



**P.S. 106X**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 11/X/106**

**ADDRESS: 2120 ST. RAYMOND AVENUE  
BRONX, NEW YORK 10462**

**TELEPHONE: 718-892-1006**

**FAX: 718-823-8008**

## TABLE OF CONTENTS

**SECTION I: SCHOOL INFORMATION PAGE**

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**SECTION III: SCHOOL PROFILE**

**Part A. Narrative Description**

**Part B. School Demographics and Accountability Snapshot**

**SECTION IV: NEEDS ASSESSMENT**

**SECTION V: ANNUAL SCHOOL GOALS**

**SECTION VI: ACTION PLAN**

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

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

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

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR 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 SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

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

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

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 106x      **SCHOOL NAME:** The Parkchester School

**SCHOOL ADDRESS:** 2120 St. Raymond Avenue Bronx, New York 10462

**SCHOOL TELEPHONE:** 718 892-1006      **FAX:** 718 823-8008

**SCHOOL CONTACT PERSON:** Eugenia L. Montalvo      **EMAIL ADDRESS:** EMontal @ schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** \_\_\_\_\_

**PRINCIPAL:** Eugenia L. Montalvo

**UFT CHAPTER LEADER:** Penny Block

**PARENTS' ASSOCIATION PRESIDENT:** Desiree McKay

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

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

**DISTRICT:** 11X      **SSO NAME:** Leadership Learning Support Organization

**SSO NETWORK LEADER:** Joy Elaine Daley

**SUPERINTENDENT:** Elizabeth White

**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
Eugenia L. Montalvo	*Principal or Designee	
Penny Block	*UFT Chapter Chairperson or Designee	
Desiree McKay	*PA/PTA President or Designated Co-President	
Marie Plaisir	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Yesenia Criales	Member/	
Jacqueline Heyward	Member/	
Christina Martz	Member/	
Marla Smith	Member/	
	Member/	

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

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

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

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

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

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The vision of the Parkchester School, Public School 106 is to promote well-rounded students. We will provide our students with the necessary knowledge of technology and the ability to gather and to understand information in all curriculum areas. Our students will be ready to meet the unforeseen challenges ahead. Our goal is to instill in our children a respect for individuals and their community. Our children will grow to be responsible, self-sufficient citizens.

The Parkchester School is a Pre- K – 5 school of approximately 1230 students. Students and staff represent a variety of cultures and ethnicities. In addition to the main school building, our Pre-K and Kindergarten classes are located at MS 127 and 6 classes are housed in on-site portable classrooms. The school day begins at 8:10 A.M. and ends at 2:30 P.M. Fifty minutes extend the school day Tuesday through Thursday for AIS (Academic Intervention Services) and Enrichment programs. Our school provides programming for ELL (English Language Learners) students. In addition, inclusion classes and self-contained classes are offered for students with special needs.

One cannot help but be amazed at the flurry of activity taking place. School enthusiasm is reflected in the high quality of work displayed throughout the school. Underlying it all is the invisible and relatively silent activity of staff and parents working to find all that can be done to best serve the needs of our children.

The Parkchester School is a Title I SWP (School Wide Programs) School. During school year 2008 – 2009 71.7% of our students achieved levels 3 & 4 on the NYS ELA (English Language Arts) exam and 87.5% achieved levels 3 & 4 on the NYS Mathematics exam.

**P.S. 106 was recently recognized by NYS Commissioner of Education Richard Mills as one of New York State's rapidly improving schools for increasing student performance in literacy, mathematics and science while at the same time closing the gap in student performance in these areas.**

Staff members, with the support of the **Literacy Coach**, will continue to implement a **Comprehensive Balanced Literacy Approach** in their classrooms through the use of the **Harcourt Reading/Intervention Program (K-5)**, **Wilson Reading Intervention Program (K-5)**, **100 Book Challenge (K-2)**, **content area libraries and leveled libraries (K-5)**.

A **Balanced Mathematics Program** utilizing the research based **(EDM) Everyday Mathematics Program supplemented by Math Steps** will continue (K-5).

The Parkchester School has incorporated a variety of **enrichment** opportunities for students in Grades Pre K - 5. Outside art residencies expose children to dance, theater, visual arts and music. During school year 2009-2010 all of our 3<sup>rd</sup> grade teachers will collaborate with artists from **Studio in the School** connecting the Arts to academic achievement and our 4<sup>th</sup> graders will continue to participate in the **Ballroom Dancing** program as well. Field trips and live performances supplement the Arts. The **Renzulli Program** provides differentiated instruction through enrichment clusters. The 150 minute extended day is utilized to provide enrichment for those students who exhibit talent in music, art, drama and technology/writing.

Use of the **SWPBIS** (School Wide Positive Behavior Intervention and Support) **Program** has encouraged our students to become responsible decision makers by exhibiting qualities of good citizenship. Together students, parents, staff and community cooperate to provide a safe, child-centered environment that builds self-esteem, self-discipline and the essential skills for lifelong learning.

**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)**

<b>SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT</b>										
<b>School Name:</b>	P.S. 106 Parkchester									
<b>District:</b>	11	<b>DBN:</b>	11X106	<b>School BEDS Code:</b>	321100010106					
<b>DEMOGRAPHICS</b>										
Grades Served:	Pre-K	√	3	√	7		11			
	K	√	4	√	8		12			
	1	√	5	√	9		Ungraded	√		
	2	√	6		10					
<b>Enrollment</b>					<b>Attendance - % of days students attended:</b>					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09			
Pre-K	0	59	69		92.6	92.2	93.4			
Kindergarten	195	180	187							
Grade 1	208	197	197	<b>Student Stability - % of Enrollment:</b>						
Grade 2	211	202	163	(As of June 30)	2006-07	2007-08	2008-09			
Grade 3	191	207	218		89.2	89.7	89.7			
Grade 4	181	207	218	<b>Poverty Rate - % of Enrollment:</b>						
Grade 5	0	182	209	(As of October 31)	2006-07	2007-08	2008-09			
Grade 6	0	0	0		72.5	77.9	76.5			
Grade 7	0	0	0	<b>Students in Temporary Housing - Total Number:</b>						
Grade 8	0	0	0	(As of June 30)	2006-07	2007-08	2008-09			
Grade 9	0	0	0		3	11	47			
Grade 10	0	0	0	<b>Recent Immigrants - Total Number:</b>						
Grade 11	0	0	0	(As of October 31)	2006-07	2007-08	2008-09			
Grade 12	0	0	0		26	26	29			
Ungraded	0	1	1	<b>Special Education Enrollment:</b>						
Total	986	1238	1243	(As of October 31)	2006-07	2007-08	2008-09			
<b>Special Education Enrollment:</b>					<b>Suspensions (OSYD Reporting) - Total Number:</b>					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09			
# in Self-Contained Classes	59	62	58	Principal Suspensions	9	11	13			
# in Collaborative Team Teaching (CTT) Classes	35	40	51	Superintendent Suspensions	2	20	6			
Number all others	28	24	44							
<i>These students are included in the enrollment information above.</i>					<b>Special High School Programs - Total Number:</b>					
					(As of October 31)	2006-07	2007-08	2008-09		
					CTE Program Participants	0	0	0		
<b>English Language Learners (ELL) Enrollment:</b>										
(BESIS Survey)					Early College HS Program Participants	0	0	0		
(As of October 31)	2006-07	2007-08	2008-09							
# in Transitional Bilingual Classes	22	0	0	<b>Number of Staff - Includes all full-time staff:</b>						
# in Dual Lang. Programs	0	0	0	(As of October 31)	2006-07	2007-08	2008-09			
# receiving ESL services only	145	189	189	Number of Teachers	67	85	87			

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	7	16	8	Number of Administrators and Other Professionals	9	14	13
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	4	5
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	97.6	100.0
				% more than 2 years teaching in this school	85.1	71.8	72.4
				% more than 5 years teaching anywhere	80.6	71.8	71.3
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	94.0	87.0	93.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	98.4	98.4
American Indian or Alaska Native	1.0	1.0	1.0				
Black or African American	36.9	35.1	32.9				
Hispanic or Latino	40.6	41.2	40.2				
Asian or Native Hawaiian/Other Pacific Isl.	20.2	21.6	24.9				
White	1.3	1.1	0.9				
<b>Male</b>	48.3	49.0	49.0				
<b>Female</b>	51.7	51.0	51.0				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>Individual Subject/Area Ratings:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	SINI 1			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad Rate
<b>All Students</b>	√	√	√			
<b>Ethnicity</b>						
American Indian or Alaska Native	-	-				
Black or African American	√	√	√			
Hispanic or Latino	√	√	√			
Asian or Native Hawaiian/Other Pacific Islander	√	√	√			
White	-	-				
<b>Other Groups</b>						
Students with Disabilities	√SH	√	-			
Limited English Proficient	√	√	√			
Economically Disadvantaged	√	√	√			
<b>Student groups making AYP in each subject</b>	<b>7</b>	<b>7</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>			
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>	NR		
<b>Overall Score:</b>	78.6	<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>		Quality Statement 1: Gather Data			
School Environment:	11.4	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:	18.9	Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise			
Student Progress:	41.5				
<i>(Comprises 55% of the Overall Score)</i>					
Additional Credit:	6.8				

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

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

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>Individual Subject/Area Ratings:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	SINI 1			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			

<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
		<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
<b>Student Groups</b>		ELA	Math	Science	ELA	Math	Grad Rate
<b>All Students</b>		√	√	√			
<b>Ethnicity</b>							
American Indian or Alaska Native		-	-				
Black or African American		√	√	√			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander		√	√	√			
White		-	-				
<b>Other Groups</b>							
Students with Disabilities		√SH	√	-			
Limited English Proficient		√	√	√			
Economically Disadvantaged		√	√	√			
<b>Student groups making AYP in each subject</b>		7	7	6	0	0	0

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>					
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	78.6	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	11.4	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:	18.9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	41.5						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	6.8						

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

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

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

## SECTION IV: NEEDS ASSESSMENT

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

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

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A **needs assessment** was conducted to determine our areas of strengths, challenges and accomplishments by analyzing our NYC Progress Report (2008 & 2009), Quality Review Report (2007), the New York State School Report Card (2007 & 2008), NYSTART reports and Inquiry Team recommendations. Trends in performance and student progress enabled us to highlight our areas of need.

- During 2008 65.2% of our students met or exceeded the Standards in **ELA**. This percentage rose to 71.7% in 2009, an increase of 6.5%. Over this same period we were able to decrease the percentage of students scoring far below the Standard (Level 1) from 8% (2008) to 3% (2009) a decrease of 5%. Our **NYC Progress Report** (2008/09) showed a marked increase in the number of students making at least one year of progress in ELA. 58.4 % of our students made one year's progress in ELA in 2008. This percentage rose to 69.3% in 2009, an increase of 10.9%. In addition, 88.2% of our students in the lowest 1/3 school wide made at least one year of progress or more in ELA in 2009. This resulted in moving our Progress Report grade from a B (2008) to an A (2009).
- The **NYS School Report Card** showed that we continue to move our students to levels where they met or exceeded the Standards in **ELA**. Our **SWD** (Students with Disabilities) subgroup is still a group that we will continue to carefully monitor. Although this subgroup made its AYP (Adequate Yearly Progress) on the 2009 NYS ELA Assessment, removing the school from the State's SINI (School In Need of Improvement) list, and showed a 7.8% increase in the number of students who made exemplary gains (1.5 years progress) in ELA from 39.6% (2008) to 47.4% (2009), we realize that this group could easily show slippage if not properly monitored.
- During school year 2008-2009, our **Inquiry Team** focused on **SWD** in the testing grades identifying areas in **ELA** (comprehension sub-skills/writing skills) where a greater focus was needed. As a result, Title I Reading teachers and the Literacy Coach were assigned additional push-in/pull-out periods to better meet the needs of this subgroup. Students who were capable of handling mainstreaming have been moved to a general education class during ELA instruction. The classroom teacher, Title I Reading teachers, Literacy Coach, SETSS (Special Education Teacher Support Services) teacher and ESL (English as a Second Language) teacher worked collaboratively to differentiate instruction for these students to provide a wider range of academic support. As a result of their efforts, we were able to increase the percentage of **SWD** who met or exceeded the Standards from 26% in 2008 to 36% in 2009, an increase of 10%. In addition, the percentage of SWD far below Standard (Level 1) was reduced by 18% from 32% in 2008 to 14% in 2009.

- Upon reviewing the **ELA** data, for the past two years, for our **ELL** subgroup, we noted that this group could easily be categorized as slippable. During school year 2008, 36% of this group scored at or above Standard on the New York State ELA exam. The following year, 2009, this percentage increased to 47%, an increase of 11%. A review of the 2008-09 **NYSESLAT** (NYS English Second Language Achievement Test) exam shows 74% of grade 2-4 students scored at proficient level in listening and speaking. In grade 5, this percentage was 61%. There is a drastic contrast between this section of the NYSESLAT and the reading/ writing section. Only 13% of our grade 2-4 students and 32% of our grade 5 students scored at proficient level. As a preventative measure, we now have three full time ESL teachers to better address the needs of this population by enabling a smaller group setting.
- During school year 2008 84% of our students met or exceeded the Standards in **Math**. This percentage rose to 87.5% in 2009, an increase of 3.5%. Over this same period of time we were able to decrease the percentage of students scoring far below the Standard from 4% (2008) to 3% (2009) a decrease of 1%. Although student performance continues to improve, our **NYC Progress Report** (2008/09) showed only a slight increase in students making at least 1 year of progress in Math. 61.1% of our students made 1 year of progress in Math in 2008. This percentage rose slightly in 2009 to 64.5% an increase of only 3.4%. Only 57.6% of our students in the bottom 1/3 school wide made 1 year of progress or more in Math in 2009. Unfortunately, this percentage represented a drop of 10.5% from 2008. We analyzed these results further by reviewing the **NYSTARTS** reports for 2007/08 and 2008/09. We found that both grades 3 and 5 made substantial gains moving students to at or above Standard (gr.3 +7% & gr.5 +9%) whereas grade 4 remained flat (0% gain). Our Inquiry work and grade 4 teacher team meetings will focus on how we can improve achievement for our grade 4 students. Classroom, Title I Math, SETSS, ESL and Title I Reading teachers will articulate weekly to assist with this effort.
- Our **NYS School Report Card** showed that we continue to move our students to levels where they meet or exceed the Standards in **Math**. All our students and all of our subgroups continue to make **Adequate Yearly Progress in Math**. Once again, although we make substantial gains in student achievement our **NYC Progress Report** indicates that we do **not** earn a substantial amount of credit for moving our subgroups (**SWD, ELL, Bottom Third Citywide Hispanic & Black students**) 1.5 years or more (exemplary progress). Inquiry work and teacher team meetings on all grades will focus upon how we can differentiate instruction for these students to improve their progress and prevent those who are slippable (lower end of levels 3 & 4) from losing ground. Title I Math, ESL, SETSS and Title I Reading teachers will assist with this effort.
- Our school received a Proficient rating on the 2007 **Quality Review**. Based on the findings, professional development will continue to focus on ensuring that teachers use all available data to plan instruction that is sufficiently differentiated to meet the needs of each child. Implementation of data binders and analyzing data found on ARIS (Achievement Reporting & Innovation System) and ACUITY (Periodic Assessment Program) will continue to be areas of focus. Furthermore, we will continue to extend our analysis of student achievement data to include the performance of all subgroups during our teacher team meetings. All members of the school community are currently engaged in devising a strategic plan for improving the progress of the school that includes well understood goals, actions, timelines and incremental measures of success.

## SECTION V: ANNUAL SCHOOL GOALS

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

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

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<b>GOAL:</b>	<b>DESCRIPTION:</b>
<b>By June 2010, 83% of the students in grades K-5 will achieve a grade appropriate score based upon the DRA2 (Developmental Reading Assessment)</b>	The DRA2 provides a uniform means of assessing students in grades K-5. DRA2 is an all encompassing assessment that measures word recognition, reading comprehension and fluency.
<b>By June 2010, increase by 3% from 47.4% to 50.4% the number of SWD in grades 4 &amp; 5 making at least 1.5 years progress on the NYS ELA Assessment</b>	SWD will continue to be a focus of our inquiry group and their instruction will be addressed through differentiated strategies to meet the individual needs of this population, with an emphasis on closing the achievement gap and making exemplary gains.
<b>By June 2010, increase by 10% the number of ELL students in grades 2-5 who move from an Intermediate to an Advanced level or higher in reading/writing on the NYSESLAT Assessment</b>	A review of the 2008-09 NYSESLAT exam shows 74% of grade 2-4 students scored at proficient level in listening and speaking. In grade 5, this percentage was 61%. There is a drastic contrast between this section of the NYSESLAT and the reading/ writing section. Only 13% of our grade 2-4 students scored at proficient level and 32% at grade 5. By focusing on the specific needs of this population, we are certain that our goal will be obtained.

<b>By June 2010 increase by 10% the number of students who make at least 1 year of progress or more on the NYS Math Assessment</b>	Analysis of our data indicate that a number of our level 3 & 4 students are slipping especially those students who are on the lower end of levels 3 & 4. We have found that this trend seems to be most prevalent in our fourth grade. Our Title I Math staff will be focusing on the needs of this slippable group as well as continuing to decrease the number of students performing below grade level.
<b>By June 2010 increase by 10% the number of students in each of our subgroups (ELL, SWD, Bottom Third Citywide) who make 1.5 years progress on the NYS Math Assessment</b>	An analysis of the 2009 Progress Report results indicate that although 87.5% of our students score level 3 or higher on the NYS Math Assessment, we were not able to earn a substantial amount of additional credit for exemplary gains for our subgroups. We plan to create an Inquiry focus group to specifically determine how we can better address the needs of these students.

**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. **English Language Arts** an related to improving student outcomes in the area(s) of improvement identification.

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2010, 83% of the students in grades K-5 will achieve a grade appropriate score based upon the DRA2</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Classroom teachers will administer the DRA2 to Kindergarten in January and May. All other grades (1-5) will be assessed in October, January, and May by classroom teachers with the support of staff (Title I Reading, Literacy Coach)</b>  <b>Data will be collected and analyzed to align all school resources (staff and money) to address the needs of students who have not made adequate yearly progress</b>  <b>DRA2 results provide focus for instruction in the areas of reading engagement, oral reading fluency and comprehension (students are provided an opportunity to self-assess and set attainable goals)</b>  <b>Flexible grouping and differentiation of instruction is based upon individual student need according to the DRA2 results</b>  <b>Aussie consultants will work with self contained and inclusion classes/teachers on Balanced Literacy</b>  <b>Ongoing differentiated professional development will be provided</b></p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Contracts for Excellence and Title I money will be used to support on going comprehensive Professional Development and the purchase of the DRA2 program</b></p> <ul style="list-style-type: none"> <li>• Literacy Coach and Reading Specialists will provide training for all teachers</li> <li>• Individual training will be provided on a needs basis</li> <li>• Aussie consultants</li> </ul>	
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>The development and maintenance of individual student assessment binders which include:</b></p> <ul style="list-style-type: none"> <li>- DRA2 Assessment folders updated each October, January and May as DRA2 assessments are given and analyzed. Assessment folders are a cumulative account of a child’s progress in DRA2 from enrollment to discharge/graduation</li> <li>- Projected gains will be measured according to the DRA2 Continuum; between testing intervals students should move at least one step along the Continuum (Intervention, Instructional, Independent and Advanced) within grade level text</li> </ul> <p><b>Teacher binders contain a class overview of DRA2 results which will provide specific data for differentiating instruction</b></p>	

Subject/Area (where relevant):

**English Language Arts**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2010 30% (27 out of 87 Students) of the Level 1 and 2 students in the lowest third in the fourth and fifth grade will make 1 year’s progress on the NYS ELA Assessment as measured by the Progress Report criteria</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>The Inquiry Team has established a baseline using the October Predictive Assessment (Acuity) in the area of English Language Arts. Using the data from the DRA2 levels, previous NYS ELA scores, Acuity results, Harcourt Reading unit tests, conference notes and teacher judgment, the Literacy Coach, Title I Reading, Resource Room, IEP and F Status teachers will target students in the lowest third for extra support in small group differentiated instruction The Wilson Reading Program and the Harcourt Intervention component will be used as supplemental materials Aussie consultants will work with self contained and inclusion classes/teachers on Balanced Literacy Student participation in the Saturday Academy Intervention program December 2009 – May 2010</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><b>Contracts of Excellence and Title I money will be used for Corrective Action, Academic Intervention (per session), professional development, supplementary educational material, administration and off site city-wide workshops Coaches, specialists, Aussie consultants and teachers will provide staff with ongoing training to ensure effective implementation of small group differentiated instruction Using the push-in/pull-out model, Title I, ESL, SETSS (Special Education Teacher Support Services) and IEP teachers will support small group instruction</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><b>Indicators of Interim Progress are:</b></p> <ul style="list-style-type: none"> <li>• Predictive exam results ( 2x per year)</li> <li>• ITA results (2x per year)</li> <li>• DRA results ( October, January, May)</li> <li>• Harcourt Pre/Post unit tests and end of story tests</li> <li>• Team Teacher created exams</li> </ul>

Subject/Area (where relevant):

English Language Arts

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, increase by 10% the number of ELL students in grades 2-5 who move from an Intermediate to an Advanced level or higher in reading/writing on the NYSESLAT Assessment</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>NYSESLAT scores ensure proper placement in a Beginner, Intermediate or Advanced ELL group.</b> <b>Instruction</b> Coaches, specialists and teachers provide staff with ongoing training to ensure effective implementation of small group differentiated instruction Using the push-in/pull-out model, Title I, ESL and SETSS teachers will support small group instruction for ELL students. The Harcourt Reading program (ELL component), Pearson Word by Word Phonics, Oxford Picture Dictionary for Content Areas, Beginning Picture Dictionary, trade books and NYSESLAT preparation workbooks are supplemental materials used for ELL students. Extended Day and Saturday Academy Programs provide additional small group instruction for the reading and writing portion of the NYSESLAT</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Contracts For Excellence, Tax Levy and Title I monies will be used for Corrective Action, Academic Intervention ( per session), professional development, supplementary educational material, administration and off site City-wide workshops Title III money will be used to fund ELL Saturday Academy which includes all materials, staff and the parental involvement component</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Progress will be monitored through the use of Harcourt unit tests every six to eight weeks, teacher created summative assessments including essays, (given approximately every two to three weeks), and conference notes. The development and maintenance of individual student assessment binders which include: - DRA2 Assessment folders updated each October, January and May as DRA2 assessments are given and analyzed. Assessment folders are a cumulative account of a child’s progress in DRA2 from enrollment to discharge/graduation - Projected gains will be measured according to the DRA2 Continuum; between testing intervals students should move at least one step along the Continuum (Intervention, Instructional, Independent and Advanced) within grade level text Teacher binders contain a class overview of DRA2 results which will provide specific data for differentiating instruction</p>

Subject/Area (where relevant):

Mathematics

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>By June 2010 increase by 10% the number of students who make at least 1 year of progress or more on the NYS Math Assessment.</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>A heavier focus on problem solving strategies for all students, specifically addressing reading in this content area, strategy application and organization of written work while providing more challenging problem solving activities for Level 3 &amp; 4 students</b> <b>Expansion of the use of Math vocabulary</b> <b>Continuation of Title I Math push-in to work with flexible groupings depending upon skill/concept needs of students</b> <b>Weekly quizzes created by classroom teacher to determine mastery of skills/concepts taught</b> <b>Involvement of top classes on grades 4 &amp; 5 in the Stock Market Game</b> <b>Inclusion of the Stock Market Game as an enrichment activity during Extended Day (T,W,Th)</b> <b>Inquiry work focused on how we can better meet the needs of all students; zeroing in specifically on grade 4 slippables</b> <b>Weekly articulation between classroom, SETSS, ESL, Title I Reading and Title I Math teachers</b> <b>More informal observations of math lessons by administrators</b> <b>Differentiated professional development opportunities dependent on teacher need and expertise</b> <b>Continued intervisitation to exemplary math classrooms</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Contracts For Excellence, Tax Levy and Title I monies will be used for Corrective Action, Academic Intervention per session), professional development, supplementary educational material, administration and off site City-wide workshops.</b> <b>Coaches, specialists and teachers will provide staff with ongoing training to ensure effective implementation of small group differentiated instruction</b> <b>Using the push-in/pull-out model, Title I, ESL, SETSS (Special Education Teacher Support Services) and IEP teachers to support small group instruction for students</b></p>

**Indicators of Interim Progress and/or Accomplishment**

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

**Progress will be monitored through the use of classroom visit documentation, agendas and sign in sheets, common planning time within the school program, articulation sheets, differentiated professional development, meetings between classroom, Title I Math/Reading, ESL and SETSS teachers with administration at least once a month**

**Results of EDM Unit tests ( 80% accuracy or above on specific skills/concepts)**

**Review of Acuity Math Predictive (Jan.) and Interim Math Assessments (Nov., Mar.) specifically the item analysis report**

**Weekly quizzes created by classroom teachers to determine mastery of skills/concepts taught (80% accuracy)**

**Student binders contain samples of student work collected at 2 month intervals beginning in October**

**Teacher binders contain a class overview of the NYS Math item analysis report, EDM and Acuity results and student/teacher conference notes which will provide specific data for differentiating instruction.**

Subject/Area (where relevant):

**Mathematics**

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>By June 2010 increase by 10% the number of students in each of our subgroups (ELL, SWD, Bottom Third Hispanic &amp; Black Citywide) who make 1.5 years progress on the NYS Math Assessment</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Use of Item Analysis data from NYS Math Assessment to better inform instruction and grouping of students</b> <b>Revision of EDM end of unit assessments to allow for more informed data to differentiate instruction</b> <b>Analyze data from Acuity assessments especially item analysis reports</b> <b>Use of Acuity databank to assign tasks to address students’ individual deficits</b> <b>Weekly quizzes created by classroom teacher to determine mastery of skills/concepts taught</b> <b>Review of student work and discussion of specific student needs at the teacher team meetings</b> <b>A heavier focus on problem solving strategies, specifically addressing reading in this content area, strategy application and organization of written work</b> <b>Increased attention to automaticity of number facts and place value concepts</b> <b>Expansion of the use of Math vocabulary</b> <b>Continued use of Title I Math push-in to address needs of these subgroups</b> <b>Creation of an Inquiry focus group to specifically determine how we can better address the needs of these students</b> <b>Weekly articulation between Classroom, Title I Math, Title I Reading, SETSS and ESL teachers to ensure that student needs are being addressed</b> <b>Common planning periods (at least 1/month) with Title I Math teachers</b> <b>Professional development opportunities both on site and off including webinars</b> <b>Continued inter-visitation to exemplary math classrooms</b> <b>Additional informal observations by administrators during math lessons</b> <b>Ongoing Parent workshops to involve parents as key partners in their child’s mathematical success</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Contracts For Excellence, Tax Levy and Title I monies will be used for Corrective Action, Academic Intervention per session), professional development, supplementary educational material, administration and off site City-wide workshops.</b> <b>Coaches, specialists and teachers will provide staff with ongoing training to ensure effective implementation of small group differentiated instruction.</b> <b>Using the push-in/pull-out model, Title I, ESL, SETSS (Special Education Teacher Support Services) and IEP teachers to support small group instruction for students.</b></p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Progress will be monitored through the use of classroom visit documentation, agendas and sign in sheets, common planning time within the school program, articulation sheets, differentiated professional development, meetings between classroom, Title I Math/Reading, ESL and SETSS teachers with administration at least once a month</b></p> <p><b>Results of EDM Unit tests ( 80% accuracy or better on specific skills/concepts)</b></p> <p><b>Review of Acuity Math Predictive (Jan.) and Interim Math Assessments (Nov., Mar.) specifically the item analysis report</b></p> <p><b>Weekly quizzes created by classroom teachers to determine mastery of skills/concepts taught (80% accuracy)</b></p> <p><b>Student binders contain samples of student work at collected at 2 month intervals beginning in October</b></p> <p><b>Teacher binders contain a class overview of the NYS Math item analysis report, EDM and Acuity results and student/teacher conference notes which will provide specific data for differentiating instruction.</b></p>
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## **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 Title I	Mathematics Title I	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				
<b>K</b>	<b>45</b>	<b>45</b>	<b>N/A</b>	<b>N/A</b>	<b>10</b>	<b>0</b>	<b>2</b>	<b>0</b>
<b>1</b>	<b>65</b>	<b>65</b>	<b>N/A</b>	<b>N/A</b>	<b>15</b>	<b>0</b>	<b>3</b>	<b>0</b>
<b>2</b>	<b>84</b>	<b>84</b>	<b>N/A</b>	<b>N/A</b>	<b>10</b>	<b>0</b>	<b>1</b>	<b>0</b>
<b>3</b>	<b>90</b>	<b>90</b>	<b>N/A</b>	<b>N/A</b>	<b>12</b>	<b>0</b>	<b>3</b>	<b>0</b>
<b>4</b>	<b>87</b>	<b>87</b>	<b>87</b>	<b>87</b>	<b>8</b>	<b>0</b>	<b>6</b>	<b>0</b>
<b>5</b>	<b>107</b>	<b>107</b>	<b>107</b>	<b>107</b>	<b>10</b>	<b>0</b>	<b>8</b>	<b>0</b>
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

**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.

Grade	At Risk SETSS	Extended Day ELA Test Prep	Extended Day Math Test Prep	Saturday Academy ELL Population	Saturday Academy Literacy, Math, Science			
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS			
K	0							
1	1			17	30			
2	0			20	32			
3	2			19	30			
4	1			15	43			
5	1			19	21			
6								
7								
8								
9								
10								
11								
12								

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

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

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA: Title I Reading</b>	Push in/Pull out services provided during school day to Level 1 and 2 students in grades 1 - 5. Services provided four times a week, 45 minutes/session. Small group and 1 to 1 learning using Harcourt Reading program and leveled readers as well as teacher provided materials focusing on comprehension skills, note taking, writing skills and mechanics.
<b>Mathematics: Title I Math</b>	Push in services provided during school day to Level 1 and 2 students in grades 3, 4, 5. Services provided three times per week, 45 minutes/ session. Small group, 1 to 1 instruction, hands on learning using EDM and Math Steps as well as teacher provided materials focusing on problem solving techniques, showing work in an organized fashion, and writing in mathematics to justify and explain reasoning.
<b>At-Risk Services Guidance Counseling</b>	At risk students are serviced once a week for 30 minutes either individually or in a small group during the school day.
<b>At-Risk SAPIS Counseling</b>	At risk students are serviced once a week for 30 minutes either individually or in a small group during the school day.
<b>At-risk SETSS</b>	Services provided during school day; at risk students are picked up 5x / week for 45 minutes each session for 50 sessions
<b>Fifty Minute Extended Day (Tuesday, Wednesday, Thursday) (Literacy, Math, Science, Social Studies)</b>	After school September 2009 - June 2010 for Level 1 & 2 students in grades K – 5 focusing on ELA, Math, Science and Social Studies. Teacher provided materials based on student needs.
<b>Saturday Academy (Literacy, Math, Science)</b>	Services provided Saturdays December 2009 – May 2010 grades 3-5; 4 hour sessions for Levels 1,2 and 3 using Kaplan Essential Skills Foundations ELA and Math, Kaplan Mathematics Advantage, Kaplan Readers' Workshop, and Houghton Mifflin Aim Higher! Services provided Saturdays January-May 2010 grades 1 & 2; 4 hour sessions using Options, Curriculum, Carson Dellosa literacy and math materials.

<b>Saturday Academy (ELL population)</b>	Services provided on Saturdays, December 2009 – May 2010 grades 3-5; 4 hour sessions Services provided on Saturdays January –May 2010 grades 1 & 2; 4 hour sessions Materials from Continental Press (NYSESLAT test prep) and trade books (fiction & non-fiction)
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**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.

**LAP 2009-2010**

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**Demographics**

P.S. 106, District 11x, provides a Free Standing ESL program for ELL students. Our total school population as of October, 2009 is approximately 1230 of which 178 were designated as ELL. This subgroup of students represents 14.5% of our total school population. English Language Learners are taught by three fully certified ESL teachers. Language of instruction is English and is provided via a push-in/pull-out model in small groups. Our ESL program serves a population of students in grades K – 5 which breaks down as follows:

GRADE	NUMBER OF ELL
K	12
1	32
2	33
3	36
4	34
5	31

Included in this breakdown are 0 SIFE students, 18 students in Collaborative Team Teaching classes and 9 students in self-contained Special Education classes. The majority of our students (81.5%) are in the 3 years or less bracket and 18.5% are in the 4 – 6 year bracket. The primary languages of our participating students are Spanish and Bengali. Breakdown of languages are 86 Spanish, 64 Bengali, 10 Arabic, 4 French, 2 Urdu, 2 Chinese Mandarin, and 10 other.

Data from the 2009 NYSESLAT exam indicate that 92% of our English Language Learners scored at the Advanced or Proficient levels in Listening and Speaking, 7% scored at the Intermediate level and only 3% scored at the Beginning level. When we look at the Reading and Writing portion of the 2009 NYSESLAT we found that only 53% of our English Language Learners scored at the Advanced or Proficient levels, 36% scored at the Intermediate level and 12% scored at the Beginning level.

Data from the LAB-R exam show 29.8% of our students performing at a Beginning level, 36.5% at an Intermediate level and only 33.7% at an Advanced level.

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Our students exhibit the most difficulty in writing while registering moderate progress in reading and greater progress in conversational English across all grade levels. Upon looking at this breakdown of level by grade we found that our students fall into the following categories:

GRADE	BEGINNING	INTERMEDIATE	ADVANCED
K	8	2	2
1	15	13	4
2	11	12	10
3	8	21	7
4	4	9	21
5	7	8	16

Upon reviewing the NYS ELA results for 2008 and 2009 we found that the percent of ELLs in grades 3 – 5 attaining level 3 or 4 increased by 11%% from 36% to 47%. In addition, we were able to reduce the percent of ELLs in grades 3 – 5 who scored level 1 by 12% from 20% to 8%. Our NYS Math results for the same time period exhibited growth for the same students. The percent of ELLs attaining level 3 or 4 increased by 16% from 68% to 84% and we were able to reduce the percent of ELLs who scored level 1 by 8% from 13% to 5%. Analysis of our NYS Science exam show that 63% of our ELLs scored at or above the Standard and on the NYS Social Studies exam 48% scored at this same level.

The results of the ELL Periodic Assessments are evaluated by the ESL teachers for each of the grade levels. The ESL teachers share this information with general education teachers during grade level inquiry team meetings. Specific data on each student is discussed and how they can better benefit from instruction and how teachers can focus their instruction to the needs of the individual student. Overall the school has learned from the ELL Periodic Assessment that student’s higher order thinking skills in reading comprehension, such as making inferences or conclusions about a reading passage, and writing skills need the most work, while student’s speaking and listening skills were generally more proficient. Information from the ELL Periodic Assessment is shared with parents during the first Parent Teacher Conference.

Parents of students entitled to ESL services are notified of their child’s entitlement by letter. Letters are sent both in English and when necessary translated into the language of the parent. Meetings are held in October by the ESL teachers, Parent Coordinator, Literacy Coach and Assistant Principal in charge of ESL services to make sure that parents are well informed as to their rights and the ESL programs available at P.S. 106 and citywide. Parent volunteers or staff provide oral translations for parents who require such service. These meetings continue to be conducted, as needed, by the Assistant Principal and Parent Coordinator, as new students are enrolled during the school year. An overwhelming number of our parents opted for the Free Standing ESL program offered at P.S. 106 in lieu of attending a school with a bilingual or dual language program.

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

**Form TIII – A (1)(a)**

Grade Level(s) K - 5      Number of Students to be Served:   178   LEP            Non-LEP

Number of Teachers   35  

Other Staff: Aussie consultants, Guidance Counselor, SAPIS worker, Assistant Principals

### **School Building Instructional Program/Professional Development Overview/Parental Involvement**

#### **Title III, Part A LEP Program**

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

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**All English Language Learners receive daily ESL services and ELA instruction depending on their level as required by CR Part 154, content area instruction in Math, Science and Social Studies and are included in all academic intervention programs and enrichment activities according to their needs. Students are grouped by their literacy and math needs as determined by their NYS ELA and Math scores, DRA 2 results, Beginning of Year Math Assessment and teacher judgment. In addition, ELLs are evaluated utilizing the results of the LAB-R and NYSESLAT exams. ELLs are placed appropriately in flexible reading and math groups based upon their level (Beginning, Intermediate, Advanced) and learning needs. Students are provided Title I Reading & Math services where required. Where mandated, ELLs receive additional services as per their IEP. All ELLs (including SIFE and newcomers) are encouraged to participate in extended day programs, academic intervention programs, test preparation programs and Saturday Academy programs. English Language Learners at the Beginning and Intermediate levels are mandated 360 minutes of ESL instruction per week and Advanced ESL students 180 minutes. Each ESL teacher has six periods a day available for instruction. Our ESL teachers differentiate instruction for our English Language Learners depending on their ability level.**

English Language learners in grades one through five are eligible for the 50 minute extended day instruction which is held on Tuesdays, Wednesdays and Thursdays during the 8<sup>th</sup> period (time: 2:30 P.M. – 3:20 P.M.) extended day program starting in September 2009 and concluding June 2010. Student eligibility is determined through the use of data from the most recent NYSESLAT or LAB-R, DRA 2, NYS ELA and Content Area scores. The primary focus of instruction is language development in the four modalities, and development of higher order thinking skills in listening speaking, reading and writing. The development of content area strength will also be an area of focus. Teachers in the program will implement the Point of Entry Model of instruction and the implementation of best practices through accessing prior knowledge, graphic organizers, guided questions, open-ended questions, read alouds/think alouds and project based tasks.

The Saturday Academy program will run from December 2009 to June 2010 (grades 3-5), January 2010 – May 2010 (grades 1-2) during the hours of 8:30 A.M. to 12:30 P.M. Each session will be 4 hours. Students will continue to work on language skills including the language of learning in content areas.

The following table summarizes this differentiation.

<b>LEVEL</b>	<b>SKILLS</b>	<b>INSTRUCTIONAL METHODOLOGIES/TECHNIQUES</b>	<b>MATERIALS/RESOURCES</b>
<b>BEGINNING</b>	<b>Listening</b>	<b>TPR (Total Physical Response)</b>	<b>Word by Word Phonics</b>
	<b>Speaking</b>	<b>Read - Alouds</b>	<b>Macmillan Leveled Readers</b>
	<b>Reading</b>	<b>Guided reading</b>	<b>Oxford Picture Dictionaries</b>
	<b>Phonics</b>	<b>Choral reading</b>	<b>Cloze materials</b>
	<b>Decoding</b>	<b>Interactive read alouds</b>	<b>Trade books</b>
	<b>Viewing</b>	<b>Hands-on activities</b>	<b>Teacher made materials</b>
	<b>NYS Testing &amp; NYSESLAT prep</b>	<b>Visuals/graphics/illustrations</b>	
		<b>Language Experience Model</b>	
		<b>Listening stations</b>	
		<b>Mostly 1 to 1 instruction</b>	

<b>LEVEL</b>	<b>SKILLS</b>	<b>INSTRUCTIONAL METHODOLOGIES/TECHNIQUES</b>	<b>MATERIALS/RESOURCES</b>
<b>INTERMEDIATE</b>	<b>Listening</b>	<b>TPR</b>	<b>Word by Word Phonics</b>
	<b>Speaking</b>	<b>Differentiated group instruction</b>	

			<b>Macmillan Leveled Readers</b>
	<b>Reading (strategies focus on comprehension skills)</b>	<b>Group work</b>	<b>Harcourt Reading program(ELL component)</b>
	<b>Skimming</b>	<b>Read alouds</b>	<b>Oxford Picture Dictionaries</b>
	<b>Use of graphic organizers</b>	<b>Guided reading</b>	<b>Oxford Content Dictionaries</b>
	<b>Writing (using visuals as prompts or from student experience)</b>	<b>Choral reading</b>	<b>Trade books</b>
	<b>Use of technology</b>	<b>Listening stations</b>	<b>Teacher made materials</b>
	<b>NYS Testing &amp; NYSESLAT prep</b>	<b>Hands-on experiences</b>	
		<b>Visuals/graphics/illustrations</b>	

<b>ADVANCED</b>	<b>Reading</b>	<b>TPR</b>	<b>Authentic materials (real life reading and writing)</b>
	<b>Writing</b>	<b>Independent writing (depending upon grade level)</b>	<b>Macmillan Leveled Readers</b>
	<b>Critical Analysis</b>	<b>More dialogue</b>	<b>Harcourt Reading program(ELL component)</b>
	<b>Writing mechanics/grammar</b>	<b>Differentiated group work</b>	<b>Trade books</b>
	<b>Phonics (depending upon grade level)</b>	<b>Independent reading</b>	<b>Teacher made materials</b>
	<b>Use of technology</b>		<b>Oxford Content Dictionaries</b>
	<b>NYS Testing &amp; NYSESLAT prep</b>		<b>Santillana series</b>
			<b>NY Journey for ELLs (Rosen classroom books &amp; materials)</b>
			<b>Content Area libraries (grade level appropriate)</b>
			<b>Kid Pix &amp; Discovery Kids (technology)</b>

Literacy skills are covered in each program model through the use of a curriculum map. The curriculum map is used by the school as a whole and is arranged according to grade, skill, theme and month. The ESL program at P.S. 106 is aligned with general education instruction. Mathematics, reading, writing, social studies and science are taught using ESL methodology. The vocabulary taught in ESL satisfies both the needs of our ESL students and the State Standards. ESL students learn sight words plus words that they will need to understand directions and instruction in their classrooms.

**A significant amount of manipulatives, pictures and regalia are used during ESL instruction in order to make content comprehensible for our students. Graphic organizers, Total Physical Response (TPR) as well as sequencing organizers among other scaffolding methods are used for ESL instruction. Instruction is differentiated through student groupings according to needs and abilities. Different stations are used in order to help students address their areas of weakness and enhance their strengths. Students complete their work in groups, participate in “turn and talk”, and conference with one another in order to better understand their strengths and areas where improvement is needed.**

**Newly arrived students and students who have been in the New York City Public School system for less than three years receive instruction in the core courses through ESL. English Language Learners (ELLs) will study basic phonemic awareness as well as sentence formation and composition writing. ELLs will sharpen their listening skills through read-alouds and songs (sung in class or downloaded onto an MP3 player). ELLs also take part in guided readings, group readings and independent reading. Students learn how to use organizers and make outlines in order to better organize their thoughts and answer questions. These skills are being targeted for their growth in preparation for the NYSESLAT ,ELA and Content Area State exams.**

**Higher expectations are placed on students who have been in the NYC Public School system for 4 – 6 years. Instruction is conducted at a higher level. These ELLs are more familiar with graphic organizers and the methodologies used in ESL instruction. They are encouraged to work independently and participate in group work with less supervision. They are constantly asked to edit their own work prior to handing it in to the teacher. ESL teachers at P.S. 106 have implemented methods such as “writing workshops”, free writing (including journal writing) to sharpen students’ skills. There is only one long-term ELL (6 or more years). This student is constantly encouraged to do his best and continues to receive instruction according to the mandates of ESL. High expectations are placed on this student as well as a great deal of scaffolding using the aforementioned methods. His needs are constantly reassessed and his instruction is enhanced by the constant use of manipulatives and pictures. Instruction is differentiated based on the student’s needs in literacy and the content areas. This ELL participates in group work and is usually paired with other students who can support his understanding of the material.**

**The ELL/Students with Disabilities (SWD) population receive mandated teacher support services (SETSS) as per IEP prescription with or without monolingual services with ESL. The ELL/SWD population is serviced per IEP designation of five periods per week in a separate location in a maximum group size of eight. The ELL/SWD population is tested with THE BRIGANCE DIAGNOSTIC COMPREHENSIVE INVENTORY OF BASIC SKILLS. THE ELL/SETSS population receives instructional services which supplement regular classroom instruction. The goal of the SETSS program for the ELL/SWD population is to provide direct individualized and small group instruction addressing specific learning deficits enabling the ELL/SWD population to function successfully in the mainstream.**

**The ELL/SWD population is expected to achieve the following long term objectives:**

- develop and refine a cluster of key reading skills; identifying the main idea, identifying details, making inferences, drawing conclusions and interpreting picture clues within 25 and/or 50 units in a specific multiple skills series leveled reading book.**
- develop and refine basic phonics concepts necessary for beginning through intermediate readers and strengthen visual perception using the Explode the Code series leveled workbooks**
- develop and refine phonetic decoding as a strategy for unlocking meaning from a text using semantic and syntactic clues, sounds and deciphering unknown words within the clues to meaning**

- **develop and refine the ability to solve mathematical word problems using mathematical terms, vocabulary and language to explain solutions clearly, logically, and legibly showing mathematical ideas in a variety of ways.**
- **develop and refine the ability to understand the conventions, grammar, and usage of the English language in written or spoken text to represent oneself appropriately by drafting, revising, correcting, editing and clarifying a written response**
- **develop and refine arithmetic and number concepts skills for adding & subtracting with and without regrouping, multiplying, and dividing in order to decipher and compute simple to more complex operations within problems**

**English Language learners in grades one through five are eligible for the 50 minute Extended Day instruction which is held on Tuesdays, Wednesdays and Thursdays during the 8<sup>th</sup> period (time: 2:30 P.M. – 3:20 P.M.) starting in September 2009 and concluding June 2010. Student eligibility is determined through the use of data from the most recent NYSESLAT or LAB-R, DRA 2, NYS ELA and NYS Content Area assessments. The primary focus of instruction is language development in the four modalities and development of higher order thinking skills in listening speaking, reading and writing. The development of content area knowledge will also be an area of focus. Teachers in the program will use student prior knowledge, graphic organizers, guided questions, open-ended questions, read alouds/think alouds and project based tasks to accomplish their goals for students.**

**All ELLs are invited to participate in the Saturday Academy program which will run from December 2009 to May 2010 for grades 3-5 or January 2010 – May 2010 for grades 1 & 2 during the hours of 8:30 A.M. to 12:30 P.M. Each session will be 4 hours. The program will include 2 certified ESL teachers and additional teachers will be hired, depending upon student enrollment. Students will continue to work on language acquisition skills, math skills, concepts and problem solving and the language and knowledge necessary for success in the other content areas.**

**ESL students that have scored Proficient on their NYSESLAT assessment continue to receive transitional support for two years. All ESL students, including students scoring Proficient, have access to a growing library of bilingual literature with a strong focus on multicultural literature. Students that have scored Proficient are still afforded ESL testing accommodations during their first two school years as English proficient. This extension will provide former ELLs with the opportunity to demonstrate their content knowledge while developing their linguistic and academic skills. Possible testing accommodations include: Time Extension, Separate Location, Third Reading of Listening Section (ELA only), Bilingual Glossaries, Simultaneous Use of English and Alternative Language Editions (not on ELA), Oral Translation for Lower Incidence Languages (not on ELA), and Writing Responses in the Native Language (not on ELA).**

**At the beginning of the school year newly enrolled ELLs are interviewed to informally gauge their English ability level and to determine whether they qualify as SIFE students. Before the start of the school year, an open house is held to give newly enrolled students and their parents a tour of the building, where they are given a resource package in their native languages, which gives parent workshops to acquaint them with the school's ESL policy, programs, and mission statement.**

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

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Best practices in ESL instruction are provided via site based professional development which is built into the school program. Teachers receive training during professional development days, preps, teacher team meetings, monthly faculty conferences and grade meetings which are mandated for all staff members. ESL specialists focus on ESL methodologies and strategies, phonics and phonemic awareness, language acquisition, ESL standards, and guidelines and mandates. Teachers receive training in understanding and using data for ELLs (LAB-R, NYSESLAT, NYS Exams, DRA 2) in order to better drive & differentiate instruction for this subgroup. The Literacy Coach, Math Staff Developer, Title I Reading and Math specialists, technology, the IEP and SETSS teachers collaborate with the ESL specialists ensure that the mandated core curriculum (literacy, math, science & social studies) is delivered to our English Language Learners utilizing the ESL component of each program and ESL instructional strategies. Additionally, all staff is encouraged to take advantage of ESL workshops conducted by our LSO, the DOE and UFT and online professional development. Interclass and interschool visitations are encouraged to view best ESL practice.

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Monolingual teachers and paraprofessionals will be attending workshops which will include education of ELL strategies and materials, technology and content areas. These professional development sessions will be supported by ELL department from the district, providing weekly support on best instructional practices for students in ELL programs. Monolingual teachers and paraprofessionals will be offered workshops which will include education of ELL strategies and materials, technology and content areas and Jose P. ESL Training.

In addition, the following professional development opportunities will be provided to the staff:

- ELL Home/School connection
- Professional development on ELL strategies such as Total Physical Response (TPR), CALLA and graphic organizers
- Lesson Planning for ELL students
- Collaborative lesson planning and alignment with the NYS ELA and ESL Standards
- Use of constructivism in implementation of lessons
- Use of the writing process in the content areas
- Cognitive guided language instruction/direct modeling of strategies
- Collaborative learning communities within the classroom
- Building on prior knowledge
- Culturally responsive instruction
- Instructional conversation
- Technology enriched instruction
- Use of the Arts to support ELLs
- Use of the TPR (total Physical Response) approach to support student learning

We have also developed a survey that asks teachers to identify the professional area that they require assistance. The information from the surveys has allowed a personal professional development plan to be designed for all staff, including guidance counselor and parent coordinators. Concerning the mandated 7.5 hours of ELL training required for all staff, such sessions include Inter-classroom visitations, workshops with Dorothy Werner conducted with the Leadership LSO, and turnkey professional developments held by the ESL instructors. Assistant principals and guidance counselors receive ESL related professional development and skills in the form of initial Jose P training and continuing refresher courses, as well as professional development on ELL compliance issues offered through the Leadership LSO and Bronx BETAC. Our parent coordinator is also takes part in ESL related professional development sessions lead by ESL staff on ELL compliance, translation services, and testing accommodations for ELLs.

### **Parental Involvement**

Parent workshops on the following topics will be conducted for our parents:

- 
- Literacy/Math Family Nights
  - Using technology as an educational support
  - Social studies/Science programs
  - ELA/Math test strategies
  - NYS State Standards
  - Rubrics
  - DOE Scope and Sequence – “What did you child learn in school today?”
  - Goal setting for their children
  - Utilizing library services
  - Homework help,
  - AIS interventions
  - ESL strategies to use with their children
  - Navigation of outside agencies
  - ESL for parents (Parent Saturday Academy program)

Parents are interviewed when filling out the Home Language Survey. Based on the Home Language Survey ESL teachers determine whether or not students need to be LAB-R tested. Before beginning the ESL program, the ESL teachers and parent coordinator hold a Parent Orientation meeting in which parents are given information about different programs (ESL, Transitional Bilingual and Dual Language). Parents are given the opportunity of choosing a program for their children. At the Orientation Meeting, parents have the opportunity to ask questions and discuss any concerns they may have. P.S.106 holds parent-teacher conferences twice a year, one per marking period. Parents get feedback from ESL teachers during parent-teacher conference; the conference is also an opportunity to answer any questions parents may have about the

**program and about the results of their child's performance on the ELL Periodic Assessment. Parents are regularly kept informed of their child's progress via weekly notices that are sent home every Wednesday. Translators are provided whenever a parent comes into, or calls, the school. Parents also have access to the ARIS information and reporting system, so that they can track their child's progress and be better informed. Attempts to reach out to parents are made regularly through the parent coordinator and through direct phone conversations on a periodic basis.**

**Form TIII – A (1)(b)**

School: P.S. 106x BEDS Code: 321100010106

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

<b>Allocation Amount: \$6,696</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> <ul style="list-style-type: none"><li>- Per session</li><li>- Per diem</li></ul>	\$4,020	80.57 hours of per session for ESL and General Ed teacher to support ELL Students: 80.57 hours x \$49.89 (current teacher per session rate with fringe) = \$4,020
<b>Purchased services</b> <ul style="list-style-type: none"><li>- High quality staff and curriculum development contracts.</li></ul>	N/A	N/A
<b>Supplies and materials</b> <ul style="list-style-type: none"><li>- Must be supplemental.</li><li>- Additional curricula, instructional materials.</li><li>- Must be clearly listed.</li></ul>	\$2,009	Books on Tape, Cassette Recorders, Headphones, Leveled Books, Projection Screen
<b>Educational Software (Object Code 199)</b>	N/A	N/A
<b>Travel</b>		
<b>Other</b> Parental Involvement	\$ 667	Saturday Academy Parent Program Trips, Materials, Refreshments
<b>TOTAL</b>	\$ 6,696	

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

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

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

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

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
  - a. **Data from ATS/ARIS based on number of children receiving ESL services**
  - b. **Review of Home Language Surveys; noted which languages were primarily spoken at home**
  - c. **Parent orientations**
  - d. **Parent-Teacher Conferences**
  - e. **Feedback from teachers of ELL students on student and parent language needs**
  - f. **Interviews with newly admitted ELL students**
  - g. **Interviews with Parents of the newly admitted ELL students**
  - h. **Feedback from the parent coordinator, and the ELL teachers**
  - i. **Feedback from the school secretaries, medical staff, SAPIS worker, attendance personnel, and safety officers**
  - j. **Observation when parents come to school and they are not able to communicate in English or come in with someone to translate for them**
  - k. **Parental requests for translation service received from Parents Association or Parent Coordinator**
  
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.
  - **There is a need for oral interpretations when parents come to conduct school business such as inquiring about face to face letters, lunch applications, after-schools programs, picking up a child who is ill or has a doctor's appointment.**
  - **There is a need for written translation to keep parents informed of the school's vision and mission as well as information concerning morning and after-school academic intervention programs, Saturday Test Prep Programs, Extended ELA/Math Test Prep and/or Saturday English Language Learners Program.**
  - **The following items should be translated in order to better communicate and inform parents: Monthly Parent Letters, Monthly Parent calendars, lunch forms, Blue Emergency Cards, Parent handbook, and all letters/flyers on school matters.**
  - **A need for written translation of materials so that parents can assist their children academically**
  - **A need for written translation of school correspondence i.e. from administration, teachers, Parents Association,**

- **A need for some type of parental outreach to parents who might feel uncomfortable attending school related activities because of language barriers**
- **Findings were reported to the following: SLT, PTA, Parent Coordinator, ELL teachers, Assistant Principals, Principal ( Letters were send home to parents in the three most spoken languages of English, Spanish and Bengali)**
- **Ell students and parents were informed of the oral interpretation and written translation services offered in the school.**

## **Part B: Strategies and Activities**

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
  - a. **Translation for Hispanic population will be provided by ESL teachers /Parent Coordinator/Assistant Principal/Principal**
  - b. **Translation for Arabic speaking population will be provided by school staff member or contracted vendor approved by Tweed**
  - c. **Translation for Asian & African population will be provided by contracted vendor approved by Tweed**
  - d. **Translation for Bengali speaking population will be done by Bengali School aide and/or Learning Leader**
  - e. **Outreach to community organizations (i.e. Bengali school) and parent volunteers/Learning Leaders to translate to ensure timely correspondence to parents**
  - f. **Letters with a tear-off will be mailed to the most current address on file to inform parents of this service**
  - g. **Letters with a tear-off will be backpacked via students**
  - h. **Collect tear-offs to determine need for interpretations and/or translations**
  - i. **An outside vendor will be needed for the Bengali/Arabic/Asian translations/interpretations**
  
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.
  - **ESL teachers and Parent Coordinator will provide oral Spanish translation**
  - **School aide/Parent Learning Leader one on site person fluent in Bengali and English who is able to interpret and assist parents in school matters including updating parents with current information regarding school programs and services will be provided**
  - **Attend orientations and workshops to facilitate and disseminate information**
  - **Teacher or school aide will provide written translations in Spanish of schools communiqués to parents in house, as well as parent volunteers**
  - **Letters with a tear-off will be mailed to the most current address on file to inform parents of this service**
  - **Letters with a tear-off will be backpacked via students**
  - **Collect tear-offs to determine need for interpretations and/or translations**
  - **An outside vendor will be needed for the Bengali/Arabic/Asian family assistant**

- **School staff member will provide oral Arabic translation**
  - **Outreach to parent volunteers and community based organizations (i.e. Bengali school) or contracted vendors approved by Tweed to provide oral translation for non-Spanish/non-Arabic speaking population**
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>.
- a. **Provide parents with a copy of the Bill of Parent Rights and Responsibilities, which includes information regarding their rights to translation and interpretation services.**
  - b. **Provide parents with DOE website through which they can acquire DOE translated documents**
  - c. **Letters with a tear-off will be mailed to the most current address on file to inform parents of this service**
  - d. **Letters with a tear-off will be backpacked via students**
  - e. **Collect tear-offs to determine need for interpretations and/or translations**
  - f. **Set up a schedule of availability for oral interpretations and/or translations**
  - g. **Post at our Main entrance a sign in each of the most prominent languages indicating the availability of interpretation services.**
  - h. **Utilize services from Tweed’s Translation and Interpretation Unit as needed.**
  - i. **Parent Coordinator will meet with parents when there is a need to have school correspondence translated**

**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:	654,408	683,553	1,337,961
2. Enter the anticipated 1% set-aside for Parent Involvement:	6,544		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		6,835	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	32,720		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		34,177	
6. Enter the anticipated 10% set-aside for Professional Development:	65,440		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		68,355	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 98.83%
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.

Teacher will

- retake the Content Area Specialty exam
- be directed towards professional development activities provided by DOE and UFT
- take advantage of intervisitation of exemplary classrooms
- be provided assistance from the Literacy/Math Coaches/Assistant Principal

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

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

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

### **I. General Expectations**

**P.S. 106, The Parkchester School** 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 the expenditure of 1 percent of Title I, Part A funds reserved for parental involvement.
- 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.106** 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.)
  - Turn key information to Parents in their native language where possible, within a sufficient time frame, regarding school based, District 11, LLSO and DOE meetings, programs, workshops via Title I Advisory Committee, PA (Parents Association), Parent Coordinator and school newsletters.
  - Encourage Parents to become members of the School Title I Advisory Committee, School Leadership Team and CEP sub-committees
2. **P.S.106** will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)
  - Share the NYS School Report Card, NYC Progress Report, Quality Review Report and School Budget with all parents
  - Advise Parents of the opportunity to join the Parents Association, School Title I Advisory Committee, SLT (School Leadership Team), CEP (Comprehensive Education Plan) sub-committees
  - Keep Parents updated on school issues via the Parent Coordinator, Parents Association and School newsletters, PA, Parent Coordinator, SLT and Inquiry Team bulletin boards,

3. **P.S. 106** 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)
  - Meetings for parents of incoming grade ( K) held in Spring term and conducted by Assistant Principal & Kindergarten teachers
  - Test taking and curriculum based workshops for Parents conducted by curriculum specialists
  - Resources available through the DOE or community based organizations to support parental concerns and needs
  - Family Curriculum nights
  - Saturday Academy (Parent component)
  - Learning Leaders
  - Parents As Reading Partners
  - 100 Book Challenge
  - Parent Coordinator
  - Parents As Art Partners
  - Trips for parents to enhance their awareness of the cultural/educational resources New York City has to offer
  - Attendance at SLT meetings (non member attendance protocol)
  
4. **P.S. 106** 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.)
  - Open house for incoming parents of pre-school children outlining policies, procedures & expectations
  - Articulation with supervisors of pre-school programs other than NYC DOE
  - Inter-visitations
  - Attendance at Early Childhood Conference (networking of pre-school and public school administrators)
  - Parent guides outlining Readiness Skills in literacy and mathematics for incoming K students
  
5. **P.S. 106** 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 and/or literacy, or are of a racial or ethnic minority). The school will utilize the findings of the evaluation concerning the parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary with the involvement of parents in 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

The following will enable our school to determine the degree of parental involvement and identify any possible barriers which might impede this involvement:

- An evaluation will be conducted via a parent survey in parents native language where feasible
- The survey will be conducted and reviewed by the Parent Coordinator, Title I Parent Representative and the PA Executive Board and shared with the SLT
- Parental attendance at PA General Membership meetings, Saturday Academy (Parent program) and participation in parent informational workshops presented by the PA, Title I, Parent Coordinator and school staff

**P.S. 106** 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.)

- Inform parents of workshops, conferences or classes both in and out of the State as well as those sponsored by the DOE, LLSO, District 11, School or Community
- Inform parents of training and informative workshops in ELA, Math, Special Ed, ESL, State Testing and NYS Standards.
- Assist parents with acquiring any equipment or materials which may be needed to ensure their child's academic success
- Provide parents with parent brochures and access to the Parent Resource Library within the school via the Parent Coordinator
- Obtain the services of outside guest speakers to address parent needs and concerns

B) The school along with Title I providers will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy & math training, and using technology, as appropriate, to foster parental involvement, by: (List activities.)

**Refer to Section II, Part 3**

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)

- **outreaching to the DOE and Community organizations which provide training for staff in working with parents to increase parental involvement**

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.)

- **Referring parents to the Borough Enrollment Office for preschool programs**

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.)

- **Sending home school and parent newsletters translated in Parent's native language**
- **Sending home monthly school calendars**
- **Conducting parent workshops**
- **Posting relevant information on the PA, SLT, Inquiry Team and Parent Coordinator bulletin boards**
- **Informing parents of the District and DOE websites**
- **Local newspapers**
- **Learning Environmental Survey**
- **SLT meetings (procedure for attendance by non members)**

### **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 **Ms. Desiree McKay, P A President** and **Ms. Marie Plaisir, Title I Chairperson** . This policy was adopted by the **P.S. 106** on

**October 28, 2009** and will be in effect for the period of **school year 2009 - 2010**. The school will distribute this policy to all parents of participating Title I, Part A children on or before **November 12, 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.

### **School Responsibilities**

**P.S. 106** 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: [Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.
  - **Balanced Literacy**
  - **Use of Aussie consultants (Balanced Literacy) in our self contained and inclusion classes**
  - **Everyday Math - Standards Based / Nationally Accredited**
  - **Wilson Reading Program**
  - **100 Book Challenge**
  - **SWPBIS (School Wide Positive Behavior Intervention & Support Program)**
  - **Project Arts**
  - **Differentiated Instruction**
  - **Principles of Learning**
  - **ELL Program**
  - **AIS Push-In / Pull-Out Small Group Literacy / Math**
  - **Saturday Intervention Programs**
  - **Title I training & workshops mandated according to DOE and State guidelines in ELA ,Math, Special Education, ESL**
  - **Annual conferences emphasizing educational training in supporting student academic achievement**

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: [Describe when the parent-teacher conferences will be held.]
  - **November, 2009**
  - **January/February 2010 (promotion in doubt conference)**
  - **March, 2010**
  - **By mutual agreement by Parent and Teacher before, during or after school hours**
  - . . . . .
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: [Describe when and how the school will provide reports to parents.]
  - **Parent / Teacher Conferences**
  - **By mutual agreement between Teacher and Parent – before, during or after school hours**
  - **Weekly/Daily Progress Reports**
  - **Teacher phone calls to Parents**
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: [Describe when, where, and how staff will be available for consultation with parents.]
  - **Prep periods**
  - **Parent / Teacher Conferences**
  - **By mutual agreement between Teacher and Parent - before or after school hours**
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: [Describe when and how parents may volunteer, participate, and observe classroom activities.]
  - **Open School Week**
  - **Class Trips**
  - **Assembly Programs**
  - **Learning Leaders**
  - **Class Parent**
  - **Science Fair**
  - **Parent Workshops/Conferences**
  - **Family Curriculum Nights**
  - **Saturday Academy**
  - **Parents As Reading Partners Program**

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

### **Parent Responsibilities**

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as supporting my child's learning by making education a priority in our home by:

- **making sure my child is on time and prepared everyday for school;**
- **monitoring attendance and lateness;**
- **talking with my child about his / her school activities everyday;**
- **scheduling daily homework time;**
- **providing an environment conducive for study;**
- **making sure that homework is completed;**
- **monitoring the amount of television my children watch;**
- **volunteering in my child's classroom;**

- participating, as appropriate, in decisions related to my children's education;
- promoting positive use of my child's extracurricular time;
- participating in school activities on a regular basis;
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school  
either received by my child or by mail and responding, as appropriate;
- reading together with my child every day;
- providing my child with a library card;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;
- helping my child accept consequences of negative behavior;
- being aware of and following the rules and regulations of the school, district and DOE;
- supporting the school's discipline policy;
- express high expectations and offer praise and encouragement for achievement

#### **Optional Additional Provisions**

P.S. 106 will:

**Provide parents reasonable access to school facilities and other areas (Xerox, fax, etc...) when necessary and when it is not interfering with school (staff) daily plan, agenda or curriculum.**

#### **Student Responsibilities (revise as appropriate to grade level)**

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

[Describe the ways in which students will support their academic achievement]

- come to school ready to do our best and be the best;
- come to school with all the necessary tools of learning -pens, pencils, books, completed homework etc;
- listen and follow directions;
- participate in class discussions and activities;
- be honest and respect the right of others;

- follow the school /class rules of conduct and learning and the Citywide Standards of Discipline and Intervention Chancellor's Regulations in 2006;
- follow the school's dress code;
- ask for help when we don't understand;
- do our homework every day and ask for help when we need to;
- study for tests and assignments;
- read at least 30 minutes every day outside of school time;
- read at home with our parents;
- get adequate rest every night;
- use the library to get information and to find books that we enjoy reading;
- give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school everyday;
- participate in and practice the ideals set forth in the SWPBIS (School Wide Positive Behavior Intervention & Support Program) which encourages a safe, child-centered environment that builds self-esteem, self-discipline and essential skills for lifelong learning.

**SIGNATURES:**

_____	_____	_____	
<b>SCHOOL (PRINCIPAL)</b>	<b>TITLE I (CHAIRPERSON)</b>	<b>PARENTS (PA PRESIDENT)</b>	<b>SCHOOL (UFT CHAIRPERSON)</b>
<b>DATE 10/28/09</b>	<b>DATE 10/28/09</b>	<b>DATE 10/28/09</b>	<b>DATE 10/28/09</b>

(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.

**Refer to the following sections in the 2009 – 2010 CEP:**

- **Section III School Profile pp. 7 – 9**
- **Section IV Needs Assessment pp. 10 - 11**

2. School wide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- 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.

**Refer to the following sections in the 2009-2010 CEP:**

- **Section III School Profile pp 7- 9**
- **Section V Annual School Goals pp. 12-13**
- **Section VI Action Plan pp 15 - 22**
- **Appendix I AIS Programs Part B pp 26 - 27**

3. Instruction by highly qualified staff.

**In order to ensure quality teaching, teachers will:**

- **take ownership of the best instructional strategies and identify those practices they wish to implement in their classroom to ensure that all students meet State Standards in ELA, Math, Social Studies & Science**
- **utilize data from various sources (ARIS, Acuity, DRA2, nySTARTS, classroom) to drive instruction**
- **visit colleague's classrooms to observe the implementation of successful practices / strategies.**
- **visit other schools to observe implementation of successful research based practices / strategies.**
- **be involved in Inquiry based teaching practices aligned with SMART (Specific, Measurable, Attainable, Realistic, Timely) goals**
- **participate in informal Learning Walks**
- **plan lessons which incorporate the Principles of Learning and adhere to Bloom's Taxonomy**

- **continue to complete their studies, where necessary, through partnerships with local colleges and the Teaching Fellows Program for certification. Presently, approximately 98% of our teachers are fully licensed and permanently assigned to this school.**
  - **work closely with Literacy & Math Staff Developers to assure success of implementing program / practices / strategies and to brainstorm ways to modify such where needed.**
  - **assume an active role in the development of the School's Comprehensive Educational Plan (CEP).**
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.
- **The school will continue to provide on going professional development in Literacy and Math for all staff through the Literacy and Math Staff Developers. The Literacy Coach and Math Staff Developer will support the continued implementation of a Balanced Literacy and Mathematics program on all grades. Ongoing support will be provided by the Literacy Coach for teachers using the Harcourt Reading program and 100 Book Challenge.**
  - **IEP Teacher and ESL team will conduct workshops supporting our SWD and ELL students**
  - **The school, through its Curriculum Committee (comprised of Administrators, Classroom Teachers, Support Staff, Literacy Coach, Math Staff Developer and Parents) along with the Inquiry Team will continue to research and implement best practices.**
  - **Teachers will continue to receive staff development in analyzing and utilizing data to drive instruction, create SMART goals and to form flexible, differentiated groupings by need.**
  - **Teachers will continue to have the opportunity to attend DOE & LLSO sponsored professional development sessions, citywide and statewide/ out of state conferences and UFT sponsored professional development in all curriculum areas.**
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
- **The Principal will work closely with the ISC (Integrated Service Center) Personnel Director to ensure that only certified teachers are hired to fill vacancies.**
  - **Administrators will attend borough & college recruitment job fairs to attract qualified teachers.**
  - **Administrators and teachers will encourage individuals pursuing teaching careers (as long as they are certified) to apply to P.S. 106 when vacancies occur through the open market system.**
  - **The Principal will collaborate with local colleges to become involved with their student teaching programs.**
  - **The Principal will network with other districts**
6. Strategies to increase parental involvement through means such as family literacy services.
- **Family curriculum nights in Literacy**
  - **Additional English classes for parents of our ELL population (besides Saturday Academy classes) during the day or evening.**
  - **Parent/Teacher Get Acquainted Meetings (September/October)**

- **Parent Workshops conducted by the Parent Coordinator/Teaching Staff in various curriculum areas translated, where possible, into the primary language of parents**
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.
- **Parents of entering Kindergarten students will be invited to visit the K program at the school and to attend a Parent orientation during the Spring term prior to their child's attendance at P.S. 106.**
  - **Parent orientation will be conducted by the child's teacher during the month of September**
  - **Parent Coordinator will conduct workshops for parents of incoming Kindergarten students**
8. **Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.**
- **Grade meetings/ Teacher Team Meetings**
  - **Faculty conferences**
  - **Inquiry Team meetings**
  - **Workshops/Professional Development**
  - **Inter-visitations to other schools**
  - **Bulletins**
  - **Catalogues**
  - **Presentations by consultants (programs, book/test preparation companies)**
  - **Conferences**
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.
- **Homogeneously group classes by need in Literacy**
  - **Differentiated instruction**
  - **Small group instruction**
  - **Creation of Inquiry sub teams**
  - **Adopt a student program**
  - **Mainstream students with special needs where appropriate**
  - **Mainstream general/special education students inter-grade (up or down) where appropriate**
  - **Creation of F Status positions (part time) as an AIS, funding permitted**

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.

- **Administration will assure that all Federal, State and Local services and programs are coordinated and integrated at the school level in collaboration with the District Superintendent and LLSO staff.**
- **Guest speakers to address staff, parents and students**
- **Student assemblies**
- **Collaboration with other schools**
- **Networking with community based organizations**

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

*All schools must complete this appendix.*

**Background**

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

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

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

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

**Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state Standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the

curriculum to state Standards. A written curriculum that does not address the areas in reading identified by the state Standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

### **ELA Alignment Issues:**

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state Standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA Standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)<sup>1</sup> data also show that the taught curriculum is not aligned to the state Standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although Standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students’ background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

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<sup>1</sup> To examine whether instruction was aligned to the New York state Standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to Standards (intended) and assessed curriculum (state tests), using teachers’ self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

– **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 has or will engage in to assess whether this finding is relevant to your school's educational program.

**The process our school has engaged in to assess this finding was to review hard data from the NYS ELA exam including the results of the school's item analysis matrix and NYSESLAT results. DRA2 results were also reviewed. In addition, we conducted learning walks and collected student writing samples on a monthly basis which were reviewed by administrators.**

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

Applicable    Not Applicable

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

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

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***1B. Mathematics***

**Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills.

Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

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

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

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

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

**The process our school has engaged in to assess this finding was to review hard data from the NYS Math exam including the results of the school’s item analysis matrix. In addition, we conducted learning walks and collected sample student written work to extended response type questions involving showing work and explaining/justifying answers.**

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?

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.

**This written work will be reviewed by the Math Staff Developer and Title I Math teachers. Informal observations by administrators and classroom visitations/mentoring by the Math Staff Developer followed by a debriefing with the teacher to better support best practices in math instruction will be ongoing.**

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## KEY FINDING 2: INSTRUCTION

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

### *2A – ELA Instruction*

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

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

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

**The process our school has engaged in to assess this finding was to review DRA2 results and teacher feedback on the need for a better understanding of differentiated instruction and use of literature circles (actual practice with support). Informal observations by administrators and classroom visitations/mentoring by the Literacy Coach followed by a debriefing with the teacher to better support best practices in literacy instruction will be ongoing.**

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?

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

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**2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM<sup>2</sup>) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K–8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

**The process our school has engaged in to assess this finding was to conduct learning walks to informally kid watch students engaged in math talk in small groups while problem solving. Writing in the math classroom will also be observed by administrators and the Math Staff Developer.**

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?

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

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

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

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

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

**Our teaching staff is experienced and stable. Teacher turnover is extremely low.**

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?

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

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

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

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

**There is ample opportunity to take advantage of professional development. Administration shares these opportunities and funds them when necessary.**

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?

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

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

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

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

**The process our school has engaged in to assess this finding was to review teacher data binders. Teacher feedback and articulation between ESL teachers, classroom teachers and administrators regarding ELL data and academic progress will be conducted at specified intervals during the school year.**

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?

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

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

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

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

**The process our school has engaged in to assess this finding was to review teacher data binders. Teacher feedback and articulation between special education teachers, classroom teachers and administrators regarding IEPs, data and academic progress will be conducted at specified intervals during the school year.**

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?

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

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

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

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

**The process our school has engaged in to assess this finding was articulation between the IEP teacher, SETSS teacher, SBST team, guidance, special education teachers and administration.**

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?

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

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

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

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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

1. Please identify the number of Students in Temporary Housing (STH) 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.)

15 students

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

The services which we will provide to the STH population will be as follows:

- Title I services in Reading (4x/week) and Math (3x/week) in a small group setting
- Guidance services (2x/month)
- SAPIS worker to meet in small groups or 1 to 1 (2x/week)
- Teacher buddy who will speak with student on a daily basis
- Parent Coordinator/Guidance to make contact with parent to assist or provide information dealing with community agencies and services available to them
- Supply information pertaining to health insurance coverage
- Absorb any extra-curricular costs
- Provide students necessities for daily living such as clothes, personal hygiene products, metro card, etc.
- Opportunities to attend afterschool academic or enrichment programs

- Peer to peer buddies
- Bibliotherapy
- Articulation with Temporary Housing personnel