



PS 30 THE WESTERLEIGH SCHOOL

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: (31 R 030)

ADDRESS: 200 WARDWELL AVENUE, SI, NY 10314

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS 30 SCHOOL NAME: The Westerleigh School

SCHOOL ADDRESS: 200 Wardwell Avenue, Staten Island N.Y. 10314

SCHOOL TELEPHONE: 718-442-0462 FAX: 718-442-4265

SCHOOL CONTACT PERSON: Denise N. Spina EMAIL ADDRESS: dspina@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Lori Slimas and Michelle O'Rourke

PRINCIPAL: Denise N. Spina

UFT CHAPTER LEADER: Tricia Tiedemann-Walsh

PARENTS' ASSOCIATION PRESIDENT: Vera Miceli

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 31 SSO NAME: CFN ESO #18

SSO NETWORK LEADER: Altagracia Santana

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
Denise N. Spina	*Principal or Designee	
Tricia Tiedemann-Walsh	*UFT Chapter Chairperson or Designee	
Vera Miceli	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	

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

* Core (mandatory) SLT members.

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The mission of the PS 30 family is to provide each student with a diverse education in a safe and supportive environment. We are centered on nurturing individual learning styles so that all may experience success. Parents and caregivers are seen as valued partners in layering the foundation of independent, life-long learners. Building bridges between strengths and weaknesses is the ultimate goal. (Created 2007-2008)

We believe students should be active members of the school community. Each class therefore developed their own 'mission statement' after reading and analyzing the school mission statement. The Student Council read all the mission statements and adapted them to create the following :

PS 30 Student Mission Statement: The mission of PS 30 is to give each student a way to learn by meeting all students individual needs in a happy, safe, and suitable school and community. We can put all of our effort into coming to school everyday because our teachers, staff, and principal are waiting for us each and every day. We will all work together to help each other make our weaknesses into strengths. We will all experience success in all classes. . (Created 2007-2008)

Public School 30 serves as a model for building partnerships and fostering a community centered on continually strengthening performance. **The school is a happy, vibrant and engaging environment for all community members. Students enjoy coming to school because they, and their parents, realize they will be safe, well cared for and able to learn. Our distinctions include our proactive staff, a highly motivated PTA, who in conjunction with the community, give constant support for our transformation from 'good to great'.**

Other distinctions include:

- ✓ **Principal "Teas" with parents**
- ✓ **Data Conferences with Teachers**
- ✓ **Content area learning teams who meet during the faculty conferences to discuss 'best practices'**
- ✓ **Full Arts Department (Visual, Music and Performing)**
- ✓ **Student body that has a significant number of parents who are uniformed service employees of NYC (FDNY and NYPD)**
- ✓ **PS 30 is a multigenerational school**
- ✓ **Annual Holiday Fair (year long planning by parents)**
- ✓ **District 75: we house a Hearing Impaired Class**
- ✓ **Our population is involved in a Self-Sustaining After-School Center and Latchkey Programs run by CBO's New York center for interpersonal development (NYCID) our After School program has a guitar ensemble to further our arts dept.**
- ✓ **Inclusion School Partnership with PS 37 in grades 1,4, and 5**
- ✓ **'Caught You Doing Good' Teacher Reward System for Best Practices**
- ✓ **'Jaguar Ticket Incentive Program' for behavior**
- ✓ **American Ballet with grade 4**

- ✓ Data Inquiry Team: across grade focus on guided reading
- ✓ Consistent Professional Development
- ✓ Westerleigh Community Outreach -
 - a. The Westerleigh Flash Monthly Newsletter
 - b. Penny Harvest
 - c. Bread of Life Drive
 - d. The Westerleigh Improvement Society
 - e. Project Hospitality Thanksgiving food project
 - f. Principal for the Day/Pencil Partnership
 - g. Partnership with Westerleigh Park:
 1. Stewardship with the Forestry Department
 2. Spring 'Bed and a Blanket' author Book Fair with Barnes and Noble
 - h. Communications with the neighborhood NYC Library to support student book selection
 - i. Learning Leaders: community volunteers who help our ELL students, form a journalism club, and lead a 'Book Club' using Junior Great Books
 - j. Our 'Handbook', the entire curriculum (reading, writing, math and science), and pacing calendar is on-line for parents
 - k. Grades 3 and 5 post their homework assignments on-line for students and parents
 - l. Partnership with the 'Staten Island Foundation' who support our professional development efforts
 - m. Barnes and Noble Fundraiser collaboration with our Performing Arts Department for December 12th.
- ✓ Systematic Academic Interventions – Reading Recovery teacher
- ✓ Student Council that is an outreach to the community
- ✓ Annual Character Hat Day with Pumpkin Patch
- ✓ Mainstreaming to enrich reading instruction
- ✓ Principal has been nominated to be a Cahn Fellow (Columbia University), with extensive background in Literacy Acquisition
- ✓ Principal and Assistant Principals participatory, visible
- ✓ Assistant Principals are content specialists in Mathematics and Writing
- ✓ Borough President Molinari's 'Nine Week Step Program'
- ✓ Visual Arts partnerships with Mark Twain JHS grade 3
- ✓ Teacher written 'Move to Improve' Physical Education Grant for \$5,000
- ✓ Writing, reading, science, and math teams that meet during faculty conferences to share best practices
- ✓ Common Preparation time for planning and collaboration that are data driven
- ✓ CTT teachers have common planning time across grades
- ✓ Newly expanded UFT Teacher Center for lunch and learns, videos on professional development
- ✓ Brand New Library Media Center
- ✓ Teacher written ELL Success Grant for \$30,000
- ✓ Our students donate their hair to 'Locks of Love'
- ✓ Junior and Senior Play Assemblies
- ✓ Weekly Student Athlete awards displayed in the main office
- ✓ Every child in P.S. 30 receives Physical Education class

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

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

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 030 Westerleigh								
District:	31	DBN:	31R030	School BEDS Code:	353100010030				
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		94.8	94.6	94.9		
Kindergarten	142	127	133						
Grade 1	139	150	138	Student Stability - % of Enrollment:					
Grade 2	131	137	142	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	137	140	127		96.1	95.3	96.6		
Grade 4	132	140	127						
Grade 5	138	134	147	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	0	0	0		22.0	23.9	22.8		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	0	0	0		0	1	7		
Grade 12	0	0	0						
Ungraded	0	1	1	Recent Immigrants - Total Number:					
Total	819	817	834	(As of October 31)	2006-07	2007-08	2008-09		
					0	3	5		
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
# in Self-Contained Classes	63	78	75	Principal Suspensions	0	16	5		
# in Collaborative Team Teaching (CTT) Classes	0	0	12	Superintendent Suspensions	0	6	0		
Number all others	94	104	95						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09		
CTE Program Participants	0	0	0	Early College HS Program Participants	0	0	0		
English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:					
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09		
# in Transitional Bilingual Classes	0	0	0	Number of Teachers	47	56	59		
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	26	25	31						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	5	3	1	Number of Administrators and Other Professionals	5	18	16
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	10	10
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	72.3	82.1	83.1
				% more than 5 years teaching anywhere	68.1	69.6	67.8
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	96.0	91.0	92.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	94.4	91.9
American Indian or Alaska Native	0.4	0.4	0.4				
Black or African American	4.3	4.6	4.0				
Hispanic or Latino	18.0	17.1	18.0				
Asian or Native Hawaiian/Other Pacific Isl.	7.1	7.0	7.2				
White	70.3	70.9	70.4				
Male	53.8	54.7	54.0				
Female	46.2	45.3	46.0				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
School in Need of Improvement (SINI) – Year 1							
School in Need of Improvement (SINI) – Year 2							
NCLB Corrective Action (CA) – Year 1							
NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)							
NCLB Restructuring – Year ____							
School Requiring Academic Progress (SRAP) – Year ____							

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	B	Overall Evaluation:	▶
Overall Score:	61.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment:	7.3	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:	13.8	Quality Statement 4: Align Capacity Building to Goals	√
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	▶
Student Progress:	36.4		
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:	3.8		

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Currently, P.S. 30 has seen notable gains in performance on the 2009 New York State Assessments in ELA and Math. Moreover, in ELA there was a slight gain from 2008 to 2009, 79% to 81% on or above grade level. Additionally, Math saw a greater gain from 2008-2009, 89% to 93% on or above current grade level.

Although, we have made gains in performance, we continue to lose progress in ELA and Math for our level 4 students. To address this issue, we have examined our Math instruction to include Exemplars and word problems to promote deep thinking and understanding. Also, we have instituted IPP's to exam the strengths of our students and build on their weakness through differentiated instruction. Moreover, teachers have become familiar with the New York State Standards in Math and ELA.

Over the past two years, the greatest accomplishment of the School Administration and Teachers was going from a homogeneously grouped school with basal readers to the workshop model.

The Quality Review identified differentiated instruction as a need for the school. To address this, we implemented professional development through UFT Teacher Center and our Literacy Coach, Wanda Torres. Differentiated instruction and deep thinking skills go along with the over all theme of having each child make at least one years of progress on the New York State ELA and Math Assessments. With that said, our school has a changing demographic and we are seeing an increase in ELL students. Therefore, we will continue to use our data to drive instruction and continued professional development to meet the needs of our population.

SECTION V: ANNUAL SCHOOL GOALS

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

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

Goal 1: Although we have seen gains in ELA performance we continue to strive to move all of our students forward therefore:

By June 2010, the percentage of students making one year progress in ELA on all tested grades will increase by 5% as measured by the New York State English Language Arts Exam.

Goal 2: The Quality Review identified differentiated instruction as a need for the school. To address this, we will continue to implement professional development through UFT Teacher Center therefore:

By June 2010, 90% of the teachers will be provided with professional development to begin to utilize a wide range of data in order to differentiate instruction in Reading and Math as evidenced by attendance sheets, agendas, and professional development materials.

Goal 3: Although we have seen gains in Math performance we continue to strive to move all of our students forward therefore:

By June 2010, the percentage of students making one year progress in Math will increase by 3% in all testing grades as measured by the New York State Mathematics Exam.

Goal 4: Current trends in our building indicate that teachers learn best from other teachers. Over the past two years we have provided professional development to the teachers from outside sources. Therefore, our goal is to build teacher capacity from within. Evidence from instructional practices indicates that we are ready to have teachers learn from each other therefore:

By June 2010, 50% of the teachers will participate in cross grade articulation and intra-visitation on each grade to support and develop leadership capacity amongst staff.

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none">• At least 2% increase on student overall progress as measured by ITA and Predictive assessments administered three times a year.• Grade 3-5 will use TC assessments and Monitoring for Progress three times a year to group students according to need by level (differentiation).• Good Habits Great Readers Class Profiles of Progress by unit to assess and group students according to strategy and/or skill level (differentiation).

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.

Data and Goal Setting

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 2: The Quality Review identified differentiated instruction as a need for the school. To address this, we will continue to implement professional development through UFT Teacher Center therefore: By June 2010, 90% of the teachers will be provided with professional development to utilize a wide range of data in order to differentiate instruction in Reading & Math as evidenced by attendance sheets, agendas, and professional development materials.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • The Literacy Coach will meet monthly with K-5 teachers during a common planning time to facilitate differentiation. • K-5 teachers will be provided with professional development opportunities for differentiation in Reading and Math. • Teachers will use kid-watching sheets to set goals and communicate progress to students and parents in Reading and Math. • K-5 teachers will use standards based rubrics, in conjunction with writing conferences, to assess students' growth and development in Writing. • Grade 3-5 teachers will utilize technology programs such as Renzulli Learning, RAZ Kids and Ah Ha Math to provide for differentiation based on learning style, student interest, and readiness. • Grade 3 teachers will receive systematic Professional Development to deepen their understanding of mathematical concepts.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Responsible Staff Members: Literacy Coach (C4E) Data Inquiry Team Administration UFT Field Liaison Consultant (Math)</p>

Indicators of Interim Progress and/or Accomplishment

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

- **Monitoring for Progress (3 times a year) - flexible grouping.**
- **Collection, monitoring and analyzing of IPP's (Individual Profiles of Progress) and class checklists in mathematics at the end of each chapter.**
- **Collection, monitoring and analyzing of Class Profiles of Progress in Reading at the end of each unit.**
- **Professional Development attendance sheets, agendas, and materials.**

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): Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 3: Although we have seen gains in Math performance we continue to strive to move all of our students forward therefore: By June 2010, the percentage of students making one year progress in Math will increase by 3% in all testing grades as measured by the New York State Mathematics Exam.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Teachers will use a balance of assessments, “Kid-watching,” during each chapter. At the end of each chapter, an Individual Profile of Progress (IPP) will go home with each student. Grades K- 5 have the same format for consistency. • Students will highlight the objectives they have not mastered. Teachers will use these objectives for small group differentiated instruction. • There will be an overall class checklist for each chapter. The teachers will complete and submit 1 checklist per chapter. This data will be used as school wide data for cross grade analysis. • Teachers will continue to use the 4 step problem solving plan to solve multi-step word problems. The Exemplar CD has been distributed to teachers in Grades K-5. The word problems are already differentiated. K and 1 teacher’s will continue to model their thinking while tackling these problems. Grades 2-5 will continue to submit their multi step problems for review. Teachers will continue to work on quality comments to drive their students to the next level. • Teachers will use technology driven math programs such as Aha Math & Renzulli to provide intervention and enrichment based on incoming data.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Responsible Staff Members: UFT Field Liaison Consultant Renzulli Learning Aha! Math Administration</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • At least 2% increase on periodic assessments administered three times a year. • Students will master 80%of the formative assessments administered at the end of each chapter in grades K-5.

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): **Teacher- Leadership and Professional Development** _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 4: Current trends in our building indicate that teachers learn best from other teachers. Over the past two years we have provided professional development to the teachers from outside sources. Therefore, our goal is to build teacher capacity from within. Evidence from instructional practices indicates that we are ready to have teachers learn from each other therefore: By June 2010, 50% of the teachers will participate in cross grade articulation and intra-visitiation on each grade to support and develop leadership capacity amongst staff.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Minimum of 2 common preps per grade for collaboration and planning. • Provide ongoing job embedded professional development through intra-visitiation. • Provide ongoing meaningful feedback to the teachers on their practices. • Teacher leader teams across grades in Reading, Writing, Math and Science meet during faculty conferences. • Reading Recovery teacher provides support and material for teachers in guided reading. • Teachers will receive differentiated Professional Development based on daily informal observations and interest of teachers.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Responsible Staff Members: Literacy Coach (C4E) Administration Data Specialist</p> <p>Data Inquiry Team Staten Island Grant (\$15,000) UFT Teacher Center</p>

Indicators of Interim Progress and/or Accomplishment

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains
Professional Development Tracking Sheets*

- **Teacher leader teams will be fully functioning by February of 2010.**
- **An increase in number of teachers electing to take the Teacher Performance Review (TPR) option.**
- **Administration hands out 'Caught You Doing Good Stickers reinforce best practices.**
- **Administration hands out 'Thanks for Stepping Up' Stickers reinforce leadership.**
- **UFT increase in number of teachers that use the Teacher Center for Professional Development research and materials.**
- **Professional Development tracking sheets.**

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			5	
1	26	26	N/A	N/A			2	
2	41	41	N/A	N/A	1		1	
3	25	25	6	6			1	
4	20	4	N/A	6			0	
5	10	5	7	N/A			4	
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Academic Intervention Services are provided before school and during the school day. Teachers work with small groups before school as part of our extended day program. During the school day, the Wilson Reading Program is used with students in small groups and the Reading Recovery Program is taught 1:1. Both are used to improve decoding, fluency and comprehension.
Mathematics:	Classroom teachers work with at-risk students in small groups before school as part of our extended day program. During the school day, AIS support in mathematics via small group instruction with concentration on the 4-Step method to solving word problems (Read, Plan, Solve, Look Back).
Science:	Classroom teachers work with at risk students, as needed, before and during the school day. Non-fiction science based books are used during guided reading lessons to improve literacy, content vocabulary and comprehension of the science curriculum.
Social Studies:	During the school day, the Achieve 3000 program is used in small groups. Students are provided with an array of current event articles and required to use prior knowledge to prepare for the reading of each text. They learn content based vocabulary, answer comprehension questions and use their background knowledge, learned vocabulary and information from the article to write organized response to a thought question at their individual reading level.
At-risk Services Provided by the Guidance Counselor:	On any given day, the guidance counselor provides counseling to students who are in crisis. This includes peer mediation, crisis intervention, and parent conferences. Counseling can be in a group or 1:1 setting.
At-risk Services Provided by the School Psychologist:	Throughout the school day, as needed, the school psychologist consults with teachers, providers and parents, supplies referrals to community resources and provides crisis intervention.
At-risk Services Provided by the Social Worker:	ERSSA (Educational Related Support Service Assistance) individual and group counseling; crisis intervention, crisis counseling; family intervention and concrete services such as referrals to community agencies are provided throughout the school day. The social worker is also available, as needed, before school to assist students who are anxious about coming in to the school.

At-risk Health-related Services:	During the school day, our school nurses work with students to improve health and hygiene by running programs such as: Open Airway and How we Live asthma programs, Hygiene sessions for 4th and 5th graders and Hand Washing techniques for kindergarten and first graders.
At-risk Health-related Services:	During the school day, our school nurses work with students to improve health and hygiene by running programs such as: Open Airway and How we Live asthma programs, Hygiene sessions for 4th and 5th graders and Hand Washing techniques for kindergarten and first graders.

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.

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

Form TIII – A (1)(a)

Grade Level(s) K-5 Number of Students to be Served: 30 LEP 8 Non-LEP

Number of Teachers 1 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

The After-School ELL Institute

P.S30 plans to implement a comprehensive after- school program in order to address the unique literacy challenges of the ELL and former ELL students. The program will target the ELLs in grades 2-5, at all English proficiency levels, and will be appropriately differentiated according to the population's needs. Advanced and intermediate students will be engaged in Reader's Theater activities as well as book clubs. Reader's Theater will incorporate academic vocabulary support, offer many opportunities for oral language development, as well as applying reading comprehension and writing skills. Reader's Theater exercises also encourage critical thinking and writing about the plays. Students who are beginning readers will use the technology based literacy program, *Award Reading* in order to enhance their listening and reading comprehension, as well as the decoding skills they are struggling with. Newcomers will be engaged in activities for oral language and listening comprehension development, in English, such as describing pieces of art, listening and reacting to music and chants, and other structured language activities that allow newcomers to build on what the skills they are developing in their core ESL classes.

The aforementioned After School ELL Institute will take place three times a week, for 1 ½ hours, for 24 weeks (starting November 9th, 2009- May 14th, 2010). A fully, permanently certified ESL teacher will be conducting the after-school sessions, and there will be a school based administrator present during the sessions to supervise the program. The rationale for such a program is that findings from the ELA and NYSESLAT data reflects that ELLs have the most difficulty on the reading and writing strands on the NYSESLAT, and ELLs tend to have the most difficulty with the ELA exam, opposed to other content area assessments (i.e Mathematics and Social Studies).

English Together:

In addition to the ELL After-school Institute, a family English program called *English Together* in order to meet the English language and literacy needs of both ELL parents and ELL students. *English Together* will be a family English program, during which students and parents both engage in English language and literacy activities. Parents will receive instruction on English conversation, which will be centered around the themes their

children are learning about it school. Children will be engaged in activities such as technology based programs for literacy, Award Reading or Achieve 3000, as well as structured language activities based on skills needed to access the ESL and English Language Arts curriculum. For a portion of the session, oral language activities will be done all together, with the goal of having these practices carry over into the home. This program will be run by a fully certified ELL teacher who has extensive experience in teaching ESL and EFL to the adult population. English Together will take place once a week for one and a half hours, and will last for 24 weeks (November 9, 2009 to May 14, 2010).

During both the English Together and ELL After-school Institute will be operating between the hours of 3:05-4:35, and there will be an assistant principal in the building to supervise the programs.

Professional Development Program

ELL professional development has been an ongoing effort at P.S 30, and is continually being developed and improved upon. During the 2008-2009 school year This year the ELL and Special Education Compliance Liaison for the Children First Network is meeting with classroom teachers on a monthly basis, in order to support them in their efforts to apply best teaching practices to ELLs. In order to augment this effort, an ELL consultant will conduct two on site, hands on training for classroom teachers, focusing on delivering content area lessons to ELL students.

Translation Services:

A portion of the our funds need to be allocated towards translating pertinent written information and offering live translation services during important meetings such as parent teacher conferences. As creating a climate at P.S 30 that welcomes ELLs and their families, it is imperative to continue to offer quality translation services in a wide array of languages. This is necessary for continuing P.S 30's initiative to include ELL parents in school wide events and to assist them in any way possible adjusting

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Interviews and meetings which involved ELL parents, the parent coordinator, as well as teachers were conducted in order to assess whether or not parents who speak a language other than English are able to:

- a. Acquire adequate information in their home language as needed
- b. Participate in school based activities and respond to notices from the school

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Parents have reported that during this school year they have received more notices in their home language, particularly in regards to information pertaining to ELL students and events. Furthermore, they contend that staff members who speak their respective languages have been more readily available to interpret, as needed, and teachers are arranging translated telephone correspondence. Every staff member at P.S 30 is aware of and uses the NYC DOE Translation and Interpretation Unit resources, such as live telephone interpreters as well as written translation services. There are also staff members who speak three out of the five home languages of the ELL students, who are able to offer oral or written translation, should there be an issue with ascertaining the services of the NYC Department of Education translation unit. Teachers and parents both reported that they were able to conduct more efficient parent teacher conference because there were interpreters hired for both parent teacher conferences, who were made aware of the schedule. The ELL teacher supports the staff members in their endeavors to correspond with parent do not speak English, by way of submitting documents for written translation, and by arranging phone conferences in the native language of the family, when the staff is unable to do so.

One concern that teachers have is how to handle a situation that requires information to be disseminated on extremely short notice. There may be instances when time constraints make it difficult to translate a document for the parents in each of the five different home languages of the ELLs. We are currently working on a feasible protocol for this issue.

Part B: Strategies and Activities

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

P.S 30 will be sure to continue the following practices that have successfully improved ELL parent and school staff communication:

- a. Submitting documents within two weeks time of desired distribution to the interpretation and translation unit of the New York City Department of education.

- b. Utilizing school staff members who are proficient in the home language of the students to provide translations when it is not feasible for the interpretation complete the translation on time.
- c. Hiring interpreters with interpretation and translation funds for parent-teacher conferences and other pertinent school-wide meetings between staff and parents.

In the event that information needs to be disseminated to parents in a less than two days time, and interpreting documents in not possible, the information should be orally translated for the parent, either during a telephone or live conference. The ELL teacher/ program coordinator will be available to assist staff members in arranging these meetings.

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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.

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

The following measures have been taken and will continue to ensure that the regulations regarding a parent's right to notification and translation outlined in Section VII of Chancellor's Regulations A-663 is adhered to:

- 1. We will post the DOE issues posting with the parent's rights to interpretation and translation in multiple languages, in a conspicuous location at or near the primary entrance. This sign briefly outlines the interpretation and translation rights of parents who do not speak English, and has pertinent school information such as, the parent coordinator's contact information.
- 2. Our Safety Plan contains procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.
- 4. The parent coordinator and the ELL teacher work together to actively informs parents of the DOE's website concerning the rights of parents to translation and interpretation services and how to access such services.
- 5. The parent coordinator provides translation and interpretation support by offering new ELL parents a community or parent volunteer mentor/advocate who speaks the home language of the parent and English.

Public School 30



*'Leaping to the Top'
200 Wardwell Avenue
Staten Island, NY 10314
(T) 718-442-0462/(F) 718-442-4265*

**Denise N. Spina,
Principal**

**Dennis Forde, A.P.
Rose Marie Hughes, A.P.**

Language Allocation Policy Narrative

Part 1- School ELL Profile:

Introduction:

P.S 30 serves the children of the Westerleigh community and some of the local communities of the North Shore of Staten Island. There is currently one permanently certified E.S.L teacher on staff. We have an enrollment of approximately 830 students. The population is 70.7 %white, 4.6 % black, and 7.0 % Asian and other. At this time our English Language Learners (ELLs) have been identified as 3.5 % of our student body. We have been providing a comprehensive instructional program for our 29 ELLs in grades K-5.

Average class size of grades K-3 is approximately 19, with 7 classes on the grade in Kindergarten, 6 classes in First Grade, 5 classes in Second Grade and 6 classes in Third Grade. In grades 4-5, the average class size is 25 with 5 classes in Fourth Grade and 4 classes in Fifth Grade. In addition there are three 12:1 classes, four 12:1:1 classes and a District 75 Hearing Impaired Program housed in our school, which is a 12:1:1 program. At P.S 30, we also have NCLB children. We have been providing a comprehensive instructional program for our 29 who are on the rosters of the above mentioned classes

Part 2: ELL Identification Process:

Each family initially entering their children into P.S 30, and is interviewed by the fully licensed ELL teacher, in order ascertain the child's linguistic background and to decide whether or not the LAB-R exam needs to be administered. The ELL teacher also determines if translation is needed and arranges for the parent to have both written and verbal translation of the HLIS document. After both the parents/ and or guardians and child is interviewed, the ELL teacher also assists them with any questions about the HLIS and bilingual/ESL programs. If the student is deemed eligible to be given the LAB-R, based on the responses on the HLIS, the ELL teacher tests them within 10 school days of the new student's admission. The Spanish LAB is additionally administered within 10 school days of admission, if when a Spanish speaking child does not pass the LAB-R. In the Spring of the same school year, all ELLs are administered the NYSESLAT for measuring their English achievement. The ELL teacher administers the exam to all of the ELL students with the assistance of the testing coordinator.

In September, and then subsequently through the course of the year as is needed, orientation meetings are conducted to apprise ELL parents of the different programs available in the New York City school system for their children. At the meeting, parents first view the orientation video in English and in their native language. If there is a language other than one that is provided on the orientation DVD, translation services are obtained from the NYCDOE Translation and Interpretation Unit. Secondly, both the ELL teacher and the Parent Coordinator- who are present at the meeting- review the entire parent selection survey and entertain all questions and concerns. They are given the opportunity to ask for assistance while completing the Parent Survey Forms, which are translated into the native languages of the families present. Pamphlets of information that review the highlights of how to select a bilingual program in New York City Schools are also distributed during the orientation and available both in English and in the native languages of the parents.

Entitlement letters⁰ are distributed by the ELL teacher, and Parent Survey and Parent Selection forms get returned to the ELL teacher. The ELL teacher generally receives the survey within week's time from distribution. When parents do not submit these forms, there are a minimum of three follow up telephone outreaches, as well as three follow up letters, asking the families to complete the Parent Surveys and Selection Forms immediately.

In the last two years all parent choice forms obtained by the school have listed free standing ESL as their program of preference. Out of the 22 newcomer students 100% parental choice is an E.S.L program, and this is the bilingual program available at P.S 30, per parental selection.

Part 3: ELL Demographics:

a. Home Languages of ELLs

Out of the 29 ELLs served in an E.S.L program at P.S 30, 22 ELLs are "newcomers" (with 3 or less years of service), while the remaining 7 students are entering their 4th to 6th year of service. There are currently no "Long Term ELLs" at P.S 30. Ten ELLs are enrolled in a special education program. The home languages of the ELL population include, Spanish, Urdu, Arabic, Chinese, Italian, Tuluki and Malayam. In kindergarten there are 9 ELL students enrolled; three Spanish speaking, one Chinese speaking, three students who speak Arabic, one Italian speaking student and one Tuluki speaking student. The First Grade ELLs are comprised of five Spanish speaking ELLs, and the Second Grade has 4 ELLs enrolled, one student with a home language of Arabic and three with Spanish. Out of six Third grade ELLs, four speak Spanish and two Arabic. Out of the five fourth grade ELLs, three speak Spanish and one Malayam. In the fifth grade there are two ELLs, one who speaks Spanish and one who speaks Urdu.

b. Instructional Model for ELLs:

At P.S 30 we understand that working together to create a climate of acceptance and accountability ensures that all of the students' academic success is secured on many levels. With that tenet in mind, we all work collaboratively to address the particular needs of the ELL population and aim so that they can become thriving, not merely surviving students.

The ELLs at P.S 30 receive their mandated hours of E.S.L instruction through a pull out and push in model. In either model the ELL teacher ensures that the mandated instructional time is offered to the students. Groups do not exceed eight students, to accommodate the individual needs of the students group. Students placed in either push in or pull out groups based on both grade/age level and English proficiency levels, determined by the NYSESLAT and informal assessments conducted by the ELL or

classroom teacher. Further differentiation occurs within the group to address individual academic weaknesses. Content area instruction in ESL occurs by using well researched based techniques such as Sheltered English, CALLA (Cognitive Academic Language Approach) which both incorporates academic vocabulary and oral language development along with literacy, all taught in the context of a content area. Cooperative learning and projects that encourage students to investigate a content area using all language modalities (reading, writing, listening and speaking) are common practices in E.S.L classes. Other methodologies that are used in order to create comprehensible input for students are TPR (Total Physical Response) and strong visual supports to represent new concepts. Lastly, oral language development, and building a strong academic vocabulary are goals with which all lessons are continually geared.

P.S 30 is strongly committed to supporting newly arriving students and their families, which includes those who are SIFE students. At this time we have 2 Students with Interrupted Formal Education at our school (both in the 5th grade). We recognize that a student who had experienced gaps in formal schooling may lack the critical skills (social and academic) that are necessary to assist them in performing on grade level. For S.I.F.E students admitted to our school, an action plan similar to the one in place for all newcomers is put into effect (securing basic needs). We ascertain the amount of schooling the child has had and determine the child's true functioning level, if possible, in their native language. All appropriate and available support services are employed (at risk SETTS, AIS, Title III supplementary programs, as well 37.5 minutes of mandated tutoring). In the classroom, the teacher in conjunction with the ELL teacher regularly collaborate to create a plan of instruction based on the students' specific needs. In the case of S.I.F.E students, research suggests that a differentiated approach coupled with T.P.R (Total Physical Response) and Sheltered English methodologies have been successful. This is implemented during the E.S.L classes and in the regular classroom. Moreover, the S.I.F.E student's progress is carefully monitored and evaluated on a continuous basis. Older newcomers, including SIFE students are taught literacy and content areas using the RIGOR (Reading Instructional Goals for Older Readers) program and methodologies. This incorporates content area themes, academic vocabulary enrichment and a range of literacy strategies that span the grade levels. RIGOR allows a SIFE student who was never instructed in the basic tenets of literacy, to develop those skills while acquiring English.

Generally, ELLs who have been in our ESL program for over four years have adequate oral language skills and auditory comprehension in English, but lack literacy skills and need to expand their academic, content area specific lexicon. In order to address these needs, ESL lessons for these students are strongly rooted in literacy, following the school wide model of balanced literacy. These students often participate in guided reading lessons, book clubs and literacy circles to bolster their literacy skills. However, they continue to enhance their oral language abilities as well as their academic vocabulary.

Students who are both in special education programs and are ELLs, require individualized planning, depending on their specific strengths and weaknesses and the nature of their learning disability. The ELL teacher will push into special education class rooms and co teach with the special education teacher, using ESL strategies in order to create more opportunities for the special needs children to access the curriculum. The specific skills the ELL teacher address with special needs ELLs is largely contingent upon their needs, but usually fall into the following categories, academic language development in English, organizing ideas and thoughts into comprehensible output, and using strategies for organizing written and spoken utterances.

A variety of reading intervention strategies will be used to focus on achieving grade-level proficiency in all mandated reading components (phonemic awareness, phonics, letter recognition and writing). Students are taught reading through the Balanced Literacy approach. Each classroom has a leveled library with appropriate choices for ELLs. Targeted literacy interventions for struggling, ELL readers in grades 3-5 include the technology based literacy program, *Achieve 3000*, as well as the RIGOR program (Reading Instructional Goals for Older Readers). Both offer the visual supports that ELLs require to make literacy more accessible, as well as bolsters their academic vocabulary and is based in content area instruction.

For newcomers, and students in K-2 the intervention program used is *On Our Way to English*. This offers a balanced program that offers students opportunities to learn both social and academic English. In addition, this comprehensive program is well aligned with the New York State Curriculum, and follows the balanced literacy model.

With our Title 3 funding, an extensive after school program for ELLs and families of ELLs will be implemented. ELLs and former ELLs will be invited to participate in three after school sessions a week that focus on developing literacy, oral language, and content area knowledge through Reader's Theater.

Although there are no bilingual classes at the school, the administration and faculty recognize and appreciate the value of ELL students' native language and culture. ELL students are encouraged to share aspects of their culture with their classmates (e.g. artisan crafts, music, photographs, etc.) This provides the students with an opportunity to experience a sense of importance and contribute to classroom discussions in a way that they might not have been afforded before. The ELL teacher used students' native cultures as a reference point when selecting topics to cover in her classes (literature, current events, geography etc.). Throughout the building, there is evidence prominently displayed that the students' different holidays and cultural events are of importance. In the ELL teacher's room a bulletin board has been created to showcase the different cultures and languages of the ELL students. Several measures have been taken in order to incorporate the ELLs native languages into their instructional program. Bilingual glossaries and dictionaries are utilized both in the ESL classroom and in the mainstream classes. P.S 30 has been making a school-wide effort to bolster our native language reading and listening library in the ESL classroom, and in the school library. *Achieve 3000*, a technology based program used for literacy in ESL offers a home language option for strengthening literacy in the students' native language. Lastly, the ESL teacher, when possible will use the structure and vocabulary of the students' native language in order to highlight features of the English Language, such as highlighting cognates, when applicable.

The entire staff at P.S 30 is committed to ensuring that ELLs are aware of and encouraged to participate in all school programs. For instance, every effort to disseminate notifications to parents, in their respective native languages, about school events and programs such as assemblies, class trips and other happenings such as the "Holiday Fair." This has been effective, as ELL children are actively involved and in school wide events and programs, as are their families.

Professional Development:

In order to meet the needs of our ELL population, it is imperative that the ESL teacher interface with the classroom teacher to plan appropriate academic strategies. It is for this reason that professional development will focus on the importance of planning long term goals for our ELL students as well as the development of academic language development in the content areas. During this time, the Regional English Language Instructional Support Specialists and our ELL teacher will introduce

various teaching techniques that will be implemented in our classrooms to help each student broaden their base of cognitive academic language and to reach his/her full academic potential. Some of these techniques include but are not limited to:

Sheltered English, scaffolding, “turn and talk” activities, cooperative learning, grouping, project models. The ELL teacher works collaboratively with the classroom teacher to further develop language skills in all modalities employing the CALLA (Cognitive Academic Language Learning Approach) method as well. On the last Wednesday of each month the Instructional Support Specialist will be working with the staff on implementing best practices for ELLs. Professional development is provided throughout the school year, and continually, as needed by the literacy coach and the ELL teacher.

The E.S.L teacher works with the classroom teachers, in order to ensure that ELLs have the academic tools they need for a smooth transition into middle school. These skills include grade appropriate content area knowledge and vocabulary enrichment, as well as study and note taking skills that become essential organizational tools in the secondary grades. Together, the ELL teacher and classroom teachers assess the ELL students’ strengths and weaknesses, then create a plan to better prepare them for the middle school environment. In addition, the ELL teacher works with the parent coordinator to inform parents of ELLs about the middle school application process and the logistics of the transition from elementary to middle school.

Parental Involvement:

P.S 30 has an extremely active group of parents who devote themselves and to enhancing the environment their children learn in. There are several fund raisers and special events conducted by our sizable PTA, and we have several parent volunteers offering support to struggling students and assisting the teachers in their classrooms. The ELL parents are involved in the regular parental involvement activities and also have the opportunity to workshops tailored to them. This year ELL parents will have the opportunity to learn English, and learn how to engaging ways to promote the oral language development of their children at home. The series of weekly family English language and literacy workshops is called “English Together”. This was in response to several ELL parent requests to learn English and to become aware of activities they can do with their children at home. Needs of the parents are assessed by through the mandatory interviews upon registration, while submitting the HLIS, as well as through discussions that occur during the parent teacher conferences between the ELL parents, the ESL teacher and classroom teachers. Feedback on the needs of the parents is also collected by the parent coordinator in who conveys their issues to the necessary staff equipped to address the ELL family’s unique needs. One of the most prevalent need that we strive to meet is to provide information in the respective home languages of the students, as quickly as possible. Through a collaborative effort between the parent coordinator, ESL teacher, classroom teachers and paraprofessionals, the school secretaries and the administration, we have made this possible. Aside from offering extra services to ELL parents, this academic school year we secured funds to conduct translation phone calls, correspondences and conferences. In this way, if the need arises either on the part of a parent or a faculty member we are better equipped to address the situation in a timely fashion. In the case of a newly arrived family, it is imperative to determine if the child has any formally interrupted education gaps or if the child has suffered any severe emotional or physical trauma in the country of origin. Based on the HLIS forms and parent interviews, we can put an action plan together immediately based on that child’s particular needs. The school also recognizes that oftentimes due to the economic constraints as well as language and academic barriers, many immigrant families are not always equipped to assist their children with the academic challenges they

face. Cognizant of the situation, the Parent Coordinator, in conjunction with the ESL teacher, has been working diligently to find outreach and social services within the community for these families (i.e housing, legal aid, free homework and tutoring centers, free school supplies, adult English classes and medical services). This effort is ongoing and the school will no doubt facilitate the access to many more services in the future.

Part 4: Assessment Results:

LAB-R results:

In Fall 2009 reflect the following proficiency levels in our newcomer population, currently enrolled in the ESL program:

- 3 Kindergarten Students at the Beginning Level of English Proficiency
- 2 Kindergarten students at the Intermediate Level of English Proficiency
- 3 Kindergarten students at the Advanced Level of English Proficiency
- 1 3RD grader at the beginning level

Spring 2009 NYSESLAT Results:

1ST Grade: -2 Beginning Students
 -1 Advanced student
 -2 Proficient

2nd Grade: - 1Beginning students
 2 Intermediate students
 1 Advanced Student
 3 Proficient

3rd Grade: 1 Beginning student
 3 Intermediate students
 1 Advanced student
 2 Proficient

4th Grade: 1 Beginning students
 2 Advanced students
 3 Proficient Students

5th Grade: 1 Beginning student
 1 Advanced student
 2 Proficient Students

ELA Results:

4th grade: 1 Level 1 student
 3 Level 2 students
 2 Level 3 students
 1 Level 4 student

5th grade: 4 Level 3 students

Mathematics Results:

4th grade: 2 Level 2 students
5 Level 3 students

5th grade: 4 Level 2 students
1 Level 3 student

There are several positive trends noticeable in the data reflecting the NYSESLAT scores; the following trends reflect that the ESL program has been successful:

-98% of ELLs moved at least one proficiency level

-The majority of ELLs in their third or more year of service passed the NYSESLAT

-More newcomers scored at the Intermediate level than at the beginning level.

The other finding revealed that the ELLs struggle more with the reading and writing strands of the NYSESLAT than with the listening and speaking sections. In addition, there are more ELLs score in the 2 range on the ELA exam in comparison to the other content area exam, in which they generally score at the 3 or 4 level. This is the reason best practices in teaching ELLs literacy has been an intervention and professional development focus for P.S 30.

Student progress is measured by teacher observation, student portfolios, teacher-created assessments and by ELLs Interim Assessments and the NYSESLAT. The student's NYSESLAT scores, as well as progress in content area exams such as Mathematics, Social Studies and Science are and continue to be thoroughly examined to drive instruction and to tailor it to fit the particular students' academic needs. In addition, individual goals are made for ELLs through out the school year based on the results of the ELL Interm Assessments. This assessment instrument is valuable in establishing language proficiency growth in between the yearly administration of the NYSESLAT. None of our ELLs participated in or submitted state wide assessments in their native language, therefore no results are available under the native language assessment category.

For students in grades K-2, the Teacher's College Reading Writing Project (TCRWP) Reading Assessment is used as the main assessment tool for tracking literacy progress. In addition running records using books leveled under the Fountas and Pinnell system are regularly administered by the ELL and classroom teacher between TCRWP administration periods, in order to regularly monitor progress and to evaluate strengths and weaknesses. The following is a chart of the September 2009 TCRWP assessment results, compared to the January 2010 (when available) results:

TCRWP Reading Assessment results of ELLs K-2:

Grade	September Results	January Results
Kindergarten	9 Pre- Primer Level	2 Level A
1 st Grade	3 Pre Primer 1 A level 1 B level	2 Level A 1 Level D
2 nd Grade	4 Level A	3 Level C

The results of the TCRWP Reading Assessment, as well as informal running records and conference notes reflects an improvement in reading levels in the early grades (K-2), yet a need to continually incorporate literacy into ESL instruction and address the unique challenges ELLs face learning English literacy in the mainstream classroom. Assessing this data has driven instruction in both the mainstream classroom and in the E.S.L program. Literacy support, through extra guided and shared reading is an integral component of ESL instruction. The ESL teacher works closely to with the classroom teachers to establish best literacy practices for ELLs such as, infusing oral language development and listening into literacy lessons.

Conclusion:

The staff and parents at P.S 30 aspire to be visionaries and are in the constant pursuit of ways to enhance and improve upon our ELL program. We understand that with time comes wisdom and we are ready to meet the challenges head on. Our LAP policy will be a reflection of our commitment to making those changes.

Team Members:

Denise N. Spina	Principal
Rose Marie Hughes	Assistant Principal, I.A
Dennis Forde	Assistant Principal, I.A
Karen Corbo	ESL Teacher/Coordinator
Lauren Shwartz	Related Service Provider (Speech and Language Services)
Kathie Stefanski	Parent Coordinator
Melissa D'Antonio	SETTS Teacher
Jolynn Owens	Testing Coordinator/I.E.P Teacher

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-8 LANGUAGE ALLOCATION POLICY

WORKSHEET

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District District 31	School P.S 30 The Westerleigh School
Principal Denise N. Spina	Assistant Principal, RoseMarie Hughes
Coach Wanda Torres (Literacy)	Assistant Principal, Dennis Forde
ESL Teacher Karen Corbo	Guidance Counselor Jennifer Reich
Teacher/Subject Area Melissa D'Antonio/SETTS	Parent type here
Teacher/Subject Area	Parent Coordinator Kathie Stefanski
Related Service Provider Lauren Shwartz/ Speech &Lang.	SAP type here
Network Leader type Altagracia Santana	other type here

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	830	Total Number of ELLs	29	ELLs at Share of Total Student Population (%)	3.49%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual

- Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned?
(If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
 4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;
description must also include any consultation/communication activities with parents in their native language.
 5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
 6. Are the program models offered at your school aligned with parent requests? If no, why not? How -will you build alignment between parent choice and program offerings? Describe specific steps underway.

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group										
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
TOTAL	0									

Dual Language (ELLs/EPs)

Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian Creole																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	a	0															

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number)

African-American: ____

Asian: ____

Hispanic/Latino

White (Non-Hispanic/Latino):

: Other: _

Native American: _____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	3	5	3	4	3	1				19
Chinese	1									1
Russian										0
Bengali										0
Urdu						1				1
Arabic	2		1	2						5

Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Other	2				1					3

Programming and Scheduling Information

TOTAL 8 5 4 6 4 2 0 0 0 29

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

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

Beginning

Intermediate

Advanced

FOR ALL PROGRAM MODELS

ESL instruction for *all* ELLs as required under CR Part 154

360 minutes per week

360 minutes per week

180 minutes per week

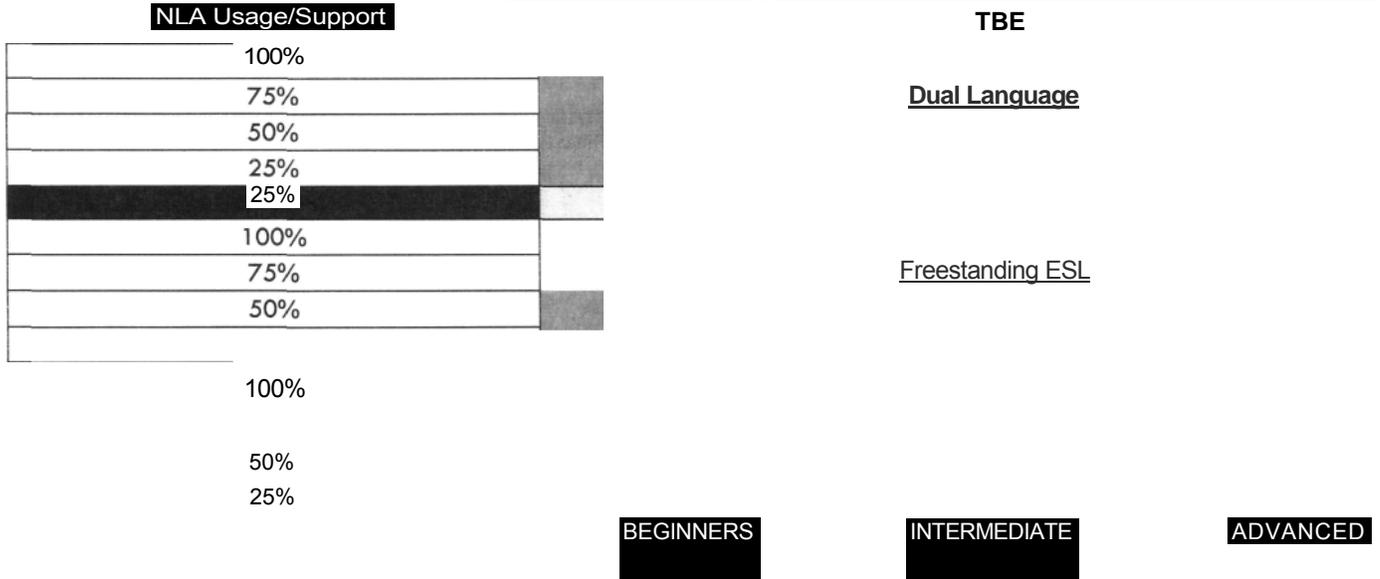
FOR TBE /DL PROGRAMS			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day

ELA instruction for *all* ELLs as required under CR Part 154

1 80 minutes per week

Native Language Arts and Native Language Support

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



Programming and Scheduling Information—Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- "What programs/services for ELLs will be discontinued and why?"
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model⁵ (TBE, Dual Language, and ESL)?
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality. If there is a test your school uses that is not listed below, attach your analysis of the results to this worksheet.

NYS Science									
	Level 1		Level 2		Level 3		Level 4		
	English	NL	English	NL	English	NL	English	NL	
4					3		2		6
8									0
NYSAA Bilingual SpeEd									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual SpeEd									0

ECLAS-2					
	Level 1	Level II	Level III	Level IV	Level V
K					
1					
2					
3					

	EL SOL					
	Level I	Level II	Level III	Level IV	Level V	Level VI
K						
1						
2						
3						

NATIVE LANGUAGE READING TESTS		
	Percent of ELLs Passing Test (based on number of ELLs tested)	(For Dual Language) Percent of EPs Passing Test (based on number of EPs tested)
ELE (Spanish Reading Test)	%	%
Chinese Reading Test	%	%

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

1. What is revealed by the data patterns across proficiency levels (on the LAB-Rand NYSESLAT) and grades?
2. How will patterns across NYSESLAT modalities— reading/writing and listening/speaking— affect instructional decisions?
3. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken

in

English as compared to the native language?

- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language

4. used?

For dual language programs, answer the following:

- a. How are the English Proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and Qty

5. Assessments?

Describe how you evaluate the success of your programs for ELLs.

Part V: LAP Team Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dennis Forde	Assistant Principal		
RoseMarie Hughes	Assistant Principal		
Kathie Stefanski	Parent Coordinator		
Karen Corbo	ESL Teacher		
	Parent		
Milissa D'Antonio (SETTS)	Teacher/Subject Area		
	Teacher/Subject Area		
Wanda Torres	Coach		
Jennifer Reich	Guidance Counselor		
	School Achievement Facilitator		
Altagracia Santana	Network Leader		
	Other		
	Other		
Signatures			
School Principal	Denise N. Spina		Date
Community Superintendent	Margaret Shultz		Date

Reviewed by ELL Compliance and Performance Specialist

Date

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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:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):			
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:			
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):			
6. Enter the anticipated 10% set-aside for Professional Development:			
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):			

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

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

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

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

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.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
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.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
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.
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.

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

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

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

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

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

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

Part A: For All Schools Identified for Improvement

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

Part B: For Title I Schools Identified for Improvement

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

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

During the 2008- 2009, an ELL Inquiry Team was formed in order to assess the needs of ELLs in both the special education and general education environments. The team was composed of the ESL teacher, 3 special education teachers. One of the main initiatives of this committee was to conduct a needs assessment for ESL professional development and to subsequently plan carefully for professional development sessions. We determined that teaching ELLs literacy was especially challenging for teachers, and planned for outside consultants to introduce and help implement strategies for teaching ELLs literacy. Regular ELL Inquiry Team meetings also offered teachers the opportunities to discuss what strategies were working and not working with their ELL students, to exchange data and to collaboratively plan for improving how ELL education. As a result, teachers expressed that they had a higher comfort level using ESL strategies in their classrooms, and ELLs, as a group made significant gains on state wide exams.

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

Applicable Not Applicable

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

1A.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?

Professional development on the topic of best practices for teaching ELLs has continued to be a priority at PS 30. We therefore, teachers have continued share and build on best practices for ELLs. Teachers have been attending an in house series of on-going professional development on the best practices for teaching ELLs in the mainstream classroom. These have been conducted by the CFN

Administrator for ELL and Special Education Compliance. Teachers are clearly more equipped with ESL teaching strategies to better accommodate and understand the academic needs of their ELL

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.

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.

The process our school has engaged in during the 2008-2009 school year has shown that using Harcourt NYS edition Math, Exemplars and former NYS Math exam word problems strengthens the alignment to the New York State process strands for Grades K – 5. By using the combination of teaching mathematical problems along side multi-step word problems we have improved the amount of deep thinking during mathematical instruction. Our students have gained a better understanding of mathematics. They are making mathematical connections, modeling and representing mathematical ideas in a variety of ways.

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?

In 2008, our student performance was at 89% Levels 3 and 4. In 2009 our performance rose to 93%.

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

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

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

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

During the 2008-2009 school year, we sent teams of teachers to a series of citywide professional development sessions on Differentiating Instruction. The UFT Teacher Center provided the literacy coach with professional development on differentiated instruction and she met with teachers during their common prep to study differentiating instruction and to help them plan around differentiation. The literacy coach provided professional development after-school on differentiating instruction in reading through the Teacher Center Literacy Network.

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

Instruction in P.S. 30 has undergone a tremendous shift from 100% teacher centered to student centered instruction. Teachers learning about 'best practices in literacy' and 'differentiated instruction' can be plotted all along the developmental spectrum. It is for this reason that we planned on-going professional development in-house and sent our teachers to citywide professional development series. Although we are undergoing a growth spurt, we are not all there yet.

Applicable Not Applicable

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

Teachers are using a variety of instructional tools to assess and plan for differentiation. Students are assessed three times a year but teachers have learned to 'kid watch' as part of instruction and assessment. Teachers are using this information to set goals with their students based on readiness.

To facilitate engaging and supporting all students in learning, their learning profile was assessed by Renzulli. Teachers were also assessed so they can become aware of how their style impacts their class. With this information teachers can plan individual and small group work based on learning styles. Presently, all our teachers use Renzulli as part of their instructional resources.

Teachers also use the workshop model of instruction in writing. They are using the New York State Standards to plan and set writing goals with their students. Teachers are developing rubrics with their students and we have developed standards-based writing checklist to facilitate grouping for instruction and goals setting.

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

Our school has addressed this issue by providing on-going professional development on the workshop model, reading assessment, guided reading and differentiated instruction. Dr. Nadine Ruzzier of 'Literacy Support Services' has been working with our early childhood teachers. Our literacy coach has been working with our third and fourth grades on differentiation and comprehension. Teachers, grades K-4, are attending the citywide UFT Mini-Conferences offered to Teacher Center schools on literacy and on differentiation. Finally, several of our teachers attend the UFT Literacy Network, after school, to learn about differentiated reading instruction. In addition, teachers are given two common preparation periods to facilitate both professional development and planning.

We have developed an Instructional Team, made up of two teachers per grade to work on curriculum development and literacy instruction. Team members are instrumental in presenting information to their grade as well as bringing feedback to the rest of the team. We are creating a learning-teaching community.

2B – Mathematics Instruction

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

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

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

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.

This finding is relevant to our school's educational program. In September 2008, most classrooms were outfitted with Harcourt School Publishing Mathematics. This program includes and consists of mathematics' manipulatives. These manipulatives include but are not limited to tape measures, unifix cubes, base ten blocks, and counters. Research has shown that the use of math manipulatives increases student engagement. We used both summative (New York State Mathematics' Exam and Acuity) and formative assessments ("kid-watching" sheets) and found an increase in student engagement and achievement. The use of math manipulatives helped eliminate most of the direct teaching time and quiet independent seatwork.

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

Applicable Not Applicable

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

This finding is relevant as seen in our data. Formative assessments show more students are able to become secure in their learning objectives in mathematics.

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.

Our school has already addressed this relevant issue. By September 2009, all classrooms, grades K-5, are outfitted with HSP Math. Our school does not need additional support from central to address this issue.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program. We examined our school report card and history of monies in Galaxy.

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

Applicable Not Applicable

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

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

P.S 30 implemented an ELL inquiry team, composed of special education, general education and the ELL teacher in order to address the unique needs of ELLs, and to plan and reflect upon ELL professional development that was provided. These meetings focused on what challenges classroom teachers were facing with ELLs and would determine what areas of ELL professional development could be the most beneficial.

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?

P.S 30 began rigorously implementing ELL professional development for all teachers in the building, as the number of ELLs and former ELLs who may still need extra support is growing. During the 2009-2010 school year professional development will be provided one a monthly basis by the Children First Network ESL and Special Education Instructional Specialist. In addition, the ELL teacher, alongside the literacy coach provides on going, on-site support for the classroom teachers, as needed, with their ELL instructional practices.

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.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

The ELL teacher along with the ELL Inquiry team and the Data Inquiry Team, have compared the NYSESLAT data to see which areas of language they are particular strong and weak in. In addition, the ELL scores on the state wide exams, such as the ELA and the Mathematics exams have been looked at to determine exactly what facets of those content area ELLs struggle with the most. This data greatly helps teachers to drive instruction.

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?

An ELL Inquiry Team was additionally formed in order to further disegragate NYSESLAT and other data from state-wide content area assessments. This has led to ELL instructional decisions driven by the data and has helped identify professional development needs of our school's community.

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

During the 2008-2009 school year, P.S. 30 looked at data in the following areas: delivery of Special Education services including the implementation of IEP services & programming; accommodations & modifications; behavioral support Plans and implementation of various instructional approaches both in the general education and special education curriculum for improving student performance via the Pupil Personnel Team (PPT). It was determined that overall the findings of Special Education Professional Development were relevant to our staff.

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?

Although a baseline of understanding was evident for the above mentioned areas, with the implementation of the new New York City SOPM, further professional development was required.

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.

In compliance with Chapter 408, all staff received training to familiarize themselves with the content of the IEP. In addition, professional development was provided by the ISC to address accommodations and modifications. In our bi-monthly PPT conferences both general education and special education teachers collaborate on how to support IEP students with a range and variety of instructional approaches

that will improve student performance. This process will continue for the 2009-2010 school year by Mr. David Berkowitz, CFN #11 Special Education Liaison.

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.

As stated above, P.S. 30 did look at data pertaining to accommodations and/or modifications for the *classroom environment* (including instruction). In addition, we looked at the alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs. It was determined that this finding was relevant to our staff.

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

Applicable Not Applicable

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

IEP's were reviewed and showed lack of alignment between the goals, objectives, and modified promotion criteria.

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.

For the 2009-2010 school year, professional development will be scheduled with the specific focus on Educational Benefit Plan to ensure an understanding of how to provide alignment between the goals, objectives, and modified promotion criteria of the IEP. This process will be facilitated by Mr. David Berkowitz, CFN #11 Special Education Liaison.

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

Part B: FOR NON-TITLE I SCHOOLS

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

We do not have any students in temporary housing therefore we receiver no title one funds.