that are relevant to the programs being implemented at our school will provide the appropriate foundation to implement the programs effectively. Teachers / Administrators who have attended PD to promote imbedded professional develop, attend conferences that highlight instructional practices, using data, reading data, and applying data to drive instruction are now an emphasis. We will continue to build a powerful communication between our parents and school to assist our students in every way by providing information about the progress of their child.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Not Applicable
6. Strategies to increase parental involvement through means such as family literacy services.

IS 27 has been building on the parental involvement and providing successful events to promote attendance. Throughout the year, any performance or school wide event will be aligned with a parent meeting or workshop to bring up attendance.
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.

Not Applicable
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

See Action Plans pages 13 – 21.
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.

IS 27 will utilize all NYS assessments, NYC assessments, Performance Series Online, Acuity, and teacher created assessments and student work to measure student's strengths and weaknesses. These assessments will provide sufficient information to base data driven instruction and identify student's progress on a timely basis.
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.

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS - NOT APPLICABLE**

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

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

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

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

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

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.

According to NCLB/SED, I.S. 27 was identified for school improvement as Restructuring School Advanced. The students that did not make AYP for ELA are SWD’s and ELL’s. Black or African American, SWD’s, and ELL’s did not make AYP for Science.

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.

Pleaser Action Plans pages 13 – 18.

### **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.
  - Coach
  - Professional Development for SWD’s
  - Parental Involvement
  - Administrative Support to improve teacher quality

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

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

Teachers with initial certificates and less than two years of full-time prior teaching experience have been identified and will be mentored. The mentor interactions will be supported by conferencing, classroom visitations, co-planning, co-teaching, modeling, inter visitation, and meeting with the coach. The mentoring is documented through the on-line Mentor Tracking System (MTS).

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.

The parents will be notified that I.S. 27 is in Restructuring School Advanced NCLB/SED status.

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

*All SURR schools must complete this appendix.*

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

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

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

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

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

*All schools must complete this appendix.*

**Background**

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

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

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

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

**Background**

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

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

### ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

These findings are not relevant to IS 27. We use formal and informal observations and observation of students work to ascertain relevancy.

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?

Classroom observations, student work, performance

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.

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## **1B. Mathematics**

### **Background**

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

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

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

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

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

Through the process of classroom visits, common planning and curriculum mapping the relevance of these findings are being evaluated.

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?

The new edition of the present Impact math textbook is aligned better to the standards. Teachers have met to evaluate the curriculum and compare it with the state standards. Adjustments have been made where necessary.

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.

These issues will be addressed at Department Meetings, Focus Group Meetings, common planning time and conferences with the Math Coach.

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## **KEY FINDING 2: INSTRUCTION**

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

### ***2A – ELA Instruction***

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

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

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

The finding is not relevant to IS 27. We used formal and informal classroom observations to ascertain the relevancy.

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

Applicable   X 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?

Formal and informal observations.

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 (SOM<sup>3</sup>)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

Classroom visits by supervisors, Focus Meetings attended by faculty members across the curriculum, , Team Meetings, Department Conferences, Cabinet Meetings

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

Applicable   X 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?

Students receive instruction in mathematics from highly qualified personnel. All students are programmed for 8 – 9 periods of mathematics instruction. We have an increase in the use of technology in the mathematics class. Teachers make use of laptops and Smart Boards to address the different leaning styles of the student population as well as to differentiate instruction according to their needs. Teachers employ the workshop model to deliver instruction and address the needs of the students.

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

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

### **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 finding is not relevant. We had one teacher retire during the 2008 – 2009 school year.

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

Applicable   X 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?

Our Table of Organization in Galaxy supports this.

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

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

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

Please respond to the following questions for Key Finding 4:

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

ESL teachers receive e-mails from OELL and Principal regarding professional development. The ESL teachers then turnkey information to staff. For further assessment of the findings, ELL teachers plan to suggest being granted time during faculty or department meetings to turnkey the opportunity and new information of PD.

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

Applicable  Not Applicable

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

ESL teachers trained all staff members at a Faculty Conference. Teachers could identify students in ARIS. A Language Acquisition Policy meeting was held Periods 7 & 8 each Friday.

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.

The school will address relevant issues by allotting time during common preps for ESL teachers to turnkey newly acquired information from the professional development available to them

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

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

Please respond to the following questions for Key Finding 5:

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

NYSESLAT data is distributed to all AP’s as soon as it is available, which in turn is disseminated to teachers. Students are then programmed into the ESL program according to proficiency level.

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 school will continue to dispel the relevance of the finding by ensuring that the structure of the programming remains in place.

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

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

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

Please respond to the following questions for Key Finding 6:

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

Prior to the implementation of the IEP, I.S. 27 provides copies (electronic or paper) of each student's IEP to a student's regular education teacher(s), special education teacher(s), related service provider(s) and other service provider who is responsible for the implementation of a student's IEP. The student's regular education teacher(s), special education teacher(s), related service provider(s) and other service provider have been informed, prior to the implementation of the IEP, of his or her responsibility to implement the recommendations on the student's IEP, including the responsibility to provide specific accommodations, program modifications, supports and/or services for the student in accordance with the IEP.

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?

The following evidence dispels the relevance of this finding to I.S. 27's educational program:

- Professional Development
- Special Education Assistant Principal
- Academy Meetings
- PPT

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.

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

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

Please respond to the following questions for Key Finding 7:

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

Professional Development was conducted to ensure that teachers aligned pages 3, 6, and 9 of the IEP. Behavior Intervention Plans were completed for students who had box three checked off on the Social/emotional page of the IEP.

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

Applicable   X 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?

Teachers use assessments to decide the current level of the child. Goals are established based upon student's current grade and their weaknesses. Strengths and weaknesses are stated and methods of instruction are discussed. Students are given a modified promotion criteria when appropriate.

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

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

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

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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

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

7 STH \*This number changes on a daily basis. This list is generated on Monday of each week.

2. Please describe the services you are planning to provide to the STH population.
  - Extended Day 37.5 minutes
  - Basic/emergency supplies
  - Parental Involvement
  - Counseling Services
  - Parent Coordinator outreach to family

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

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.