



PS 88 SIDNEY SILVERSTEIN LITTLE SPARROW SCHOOL

2009-10 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL: 09X088
ADDRESS: 1340 SHERIDAN AVENUE, BRONX, NY 10456
TELEPHONE: 718-681-6220
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 09X088 **SCHOOL NAME:** Sidney Silverstein Little Sparrow School

SCHOOL ADDRESS: 1340 Sheridan Avenue, Bronx, NY 10456

SCHOOL TELEPHONE: 718-681-6220 **FAX:** 718-681-6224

SCHOOL CONTACT PERSON: Melinda Hyer **EMAIL ADDRESS:** mhyer@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Maria Patterson

PRINCIPAL: Melinda Hyer

UFT CHAPTER LEADER: Cynthia Adair

PARENTS' ASSOCIATION PRESIDENT: Gissell Campos

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 09 **SSO NAME:** CFN 6, ESA

SSO NETWORK LEADER: Bob Cohen

SUPERINTENDENT: Dolores Esposito

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
Melinda Hyer	*Principal/Faculty	
Cynthia Adair	*UFT Chapter Chairperson/Faculty	
Gisselle Campos	*PA/PTA Co-President/Parent	
Maria Everth	Title I Parent Representative	
Carmen Ramsingh	DC 37 Representative, if applicable	
Aminata Kone	Member/Parent	
Maimouna Kone	Member/Parent	
Evelyn Vivas	Member/Teacher	
Maria Patterson	Member/Teacher	
Alexandra Hernandez	Member/Parent	

* 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.

Our school community mentors our students into valuing education and becoming life-long achievers, while equipping them with the tools to be visionaries - now and in the future.

The vision statement is exemplified in an educational experience that engages students in skills and strategies that will build the foundation necessary for success. With an enrollment of 292 students, we are able to create classes that are lower in size than the city average. This benefits each student as it allows all staff the opportunity to know each student well and to work collaboratively to ensure that students are achieving. As you walk through our unique facility, you will see and hear teaching and learning occurring and in some instances, a simultaneous exchange of students teaching teachers and teachers teaching students.

Our intervention team identifies students in need and provides targeted instruction. The team works closely with all constituents in order to keep the flow of information current. Schedules are created with input from teachers with consideration to the number of times a student is pulled out of the classroom. All forms of interventions that we utilize assist in moving our students towards a year of progress. Referrals to special education become necessary after we have exhausted all resources. All referrals end up in needing mandated services which is a testament to the staff knowing each student and their needs.

Beginning last year, several teachers on each grade level began working with a consultant to create a curriculum calendar. The consultant merely provided guidance as the work evolved in a short period of time prior to vertical alignment with the entire staff. This year we have successfully implemented the calendar and will be continually revising and reflecting on its efficacy. The teachers are dedicated to its success and the sense of pride that they created this document for the school.

The school engages students in a visual arts and theater program. Both teachers provide experiences through the arts and are in process of aligning their programs to the curriculum calendar. In addition, educational consultants provide residencies for our students that extend their arts experiences which include but are not limited to dance and music. Although budget cuts have limited the residencies we can provide, the arts remain a priority.

PS 88's mission is dedicated to fostering a school that honors and respects the work of its diverse community, which is focused on integrated learning and achievement.

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. X088 - S. Silverstein Little Sparrow School						
District:	9	DBN:	09X088	School BEDS Code:	320900010088		
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:			
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08*	2008-09
Pre-K	0	0	0		93.6		
Kindergarten	76	79	77	Student Stability - % of Enrollment:			
Grade 1	93	85	80	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
Grade 2	82	65	73		92.5	96.9	93.3
Grade 3	71	0	0	Poverty Rate - % of Enrollment:			
Grade 4	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
Grade 5	0	0	0		88.5	88.8	92.1
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
Grade 8	0	0	0		4	15	36
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
Grade 11	0	0	0		16	11	5
Grade 12	0	0	0	Special Education Enrollment:			
Ungraded	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
Total	322	302	283				
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
# in Self-Contained Classes	12	13	12	Principal Suspensions	8	1	0
# in Collaborative Team Teaching (CTT) Classes	10	10	2	Superintendent Suspensions	2	4	0
Number all others	19	16	19	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2006-07	2007-08	2008-09
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0
<i>(BESIS Survey)</i>				Early College HS Program Participants	0	0	0
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	71	55	57	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	50	48	40	Number of Teachers	26	30	30

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	0	2	3	Number of Administrators and Other Professionals	3	4	5
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	1	1
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	50.0	53.3	70.0
				% more than 5 years teaching anywhere	50.0	53.3	50.0
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	92.0	83.0	87.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	96.0	100.0
American Indian or Alaska Native	0.0	0.0	0.0				
Black or African American	42.2	40.4	40.6				
Hispanic or Latino	57.8	59.3	58.7				
Asian or Native Hawaiian/Other Pacific Isl.	0.0	0.3	0.7				
White	0.0	0.0	0.0				
Male	48.1	48.7	47.3				
Female	51.9	51.3	52.7				
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:				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	3	3	0	0	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

The student performance trends identified indicate:

- In the 2009 NYSESLAT, 53 level one students (kindergarten and first grade) were tested and in the listening and speaking area, 60% scored advanced, 21% scored proficient, 17% scored intermediate and 2% scored beginning. Listening and speaking was an area of strength for our students. In the combined area of reading and writing, 38% scored beginning, 30% scored intermediate, 19% scored advanced, and 13% scored proficient. In the academic area of reading and writing our students are showing progress as they acquire more fluency and comprehension skills in English.
- The NYSESLAT scores in grades 2 and 3 with 48 students tested reveal that in level two (grades 2-3), 48 students were tested. In the listening/speaking area 44% scored proficient, 50% scored advanced, 6% scored intermediate, and 0% scored beginning. Listening and speaking is again an area of strength. In the area of reading and writing performance levels were 10% proficient, 48% advanced, 35% intermediate and 6% beginning. More than half of our third grade students are reading with comprehension and are writing with coherence and grammatically improved writing skills.
- The data patterns across the four modalities in the NYSESLAT reveal that our ELL students continue to show improvement in their English language proficiency as the years of instruction increase. Performance levels on the NYSESLAT for spring 2009 indicate that 66% of our students scored within the intermediate and advance ranges in reading and writing and 87% of our students scored within the advance and intermediate ranges in listening and speaking.
- ELA scores reveal that students scored 62.3% proficiency at or above Level 3 and Level 4. Our ELA scores have increased significantly from last year. Our word study program, a commitment to progress monitoring students and goal setting have contributed to our progress.

- Math scores reveal that P.S.88 ranked 8th, in our network, with 92.7% of our student population at or above Level 3 and Level 4. We completed our final year implementing Everyday Math and it has proven to be a successful tool in aiding our student progress.
- End year reading levels significant gains from last year as 61% of students in all grades are reading at or above grade reading levels. Disaggregating reading levels by grade indicate the following: 58% of kindergarten students are reading at or above grade level, 63% of grade 1 students are reading at or above reading level, 51% of grade 2 students are reading at or above reading level, 61% of grade 3 students are reading at or above reading level.

The greatest accomplishments that PS 88 has had over the last couple of years are:

- Strategic planning is thorough by collecting and analyzing data. Staff use data well to monitor regularly the goals set annually for the school as well as for their students. All staff are assisted and supported in developing skills of data analysis and differentiated planning within ELA and math. In the past few years we have begun addressing the content areas and it is now evident.
- Technology use has been growing as our teachers continue to commit to using a variety of tools for instructional purposes and with that comes a comfort level that is clearly evident. An opportunity arose to purchase document cameras and the teachers who opted to try this tool have engaged their students in using them too.
- The library continues to grow as our resource for information in both print and media formats. The library media specialist continues to find new and different resources each year for our students and teachers to use. Through a collaborative process, teachers on the library team help to determine the needs of our library, the hub of our school. This year, a library squad which consists of five grade 3 students have been trained to assist in the shelving of books and upkeep of the library. They have a sense of pride regarding their critical role.
- Our intervention team which includes both at-risk and mandated providers has developed over the past four years into the strongest component to our school. The team collaboratively works with all constituents to ensure that students are progressing by designing intervention tailored to a student's need. The success is evident in student achievement on informal and formal assessments as well as a reduction of incidents. Each year they fine tune their systems in order to work efficiently and effortlessly towards ensuring that all students are recognized and supported.

Significant aids that support the school's continuous improvement:

- The school provides a strong individualized professional development program for teachers that addresses teachers' current professional needs. Teachers work with support personnel such as coaches, lead teachers and consultants by setting goals to support their teaching and learning. Each teacher takes a leadership role in sharing their learning with their colleagues both by horizontally and vertically.

- Resources are aligned to our strategic goals. This is evident in both professional development as well as student achievement. Celebrations occur as we reach milestones which occur through our progress monitoring. Budget and resources are carefully planned to ensure that they support our goals.
- Arts education continues to be a priority at PS 88 despite the budget cuts. Although we may be limited to the experiences provided by consultants, our full time arts teachers are committed to our continued efforts to the arts. Students will engage in visual arts, theatre, music and dance.
- The creation of bridge classes allowed for both addressing overcrowding on a grade level and to address the decrease of students in our Spanish bilingual classes. Teachers receive additional support to ensure that they are continue to identify needs and provided targeted instruction while aligning the curriculum to ensure that standards for both grades are met. Our success is due in large part to the teachers who have taken on this endeavor.

Significant barriers that interfere with the school's continuous improvement:

- Budget cuts have led to a decrease in the educational consultants that are contracted to support our teachers and provide arts programs to our students. These programs were essential in our success. The impact on our after school programming has been detrimental. Although we are hopeful that this will not impact our students, the additional enrichment and skill based programs will not be provided.
- Parent involvement continues to be an area that we are strategically addressing. Although parents attend and support school programs, in house celebrations, events and conferences, their participation in the PTA and SLT is limited to a small group of parents. This year we hope that with our parent coordinator creating a leadership group, it will engage all of our parents.
- Each year we continue to address the limitations the facility provides. Unfortunately, these issues do not seem to be recognized for Capital Improvements despite the severity. The building is plagued with plumbing, electrical and space. Although we received a new public address system equipped with digital clocks and a new sound system, those items do not have as much of an impact as electrical breakers being tripped when a classroom printer is being utilized. The sub feeds and breaker panels are underrated causing our modern use of technology such as document cameras and computers to fail due to lack of power supplied to each classroom. Due to the age of the building, the plumbing is deteriorating which causes water leakage. Water penetration has lead to weakening of ceilings resulting in water saturation thus resulting in ceiling pieces falling onto surfaces. Despite the lack of space requirement for services and state education requirements, we provide a learning experience based on student need. Upon entering the building you will see staff working with students throughout the building, even in the most peculiar places.

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.

Based on the findings and implications from our comprehensive needs assessment, the following are our instructional goals for 2009-2010.

Goal #1: To develop a uniform, well balanced curriculum calendar for each grade level.

After conducting our needs assessment, a curriculum calendar designed by teachers that aligns all content areas, literacy and resources was necessary in order to scaffold learning in all grades. By June 2010, teachers will have an integrated curriculum calendar which incorporates ELA, Math, Science and Social Studies to be implemented in September 2010, after a year of assessing its effectiveness.

Goal #2: To foster the development of science inquiry and process skills based on NYS standards.

After conducting our needs assessment, it was necessary to implement a formalized science program aligned to the New York City Core Curriculum. By June 2010, a science curriculum will be implemented in all grades; a 25% increase of students will be able to communicate observations in both oral and written explanations; teachers will engage students in the development of inquiry and process skills as evidenced by lesson plans.

Goal #3: To increase the number of students achieving grade level in reading by implementing a structured word study component within the literacy block. (Final year of Foundations implementation)

In 2008-2009, 38% (21 students) of grade 3 students scored a level 1 or 2 on the State ELA exam, in 2009-2010 a 10% increase of level 1 and level 2 students in grade 3 will score a level 3 or above on the State ELA exam. By June 2010, a word study program will be implemented in all grades; a 10% decrease in the number of students in grades K, 1, 2 who will be identified in DIBELS/IDEL as Intensive (high risk); a 10% increase of students will demonstrate proficiency in DIBELS/IDEL levels Strategic (medium risk) and Benchmark (low risk).

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): Literacy and Content Areas

Goal #1

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To develop a uniform, well balanced curriculum calendar for each grade level. By June 2010, teachers will have an integrated curriculum calendar which incorporates ELA, Math, Science and Social Studies to be implemented in September 2010, after a year of assessing its effectiveness.</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"> • In April 2009, selected teachers worked with the AUSSIE consultant to create a literacy curriculum calendar. • In May 2009, all staff engaged in aligning resources to the curriculum map. Collaboration on units occurred both horizontally and vertically in common planning time, scheduled blocks of time during the school day and per session. • In September 2009, teachers began the implementation of the curriculum calendar. • Weekly common planning time will be dedicated towards planning the implementation of units, aligning resources, reflecting on units taught, and revising the curriculum calendar. • The budget will be used to provide resources to support the curriculum, hire an AUSSIE consultant and teacher per session hours to plan.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Fair Student Funding is utilized for the following: <ul style="list-style-type: none"> ○ Full time Literacy Coach • Title 1 SWP funding is utilized to hire AUSSIE consultant. • Lead Teacher funding to cover the cost of the Literacy Lead Teacher. • Common planning time (UFT Contract C6) dedicated towards professional development. • Faculty and Grade Conferences dedicated towards professional development.
<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"> • A working draft of the curriculum map is posted for parents and distributed to all teachers. • Informal and formal observations will identify the implementation of the created curriculum. • Monthly common planning calendars are distributed to staff and copies maintained in main office. • Professional development and support provided by coaches, Lead Teacher, selected leaders will be documented in weekly schedules, goal and action plans. Action plans are created for individual teacher support. All documentation will be maintained in the main office. • Professional development taking place in weekly Common Planning, Faculty/Grade Conferences, and staff conference days will have agendas, sign-in sheets and handouts maintained as a resource in the main office.

Subject/Area (where relevant): Science

Goal #2

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To foster the development of science inquiry and process skills based on NYS standards. By June 2010, a science curriculum will be implemented in all grades; a 25% increase of students will be able to communicate observations in both oral and written explanations; teachers will engage students in the development of inquiry and process skills as evidenced by lesson plans.</p> <ul style="list-style-type: none">○ Students in grades K, 1, 2 will engage in 135 minutes per week of science instruction○ Students in grades 3 will engage in 180 minutes per week of science instruction
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none">● All grades will implement Harcourt science text-based program.● Selected teachers will attend professional development offered by Harcourt/NYCDOE and turnkey learning to grade level colleagues.● Resources will be aligned to support implementation (i.e. program components including student consumables, teacher guides, instructional materials, staff).● Lead teacher and science cluster will support selected teachers who will turnkey learning at common planning meetings, faculty/grade conferences, and labsites.● School program will accommodate science cluster assigned to each classroom a minimum of one period per week.● Coaches will assist teachers in creating instruction plans that reflect science inquiry and process as well as differentiating for all students.● Professional development opportunities to support implementation will include in house and outside supports.● Consultant and coach will assist teachers in aligning science instruction to the

	<p>developing curriculum calendar.</p> <ul style="list-style-type: none"> • The budget will be aligned to support professional development opportunities in implementation of the Harcourt Science Program.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Fair Student Funding is utilized for the following: <ul style="list-style-type: none"> ○ Science training sessions facilitated by Harcourt, one teacher per grade and Lead Teacher will participate ○ Substitute teacher coverage for teachers who participate in monthly Math Calendar Days ○ Purchasing of instructional materials, manipulatives, program components • Title 1 SWP funding is utilized to hire F-Status Math Coach • Ordering Science through Core Curriculum. • NYSTL funding to purchase Science textbooks. • Lead Teacher funding to cover the cost of the Math/Science Lead Teacher. • Common planning time (UFT Contract C6) dedicated towards science professional development. • Faculty and Grade Conferences dedicated towards science professional development.
<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"> • A working draft of the curriculum map is posted for parents and Teachers will align science pacing calendar to existing curriculum calendar. • All classroom environments will reflect science instruction (i.e. science area, science criteria charts, science library, resources, consumable materials). • Teacher's instructional plans will identify science instruction as well as differentiating instruction for students.

- Flow of the day will reflect science instruction.
- Students will engage in hands on science investigations, students folders and journals will reflect experiences.
- Students will demonstrate an increase use of vocabulary and writing in science.
- Teachers will use conferencing strategies in science and maintain notes for all students.
- Spring science fair will reflect project based learning experiences.
- Professional development and support provided by coaches, Lead Teacher, selected leaders will be documented in common planning calendar and action plans. All documentation will be maintained in the main office.
- School professional development plan will be distributed to staff and stored in the main office.

Subject/Area (where relevant): Literacy

Goal #3

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase the number of students achieving grade level in reading by implementing a structured word study component within the literacy block. (Final year of Foundations implementation) In 2008-2009, 38% (21 students) of grade 3 students scored a level 1 or 2 on the State ELA exam, in 2009-2010 a 10% increase of level 1 and level 2 students in grade 3 will score a level 3 or above on the State ELA exam. By June 2010, a word study program will be implemented in all grades; a 10% decrease in the number of students in grades K, 1, 2 who will be identified in DIBELS/IDEL as Intensive (high risk); a 10% increase of students will demonstrate proficiency in DIBELS/IDEL levels Strategic (medium risk) and Benchmark (low risk).</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none">• Foundations will be implemented in Kindergarten, year one.• Foundations will be implemented in grade one, year two.• Foundations will be implemented in grade two, year three.• Foundations will be implemented in grade three, year four.• Professional development opportunities to support implementation will include in house and outside supports.• Resources will be aligned to support implementation (i.e. program components including student consumables, teacher guides, instructional materials, Literacy Coach).• Administrators will utilize informal and the formal observation process to observe the word study component.• Teachers will designate time in the literacy block daily to implement Foundations.

	<ul style="list-style-type: none"> • Teachers will implement all components of Foundations and differentiate instruction based on needs of students. • Literacy coach will provide support for teachers on an individual basis, during weekly common planning meetings and monthly Faculty / Grade Conferences. The use of labsites to support effective Foundations practices will be included as support. • Budget will be aligned to accommodate outside supports (i.e. Wilson Foundations professional development and training).
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Fair Student Funding is utilized for the following: <ul style="list-style-type: none"> ○ Full time Literacy Coach ○ Substitute teacher coverage for teachers who participate in out of house professional development ○ Purchasing of instructional materials, manipulatives, program components • Ordering Foundations student and teacher materials and resources through Core Curriculum. • Common planning time (UFT Contract C6) dedicated towards Foundations professional development. • Faculty and Grade Conferences dedicated towards Foundations professional development.
<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"> • All grades will be using Foundations by the fourth year of implementation. • All professional development taking place in weekly Common Planning, Faculty/Grade Conferences, and staff conference days will have agendas, sign-in sheets and handouts maintained as a resource in the main office. • All classrooms will represent the Foundations environment necessary for successful implementation of program. (i.e. Word Walls, Foundations Charts,

Wilson Grid Scroll, alphabet strips on student desks)

- Informal and Formal assessments will demonstrate an increase of student proficiency in Foundations techniques. All documentation will be maintained by teachers in their Literacy Assessment Binders.
- Goal setting sheets, periodic assessments, class profile sheets will be maintained by teachers and copies in the main office.
- Teacher's instructional plans will identify daily word study instruction as well as differentiating instruction for students.
- Flow of the Day will show the daily designated word study block in each classroom.
- Professional development and support provided by the Literacy Coach will be documented in weekly schedules and action plans. Weekly schedules and action plans will be maintained in the main office.

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	4	N/A	N/A	0
1	27	0	N/A	N/A	13	N/A	N/A	0
2	15	15	N/A	N/A	8	N/A	N/A	0
3	15	2	N/A	N/A	6	N/A	N/A	10
4								
5								
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Small group instruction will be provided to students who are performing below grade level. The use of intervention programs such as Wilson, Voyager/Passport, Great Leaps and guided reading strategies will address, focus and support the five key elements of reading development, phonics, phonemic awareness, fluency, comprehension and vocabulary. Extended time is provided in three cycles during the school year four times a week in 37.5 minute sessions. This block of time is dedicated to intervention, skill work and enrichment. Pending budget, Saturday programs provide strategy and skill work to targeted groups of students for 3 hours.</p>
<p>Mathematics:</p>	<p>Provide small group instruction to students who are performing below grade level. Students engage in skill work provided by an F-Status teacher. Pending budget, Saturday programs will provide strategy and skill work to targeted groups of students for 3 hours.</p>
<p>Science:</p>	<p>N/A</p>
<p>Social Studies:</p>	<p>N/A</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>At-risk services are provided by an itinerant guidance counselor two days per week. Students are identified by teacher, intervention liaison and parent requests. Strategies implemented in weekly sessions are: communication/open discussion, peer interaction, role play, drawing, and materials such as games, hand outs and coloring books. Attends AIS/IST meetings and provides behavioral consultation and strategies with intervention team.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>Attends intervention team meetings and provides strategies and parent consultations as needed.</p>

At-risk Services Provided by the Social Worker:	Attends intervention team meetings and provides strategies and parent consultations as needed.
At-risk Health-related Services:	Third grade students identified as having a 504 Accommodation Plan participate in a six session open airway class throughout the school year. Medication services are provided to 504 students as needed.

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.



Melinda Hyer
Principal

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Priscilla Centeno
Assistant Principal

Language Allocation Policy Worksheet 2009-2010

Part I: School ELL Profile (see attached worksheet)

Part II: ELL Identification Process

1. 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 responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R, and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the NYSESLAT.

At the initial registration process, the pupil accounting secretary explains the purpose of the HLIS and surveys are completed through an interview during the registration process. The interview is conducted in English and in their native language whenever possible. The pupil accounting secretary works collaboratively with the licensed bilingual coordinator to review all HLIS of new admits. After careful review of all HLIS, the bilingual coordinator determines who is eligible for LAB-R testing. The licensed ESL teacher and bilingual coordinator administer the LAB-R to those students deemed eligible. For those students who are entitled to services, NYSESLAT results are reviewed once scores are released. The bilingual coordinator outreaches to parents through letters and telephone calls to review results.

2. What structures are in place at your school to ensure that parents understand all three program choices? Please describe the process, outreach plan, and timelines.

An orientation session is held in September for the parents of newly enrolled ELLs as per results of LAB-R. Parents of newly enrolled ELLs are invited through an initial letter, followed by a reminder notice and the parent coordinator contacts parents through a telephone call. The orientation session is hosted by the bilingual coordinator, ESL teacher, and parent coordinator and is the opportunity for parents to become informed, ask questions, and receive materials about the ELL instructional programs offered in Public School 88X. Furthermore, parents view the orientation video provided by the Chancellor's Office of English Language Learners and are provided with translations to ensure their understanding. At the end of the orientation session, parents are offered assistance in completing the Program Selection Form. For parents who are unable to attend the orientation session, the bilingual coordinator and the parent coordinator outreach through another letter, telephone call and if necessary meet with parents at the Parent/Teacher Conference.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned?

The ELL programs available in Public School 88 are: Transitional Bilingual Education Program (TBE) and English as a Second Language Pull-Out Program. The Dual Language program is not offered in our school. In September, after reviewing NYSESLAT results, the bilingual coordinator and the ESL teacher distribute entitlement letters to parents informing them of the ELL status of their child. Outreach to parents is through a letter and if necessary, reminder letters, telephone call and meeting

at Parent/Teacher Conferences. All documentation is maintained by the bilingual coordinator and pupil accounting secretary.

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.

Based on the LAB-R results, parents are informed of the program offerings at PS 88. The bilingual coordinator and parent discuss the best option for their child at the orientation and if necessary, a one to one consultation. Parents complete the program selection form and students are placed in corresponding programs. When possible, information is communicated in 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).

From 2005 to 2008, there was a steady increase of students each year in the ESL program until 2008 with a decline of 11 students in the program. In comparing the 2008-2009 ELLs to the 2009-2010 ELLs, there was a 15.62% increase of students in the ESL program. The TBE program has also seen a decrease this year as parent preference is for the ESL program. This is due to both parent request and a decrease in overall school population.

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.

The programs offered at our school are aligned with what parents have been requesting. As mentioned, parents are requesting pull out ESL program as an option over the TBE model.

Part III: ELL Demographics/ Programming and Scheduling Information (see attached worksheet for demographics)

Programming and Scheduling Information

1. How is instruction delivered?

a. What are the organizational models?

PS 88 has a self contained TBE class for each grade and on ESL pull out program that services students from kindergarten to grade 3.

b. What are the program models?

The TBE program extends itself from kindergarten to grade three servicing 42 Spanish speaking students. There are five bilingual certified teachers. Three are TBE classroom teachers and two are TBE support staff (bilingual push in and bilingual coordinator/intervention teacher). There is one TBE class on each grade level. Our kindergarten TBE class has a majority of students scoring at beginning or intermediate levels on the Lab-R. Instructional time will therefore follow the state guidelines of 60% in the native language (Spanish), and 40% in English. The first, second, and third grade TBE classrooms have language proficiency levels that vary, requiring TBE teachers to differentiate instruction in order to meet the required performance standards for both the native language (Spanish) and English.

In the TBE classes teaching schedules indicate how Spanish and English instruction are separate instructional periods within the academic school day. Through a collaborative effort our TBE teachers set language objectives for both Spanish and English instruction that meet educational standards and extend students' linguistic, cultural, and academic knowledge. Teachers bridge language and content to explore, clarify concepts, and promote language development. All TBE classes will continue to use the Santillana Spotlight on English ESL Program, which was implemented September 2008. This program covers all curriculum areas and offers standard based activities that fit into all content areas. The program provides authentic learning experiences that enhance comprehensible input and create meaning and purpose within the learning experience. All ELL students in TBE classes who are at the

beginning or intermediate levels of English proficiency will receive the mandated 360 minutes of ESL per week (2 periods per day). Students at the advanced level will receive the mandated 180 minutes per week of ESL (1 period per day) with more time allocated to English literacy instruction. TBE teachers will continue to utilize scaffolding teaching strategies to increase proficiency in both the native language and English.

The ESL pull-out program is taught by one certified ESL teacher servicing 54 students in kindergarten to grade 3. The ESL teacher will utilize NYSESLAT/LAB-R results and IEP recommendations to homogeneously group students according to proficiency levels and grade levels. Students in the ESL pullout program will receive instruction through the use of ESL methodologies in academic content areas such as mathematics, science, and social studies. Theme based instruction will be used to increase meaningfulness of lessons and to ensure comprehension and participation.

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, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154

All ELL students in TBE classes who are at the beginning or intermediate levels of English proficiency will receive the mandated 360 minutes of ESL per week (2 periods per day). Students at the advanced level will receive the mandated 180 minutes per week of ESL (1 period per day) with more time allocated to English literacy instruction. TBE teachers will continue to utilize scaffolding teaching strategies to increase proficiency in both the native language and English.

Our ESL pull out students are picked up every day for a 45-minute period of ESL instruction and those at the beginning and intermediate levels receive additional ESL instruction during our extended day program, which runs for four days and is composed of an additional 37.5-minute period of instruction. The Scott Foresman ESL program is used with students. It is a thematic program that provides multiple opportunities for students to process the English language and promote social (BICS) and academic (CALP) development that meet academic standards.

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.

The TBE and ESL teachers will provide meaningful educational experiences that will allow ELL students to be active participants rather than passive agents of the language learning process. All ESL pullout students and TBE classroom students will follow the balanced literacy program for reading and writing. In the academic area of mathematics all students will continue to use the Everyday Math program. In the content area of science, all grades will be using the new Harcourt Science Program, which promotes hands-on exploratory learning. In the content area of Social Studies, all grades will be using the Scott Foresman program. Second language development will be further strengthened through enrichment classes such as technology, art, theatre and dance. All of these programs aim at bridging language and content in order to explore, clarify concepts, and promote language development. Active interaction is encouraged throughout the programs and the learning process will include modeling, shared celebrations, presentations, peer explorations, and the use of instructional technology to construct knowledge across all areas of the curriculum.

4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE
 - b. Describe your plan for ELLs in US schools less than three years. Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan ELLs receiving service 4 to 6 years.
 - d. N/A

e. Describe your plan for ELLs identified as having special needs.

PS 88 does not have SIFE students.

In order to provide all ELLs with less than three years, 4-6 year, special need ELLs and SIFE with additional school resources the following services are available:

- Academic Intervention Services will be offered to those ELLs in grades 1-3 who are not meeting the reading and writing standards in English for their grade. These students will be provided with a small group developmentally appropriate literacy program that emphasizes high standards resulting in students reading at or above grade level. Reading programs such as Great Leaps, Voyager Passport, and Wilson will be utilized to improve academic proficiency in English. The instruction within these programs will focus on decoding, fluency, word construction and building reading comprehension.
- Our bilingual Push-in teacher will work collaboratively with the Spanish bilingual classroom teachers to support those students who are not meeting the reading and writing standards in English or the native language. Through a collaborative effort, the push-in teacher and the classroom teacher will work together to build strong literacy foundations in both English and Spanish and align small group instructional plans that will provide the avenue for improving reading and writing skills.
- The Emergency Immigrant After School Intensive ESL Program will service those ELL students including SIFE students, who have been identified as in need of additional ESL services based on formal and informal assessments. This program meets twice a week for 90-minute sessions of intensive ESL instruction. Using a thematic approach, the program aims at using language in an appropriate context and making the learning experience meaningful and comprehensible.
- The Saturday Academy provides those ELLs that are required to take the NYS ELA with additional academic intervention in English Language Arts.

Part IV: Assessment Analysis (see attached worksheet)

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs. What insights does the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.

The TBE and ESL teachers will evaluate ongoing assessment results of the DIBELS/IDEL/mCLASS, Acuity, and EPAL to monitor academic progress in both English and Spanish. Teachers will be encouraged to use student performance to plan instruction and differentiate teaching and learning.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

In the 2009 NYSESLAT, 53 level one students (kindergarten and first grade) were tested and in the listening and speaking area 60% scored advanced, 21% scored proficient, 17% scored intermediate and 2% scored beginning. Listening and speaking was an area of strength for our students. In the combined area of reading and writing, 38% scored beginning, 30% scored intermediate, 19% scored

advanced, and 13% scored proficient. In the academic area of reading and writing our students are showing progress as they acquire more fluency and comprehension skills in English.

In level two (second and third grade), 48 students were tested. In the listening/speaking area 44% scored proficient, 50% scored advanced, 6% scored intermediate, and 0% scored beginning. Listening and speaking is again an area of strength. In the area of reading and writing performance levels were 10% proficient, 48% advanced, 35% intermediate and 6% beginning. More than half of our third grade ELL students are reading with comprehension and are writing with coherence and grammatically improved writing skills.

3. How will patterns across NYSESLAT modalities – reading/writing and listening/speaking – affect instructional decisions?

The data patterns across the four modalities reveal that our ELL students continue to show improvement in their English language proficiency as the years of instruction increase. Performance levels on the NYSESLAT for spring 2009 indicate that 66% of our students scored within the intermediate and advance ranges in reading and writing and 87% of our students scored within the advance and intermediate ranges in listening and speaking.

4. 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 used?

After reviewing student results, 69% of Spanish speaking ELLs, who were administered the 2009 ELE, scored at or above grade level. 80% of third grade ELLs who were administered the 2009 NYS ELA, scored at or above grade level. 81% of Spanish speaking ELLs who were administered the 2009 NYS Math exam scored above grade level. 100% of the ESL pull-out students scored above grade level on the 2009 NYS Math exam. This information was used to differentiate instruction and teacher planning for the 2009-2010 school year. Current periodic assessment data is used for differentiation of instruction, teacher planning, student grouping, and to decide whether students are meeting their academic goals. School leadership and teachers have used this data to inform decisions regarding the purchase of instructional materials, classroom resources, and staff development needs.

5. For dual language programs, answer the following:

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

PS 88 does not offer a dual language program.

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

After reviewing the NYSESLAT, ELA, Math, ELE, and all periodic assessment data it can be determined that students are progressing in content area as well as native language and literacy. This is done through reflection of teacher and student goals bi-yearly.

Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (please include all teachers of ELLs)

All personnel who work with ELLs receive professional development through monthly 80 minute faculty/grade conferences. Professional development sessions allow us the opportunity to select, plan and implement teaching strategies to help our ELL students gain English proficiency while building and developing language acquisition and conceptual development. Through professional

development we strive to make sound instructional decisions and provide the instructional tools necessary to scaffold learning for our ELL students. Through a collaborative effort the staff will identify teaching strategies and practices which will allow our ELL students to learn language through appropriate content that is meaningful and comprehensible.

2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

All third grade students create goals for the upcoming school year that identifies strengths and weaknesses and is included with a portfolio and academic profile sheet. These items are sent to the articulating school in June so that they can appropriately place students in their fourth grade class.

3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

As we did not have any teacher turnover this year, Jose P. training was not necessary. However, instructional strategies geared toward ELLs are included in all professional development.

Parental Involvement

1. Describe parent involvement in you school, including parents of ELLs.

Parents are involved in decision making with the school leadership team; they volunteer in the school Parent Teacher Association and are also a part of the school parent volunteer leadership program.

2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Our school partners with other agencies and other community based organizations to provide workshops or services to ELL parents. We are presently working with The Latino Pastoral Action Center (LPAC) to plan future parent workshops. This organization offers parent workshops and many other community services. We have also reached out to other CBO organizations in order to plan future workshops for our parents.

3. How do you evaluate the needs of the parents?

A survey is distributed to evaluate the needs of parents.

4. How do your parental involvement activities address the needs of the parents?

The parent coordinator meets with parents and makes an assessment of their needs and concerns. Once the needs are determined, the parent coordinator conducts two parent workshops with or without community organizations. The activities may include real life scenarios that address parental issues.

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 CFN 6 / ESA / 09	School PS. 88X
Principal Melinda Hyer	Assistant Principal Priscilla Centeno
Coach Diane Albert–Parkhill	Coach Ruth Grossman
Teacher/Subject Area Jose Limardo	Guidance Counselor Lisa Williams
Teacher/Subject Area Henry Nuñez	Parent Maria Everth
Teacher/Subject Area Elizabeth Delgado	Parent Coordinator Lisa Pineda
Related Service Provider Cynthia Adair	SAF Deena Abu–Lughod
Network Leader Bob Cohen	Other JoAnn Benoit

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

C. School Demographics

Total Number of Students in School	293	Total Number of ELLs	96	ELLs as Share of Total Student Population (%)	32.76%
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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).

2. 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.

Part III: ELL Demographics

A. ELL Programs

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	1	1	1						4
Dual Language <small>(50%:50%)</small>										0
Freestanding ESL										
Self-Contained										0
Push-In	2	3	1	1						7
Total	3	4	2	2	0	0	0	0	0	11

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	96	Newcomers (ELLs receiving service 0–3 years)	65	Special Education	12
SIFE	0	ELLs receiving service 4–6 years	19	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

ELLs by Subgroups		
ELLs	ELLs	Long-Term ELLs

Creole																				
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

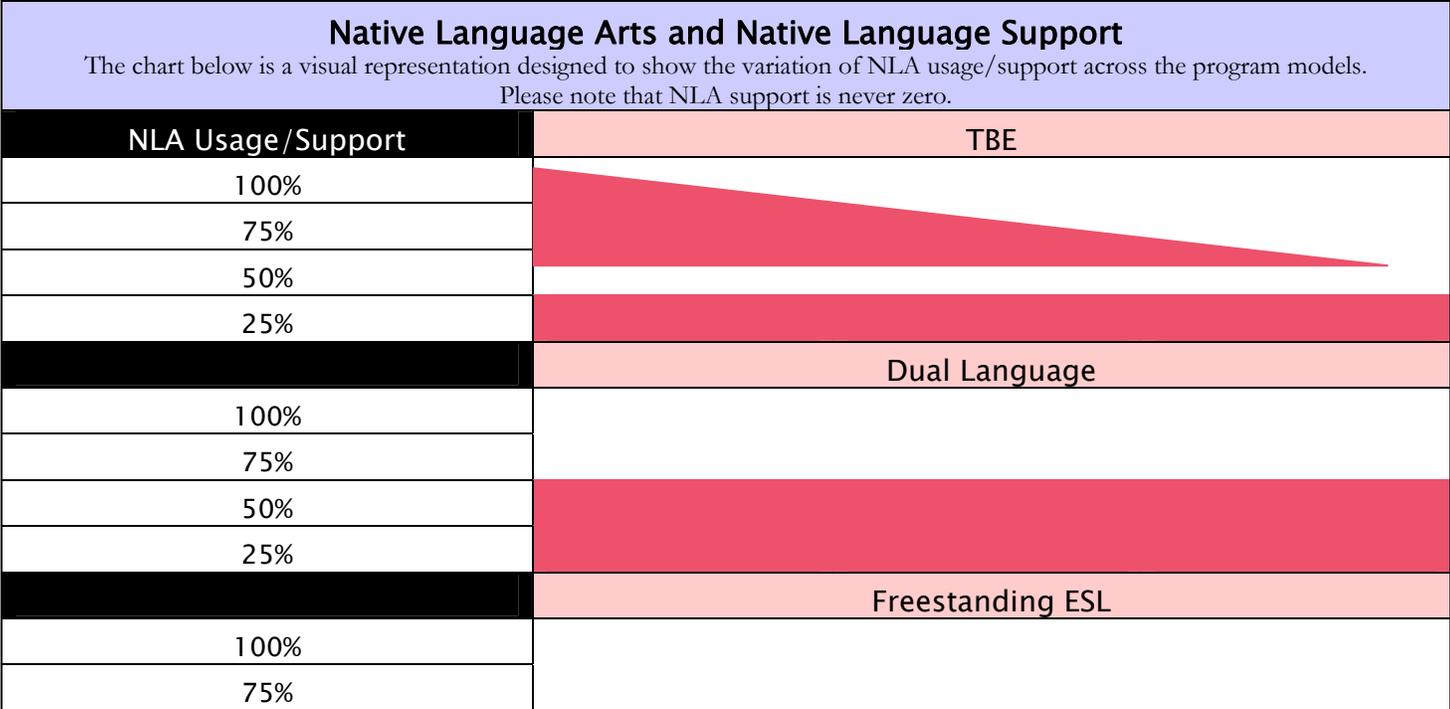
This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____
Ethnic breakdown of EPs (Number)	
African-American: ____	Asian: ____
Native American: ____	Hispanic/Latino: ____
White (Non-Hispanic/Latino): ____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

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	8	9	4	2						23
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Other	9	11	4	5						29

Programming and Scheduling Information										
TOTAL	17	20	8	7	0	0	0	0	0	52

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

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



50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	17	6	3	1						27
Intermediate(I)	6	9	9	6						30

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

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

Native Language Tests									
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)				
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	
	ELE (Spanish Reading Test)	1	4	5	6				
Chinese Reading Test									

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

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

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

Part V: LAP Team Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Priscilla Centeno	Assistant Principal		
Lisa Pineda	Parent Coordinator		
Henri Lenogue-Ford	ESL Teacher		
Maria Everth	Parent		
Jose Limardo	Teacher/Subject Area		
Henry Nuñez	Teacher/Subject Area		
Diane Albert-Parkhill	Coach		
Ruth Grossman	Coach		
Lisa Williams	Guidance Counselor		
Deena Abu-Lughod	School Achievement Facilitator		
Bob Cohen	Network Leader		
Elizabeth Delgado	Other		
JoAnn Benoit	Other		

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

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

Form TIII – A (1)(a)

Grade Level(s) K-3 Number of Students to be Served: 28 LEP 0 Non-LEP

Number of Teachers 2 Other Staff (Specify) 1 Assistant Principal to supervise program

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

Part 1: High-Quality Instructional Title III program

Our Emergency Immigrant After School Intensive ESL Program will service 28 – 30 second and third grade ELL students including SIFE and long term ELLs. After analyzing our 2009 NYSELAT data reading and writing have been determined to be subject areas where 83% of our second and third grade ELLs scored within the intermediate or advanced range. Therefore this population of ELLs were targeted for the Immigrant Program in order to move them to the proficiency level. In addition, 6% of our second and third grade ELLs (1 Special Ed & 2 new arrivals) scoring at the beginner level are invited to participate in the program in order to improve their social and academic English language proficiency.

The program will be held on Tuesdays and Wednesdays beginning December 1st until June 2. In total there will be 46 sessions which is equivalent to 69 hours of instruction. On the aforementioned days the program will run from 3:15 to 4:45p.m. The instructional language is English with native language support for those beginning level students. There are two instructors ~ one Bilingual licensed and one ESL certified teacher. Each group is composed of approximate 12- 15 students.

Using a thematic approach the program aims at using language in an appropriate context to make the learning language experience meaningful and comprehensible. All language modalities ~ listening, speaking, reading and writing will be incorporated in an interactive learning environment. The strength of the program is the experiences provided through content area instruction which address reading, writing and math skills in English.

The ultimate goal of our Immigrant Program is to bridge language and content in order to explore, clarify concepts, and promote language development. Active interaction is encouraged throughout the program and the learning process will include modeling, shared celebrations, presentations, peer explorations and the use of instructional technology to construct knowledge across all areas of the curriculum.

Part 2: High-Quality Professional Development

Bilingual and ESL teachers will attend bi-monthly professional development provided by Deputy Network Leader. Meetings consist of instructional strategies, data and compliance related to ELL’s. Teachers participate in professional development during the school day. Monthly professional development addresses all curriculum areas, standards based instruction as well as ESL strategies that assist ELL’s in the language acquisition process. Foci topics: Analysis of NYSESLAT data for grouping and differentiation of instruction, goal setting, progress monitoring, aligning instructional plans to goals, bridging content and language, setting language goals and objectives. Topics are discussed with LAP team, common planning meetings, department meetings and inquiry teams. Agendas and documentation are maintained in the main office.

Part 3: Description of Parent and Community Participation Activity

Parent workshops provided by staff allow parents to explore strategies and skills students are learning in order for second language acquisition. Parents of ELL students will be invited to participate in one workshop about the NYSESLAT assessment, two to three workshops with an educational consultant who will explore language through the use of puppets. Parents will have the opportunity to actively engage with their child to create their own story and puppet in their second language.

Form TIII – A (1)(b)

School: 09X088 **BEDS Code:** 320900010088

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

Allocation Amount: \$15980		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$9588	-138 hours for two teachers -Rate of \$49.89 per hour which includes fringe benefits -46 sessions of per session

Purchased services - High quality staff and curriculum development contracts.	N/A	
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$4794	Continental Press: Practice Exercises in Basic English \$4.29 Level B: 24, Level C: 15 Practice Exercises in Basic Math \$4.24 Level B: 30, Level C: 30 Analogies Concept Connections \$4.68 Level B: 30, Level C: 15 Rally Education: Essential Skills for NY Math 10 @ \$98 Level B: 30 Options: Best Practices in Reading \$10.95 Level C: 30
Educational Software (Object Code 199)	N/A	
Travel	N/A	
Other	\$1598	-In house staff will provide parent workshop on the NYSESLAT data, 2 hours of per session -Consultant will provide 2 to 3 workshops for parents at a rate of \$500 per workshop -Handouts, refreshments, printed flyers, 4 per session hours for in house staff
TOTAL	\$15980	

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.
For all new admissions to our school, we follow the Chancellor's Regulations. All home language surveys are calculated and entered into ATS. ATS reports, parent meetings as well as parent coordinator feedback define our oral interpretation and written translation needs. In addition, formal and informal parent meetings with staff assist us in making determination of needs.
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.
Our Hispanic population which comprises 55% and is in need of communications interpreted and translated to Spanish. 40% of our population is Black and within that 40%, one third are West African and many are in need of oral interpretation services. Informal conversations with parents determined that several dialects are represented within our West African community. The most spoken dialects are Soninke, Bambara, and Surahuli. It is difficult for agencies to provide an interpreter that speaks these dialects as they are considered exotic languages. In addition, there are limited vendors that can provide the interpretation.

Part B: Strategies and Activities

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

All school memos and notices are sent home in English and Spanish. This accommodates the largest percentage of written languages in the school. All Spanish translations are done by school staff to ensure accuracy. Unfortunately, we were informed several times by the NYCDOE Translation and Interpretation unit that they cannot accommodate our dialects.

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.

In house Spanish interpretation is provided for parents at school events, parent meetings, and parent/teacher conferences. We have used an interpreter from the West African community. When her schedule permits she is available for parent meetings, parent/teacher conferences, and informal parent meetings. This improves the communication barriers that may be present for a small number of our parents. We also try to encourage parents to assist in oral interpretations for all languages which ties into our collaborative community.

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>.

At the beginning of the school year, each parent was provided with written notification of their rights regarding interpretation and translation services in the appropriate language. All parents in need of language assistance can make requests in the school's main office.

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:	\$311,180	\$80,418	\$391,328
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,112		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$804	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$11,414		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$4,000	
6. Enter the anticipated 10% set-aside for Professional Development:	\$31,118		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$10,000	

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

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

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

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



The Sidney Silverstein Little Sparrow School
Empowerment School 88
1340 Sheridan Avenue
Bronx, New York 10456
Tel. (718) 681-6220 fax (718) 681-6224



Melinda Hyer
Principal

Priscilla Centeno
Assistant Principal

TITLE I: SCHOOL PARENTAL INVOLVEMENT POLICY

I. General Expectations

P.S. 88 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child's learning;
 - that parents are encouraged to be actively involved in their child's education at school;
 - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. P.S.88 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions.)
 - Convene parent meetings in September and throughout the school year at flexible times
 - Hold election to fill parent positions on the School Leadership Team
 - Hold parent orientations for each grade
2. P.S.88 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)
 - Provide technical assistance workshops to assist parents in completing surveys
3. P.S.88 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)
 - Timely information about school programs
 - Description and explanation of school curriculum
 - Forms of academic assessment
 - Frequent progress reports
 - Proficiency levels students are expected to meet specifically as it applies to the state's academic content standards
 - Opportunities for regular meetings as requested by parents
 - Opportunity to amend the existing School Parent Compact
4. P.S.88 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by: (List activities.)
 - Parent volunteer program
 - Academic workshops
5. P.S. 88 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)
 - Citywide parent survey
6. P.S.88 will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the

community to improve student academic achievement, through the following activities specifically described below:

- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State’s academic content standards
 - ii. the State’s student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
 - b. The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: (List activities.)
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: (List activities.)
 - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: (List activities.)
 - e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: (List actions.)
- Our school will conduct bi-yearly parent workshops to address the standard based curriculum. A part of our parent-teacher conferences will be devoted to creating an awareness of the New York State academic achievement standards and assessment used to evaluate if students have met the standards. During these training workshops, parents will be provided with topic related materials for their use with their children at home. As an additional resource, information regarding all NYS standards and assessments will be available in our Parent Lending Library.
 - The school will provide materials and training, by Parent Coordinator, Literacy and Mathematics Coaches, AIS Intervention staff, ESL staff and other outside interested parties, through the following workshop titles:
 - *Literacy Workshop- Reading Strategies*
 - *Bullying workshop*
 - *Library/Technology workshops*
 - *Strategies for 3rd grade ELA, Mathematics testing*
 - *What your child needs to know by the end of kindergarten, first, second, third grade*
 - Our Parent Coordinator, with the assistance of parents and parent volunteers versed in the languages reflected in our community, will ensure that information sent home related to the school and parent programs, meetings and other activities is in language that the parents can understand.

III. Discretionary School Parental Involvement Policy Components

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

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

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the minutes of the School Leadership Team meeting. This policy was adopted by P.S.88 on 12/11/09 and will be in effect for the period of 2009/2010 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before December 16, 2009.

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

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



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SCHOOL-PARENT COMPACT

This school-parent compact is in effect during school year 2009-2010.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

SCHOOL RESPONSIBILITIES

PS 88 will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
 - the school will provide professional development throughout the school year;
 - all students will be assessed on an ongoing basis. Student instruction will be based on these assessments;
 - instructional staff will teach to the standards;
 - instructional staff will teach toward individual needs;
 - Administration and instructional staff will be accountable for implementing curriculum;
 - encourage students to develop and internalize solid methods of assessing information through the use of computers and the Internet as tools for learning;
 - provide enrichment programs such as Dance, Puppetry Residencies, Author Residencies; and enrichment assemblies.

- 2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**
 - Parent Teacher Conference Afternoon and Evening in November
 - Parent Teacher Conference Afternoon and Evening in March
 - Orientation for Parents by Grade-second week in September

*Dates to be determined

3. Provide a Full-time Parent Coordinator that will act as an advocate and liaison between school and parent needs in the following ways:

- make herself/himself available to listen, and respond if possible, to a parent need;
- assess parent needs through ongoing surveys or needs inventory checklists;
- create vehicles such as parent workshops, seminars, outside resource people and lists of agencies that will assist parents in ameliorating their concerns;
- provide translations when appropriate or contact known translators to assist in translation in support of ELL parents and students
- assist as a liaison between teacher and parent constituencies

4. Provide parents with frequent reports on their children's progress.

Reports Cards will be distributed to parents in November, March and June. Teachers will communicate with parents throughout the year to provide progress reports based on ongoing assessment and evaluation. Parents are encouraged to make appointments with teachers throughout the school year.

5. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

When a parent wants to meet with a teacher, a parent fills out a conference form. Forms are available at the security desk and in the main office. Teachers call parents and schedule appointments at a mutually convenient time. By the second week in September, teachers will distribute their daily preparation periods to parents.

6. Provide parents opportunities to volunteer and participate in their child's school, and to observe classroom activities, as follows:

- a. Parents are encouraged to train for a parent leadership program called I.N.V.O.L.V.E.D., which was designed by the parent coordinator. After completion of the training program, parents are assigned volunteer positions in classrooms other than their own child's classroom.
- b. Parents can come in and observe their child's classroom at anytime as long as school administration is made aware that the parent will be in the building.
- c. In addition, there are numerous school events and celebrations which all parents are encouraged to attend. Parents are encouraged to attend school events such as writing celebrations and school performances.
- d. Parents are encouraged to join the Parent Teacher Association and School Leadership Team.

PARENT RESPONSIBILITIES

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

- Commit to and support the **5 Handy Rules**
 1. Respect yourself and others
 2. Listen to your teachers and each other
 3. Be prepared to learn

4. Remember school behavior
 5. Respect your classroom and school building
- Send students to school everyday on time;
 - Send students to school dressed in the school uniform;
 - Check to see that all homework assignments are complete every night;
 - Check book bag for parent notices and information;
 - Promote positive use of your child's extracurricular time;
 - Encourage our child to read at home on a regular basis;
 - Support school staff by working with them to ensure that our child receives a high quality education;
 - Stay informed about our child's education, by communicating with the school and responding as appropriate, by promptly reading all notices from the school either received by our child or by the mail;
 - Attend PTA meetings and parent workshops;
 - Serve to the extent possible on policy advisory groups.

OPTIONAL ADDITIONAL PROVISIONS

STUDENT RESPONSIBILITIES

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

- do our homework everyday and ask for help if needed;
- read at least 30 minutes everyday outside of school time;
- give our parents all notices and information received by us from school everyday;
- listen to the teachers;
- respect school property;
- follow the 5 Handy Rules.
 1. Respect yourself and others
 2. Listen to your teachers and each other
 3. Be prepared to learn
 4. Remember school behavior
 5. Respect your classroom and school building

Additional Required School Responsibilities (requirements that schools must follow, but optional as to being included in the school-parent compact).

PS 88 will:

1. Involve parents in the planning, reviewing, and improving of the School Parental Involvement policy, in an organized, ongoing, and timely way;
2. Involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way;

3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time for parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend;
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand;
5. Provide information to parents of participating children in a timely manner about Title I, Part A programs that include a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet;
6. At the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as quickly and efficiently as possible;
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least the areas of Mathematics, Language Arts and Reading;
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

_____	_____	_____
School	Parent(s)	Student
_____	_____	_____
Date	Date	Date

(PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED)

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
PS 88 gathers, analyzes, and interprets student data in order to understand the performance and achievement of our students. Effective practices have been set in place to meet the level of quality for monitoring student performance and development.
 - The administration monitors data three times a year (October, January, June) using formal and informal assessments: DIBELS/IDEL/3D, DRA, running records in grade K-3, Acuity periodic assessments in grade 3, NYSESLAT and EPAL.
 - The Academic Intervention Team, In order to discuss case studies, uses informative and summative data.
 - Classroom teachers use mathematics and writing portfolios and reading/writing unit study checklists as evidence of student data.
 - Student Data Profile Sheets are prepared at the end of the year. They are gathered and passed along with other assessments to the next grade.
 - Student Data Profile Sheets are used by the Academic Intervention Team to establish the students that will receive services in the upcoming school year.
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.

Since our last review it has been determined that our focus must be turned to the content areas of Science and Social Studies and the development of school wide curriculum calendars that encompass all of the content areas. These curriculum calendars will allow teachers to gain insight to gaps, absences and repetition in PS 88's curriculum. This is critical to creating of quality curriculum calendars. The focus of the content areas of science and social studies will provide the students of PS 88 with to practice problem-solving skills, develop positive science attitudes, learn new science content, and increase their scientific literacy; students will be able make sense of the world in which they live, make connections between major ideas and their own lives, and see themselves as members of the world community. PS 88's academic and enrichment programs are by open invitation. Students are grouped according to data performance. A chess club was established for students in grades 2 and 3.

3. Instruction by highly qualified staff.

PS 88's teaching staff provides the students with learning experiences, which are differentiated and possess a high level of engagement. Every cluster of students is considered in the planning of school wide goals. PS 88's effectiveness is dependent on our aptitude to focus on the needs of individual students, small group instruction, academic intervention, extended day instruction, academic and enrichment programs, visual and performing arts programs, and mandated services. The teaching staff is also supported consultants, coaches and lead teachers. With the assistance of the before mentioned, action plans are created that align with teacher needs as well as with the school goals. Teachers also engage in informal and formal observations, labsites, walk-throughs, data meetings with the administration, all of which support instruction that is target to meet student needs.

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.

This year professional development is intended at providing a comprehensive understanding of curriculum mapping and content area instruction. Our AUSSIE consultant has worked with teachers at building an understanding of curriculum mapping throughout the grades. Professional development includes parents. In addition:

- Coaches, Lead Teachers, AIS intervention, Cluster and mandated service providers submit weekly action plans and weekly schedules to warrant the needs of the staff are met.
- AUSSIE Literacy Consultant works with grades K-3 to provide professional development, not only in literacy, but also in curriculum mapping.
- Coaches and F-status staff are purposefully placed with teachers to ensure academic rigor in the goals set forth in the actionable goals set forth in the CEP.
- Each grade has a designated member that attends Math Calendar Day. This member is responsible to turn-key Math strategies that will enhance Everyday Mathematics instruction.
- Each grade has a designated member, along with the Math Lead Teacher, that attends workshops on the subject of differentiating science instruction. This member is responsible to turn-key science strategies that will enhance Harcourt Science instruction.
- Based on teacher needs, teacher observations, and informal walk-throughs, lab sites are established.
- Topics are selected for grade conferences that reflect teacher need.
- Parent workshops that help parents interpret test scores, reading levels, and DIBELS/3D reading benchmarks.

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

A relationship has been established with a recruiter working at the NYCDOE's Division of Human Services in order to draw highly qualified teachers. Through the Lead teacher initiative, highly qualified, experienced teachers have joined our staff. These lead teachers provide support to newly hired staff.

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

Parental involvement is a fundamental part of a successful school. To that end we have implemented the following programs:

- INVOLVED Leadership Program, which is overseen by the parent coordinator.
- Online databases which parents can use at home at with their children.
- Workshops that help parents interpret test scores, reading levels, and DIBELS/3D reading benchmarks.
- Workshops for parents, along with their children, where they are introduced to visual arts.
- School library, which includes a collection of books and magazines, which are of particular interests to parents as well as Internet access.
- Ongoing financial education workshops

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

PS 88 has established a relationship with head start programs and Pre-K programs that feed into our school. In the spring, the parent coordinator goes to the various head start and Pre-K sites and speaks to parents regarding our Kindergarten program and the expectations for both incoming students and parents. This is done in order to provide for a smooth transition.

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

Teachers are included in decisions regarding the use of academic assessments so that they may provide information on, and to improve the achievement of individual students and the overall instructional program in the following ways:

- Common planning is scheduled during the school week to address and problem solve instructional needs and professional development for each grade.
- Coaches and Lead Teachers meet with the administration to review, address, and problem solve current and future instructional needs.
- Teachers engage in data analysis that helps them determine appropriate level texts for student choice in independent and guided reading groups.
- Communication between teachers and Academic Intervention providers is constant, clear, and informed.
- During grade conferences discussions regarding data results and data differentiation are held.

- Topics selected for grade conferences reflect teacher need.

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.

After thorough analysis of all academic data, DIBELS/IDEL/3D, running records, informal/formal assessments, NYSESLAT etc..., at the beginning of the school year, those students who are experiencing difficulty are assigned to receive academic intervention services. These students are targeted to receive guided reading/mathematics in small groups and Wilson and Voyager interventions are also given. Students are assessed every three months to ensure that they are achieving academic achievement. Second and third grade students who are experiencing academic difficulty are also invited to attend ELA/Math academic programs which are held on Saturdays.

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.

The following programs are bought to PS 88: Childhood Abuse Prevention Program, cultural assemblies, Open Airways provided by a DOH nurse and asthma workshops for parents.

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.

¹ School Under Registration Review (SURR)

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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.

Information was gathered from classroom teachers, literacy coach, literacy lead teacher, consultants (AUSSIE, Accelerated Literacy Learning) and out of classroom staff. ELA standards were reviewed to determine the relevance of this finding. The standards include literacy competencies and performance indicators and in house created school wide curriculum calendars.

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?

The evidence collected dispels this finding. Our school makes certain that vertical alignment of the curriculum to standards by use of curriculum maps across a grade. There is horizontal alignment is achieved through use of curriculum calendars between grades and the use of common planning periods where teachers on the same grade plan for instruction and assess the curriculum calendar. These curriculum calendars emphasize that teachers and administrators focus on the balance between what happens in the classrooms and what is planned. Teachers look at data, which includes content skills, assessment, resources and their alignment to NYS standards. In house created curriculum calendars are assessed and adjusted based on teacher reflection and student outcomes.

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.

Information was gathered from classroom teachers, math coach, math lead teacher, and out of classroom staff. Math standards were reviewed to determine the relevance of this finding. Math standards were analyzed to determine the relevance of this finding. The standards include the NYS content and process strands.

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

Applicable Not Applicable

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

The evidence collected dispels this finding. Our school uses the Everyday Mathematics (EDM) program. The units in the EDM program are aligned to the NYS content and process strands. The performance indicators and process strands are included in all of the EDM units. Teachers participate in monthly professional development on the implementation of the EDM program and upon their return to the school they disseminate the information to colleagues. Teachers are also supported by the math coach and the math lead teacher.

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.

Information was gathered from classroom teachers, literacy coach, literacy lead teacher, consultants and out of classroom staff.

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

Applicable Not Applicable

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

Based on assessment, the evidence collected dispels this finding. During ELA instruction, students are engaged in a 15-20 minute mini-lesson that includes both teacher direct instruction and student active engagement. Throughout the lesson, students engage in accountable talk and differentiated instruction that may take the form of independent practice, partner work, or small group work. During independent practice, partner work, or small group work, the teacher is conferencing with students. Literacy centers are differentiated to meet student need and are based on collected data. Informal and formal observations as well as lab sties further dispel this finding to our school as our students demonstrate a high level of engagement.

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

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent

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.

of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

Information was gathered from classroom teachers, math coach, math lead teacher, and out of classroom staff. To determine the relevance of the finding we also reviewed informal and formal observations.

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?

Based on assessment, the evidence collected dispels this finding. Our classrooms do not have only independent seatwork and/or hands on learning during mathematics instruction. Teachers are encouraged to implement differentiated instruction when working with their students during mathematics instruction. During common planning meetings, any issues of planning and differentiated instruction are addressed. This is accomplished by teacher's goals setting and with support from the math lead teacher and math coach. The EDM program encourages partner and group work. Monthly AUSSIE math calendar days provide professional development in support of EDM implementation. Informal and formal observations as well as lab sites further dispel this finding as irrelevant to our school as our students regularly engage in accountable talk, hands on learning and the use of technology to supplement EDM and support student learning.

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.

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.

Teacher turnover will be assessed by looking at statistical information submitted to human resources in end year reports, NYSED report card, Galaxy budget system staff removals category, and in house documents such as the school table of organization.

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?

Based on assessment, the evidence collected dispels this finding as there was no teacher turn over this past school year.

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.

4 out of the 7 ELL staff members attended the QTEL training. The bilingual coordinator also informed the ELL staff of all staff development offered by the Office of English Language Learners, where they chose which professional developments to attend.

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?

Not all ELL staff attended QTEL, but they were all supported by other staff development sessions geared at curriculum development and progress monitoring. All staff was trained in the use of DIBELS/IDEL which is our ongoing assessment tool for both the native language and English and they all received in house staff development sessions on establishing and maintaining a well balanced literacy and mathematics program, and the also received training on establishing and incorporating the new WSL program into the schools curriculum.

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 staff met during the 2008-09 academic school year as the LAP team to review data and curriculum instructions for ELLs.

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

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The evidence to dispel this finding is supported by the fact that the ELL staff participated in a variety of professional developments that were geared at improving data analysis and curriculum instruction for ELL students.

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.

Information was gathered from school administrators, classroom teachers, mandated providers, out of classroom teachers.

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

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The evidence to dispel this finding is supported by Chapter 408 which states that all teaching staff, paraprofessionals, and mandated providers have a copy of the IEP for all students who hold an IEP. In house professional development was offered to direct teaching staff on Chapter 408 and reading the IEPs. Staff attends out of house professional development that includes monthly network special education meetings, writing IEP goals and objectives, behavioral intervention workshops, SETSS Academy, and differentiating instruction workshops.

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

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

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

Please respond to the following questions for Key Finding 7:

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

Information was gathered from school administrators, classroom teachers, SETSS provider, testing coordinator, and SAT. Furthermore, all IEPs were reviewed to ensure that all goals and objectives were written. When applicable, behavioral goals and objectives were also reviewed.

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?

Our school ensures that the students IEPs are followed at all times. Testing modifications are taken into consideration, not only during state testing, but also during classroom exams and instruction. For all of our students with IEPs, precedence is taken to ensure that there is alignment between the goals, objectives, and modified promotional criteria with the content on which these students are assessed on grade-level state tests. When a student is in need of a behavioral intervention plan, the school psychologist works with the classroom teacher to create and put the plan in place.

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

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
Currently the school has three students who are in temporary housing.
2. Please describe the services you are planning to provide to the STH population.
Students who are in temporary housing receive at risk counseling services to aid them in dealing with their current situation. Our Parent Coordinator will assist parents with phone calls, making appointments, or giving them referrals to organizations that will aid them with their housing situation. The guidance counselor will work with these students so that they may deal better with the situation that they find themselves in. The school will also provide these students with transportation, academic intervention services and after school academic programs.

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.