



C.S.150

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: DISTRICT 12/ BRONX/ C.S.150
ADDRESS: 920 EAST 167TH STREET, BRONX, NY 10459
TELEPHONE: (718) 328 - 7729
FAX: (718) 589 - 7590

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS 150x **SCHOOL NAME:** CHARLES JAMES FOX 150x

DISTRICT: 12 **LSO NAME/NETWORK #:** _____

SCHOOL ADDRESS: 920 EAST 167TH STREET, BRONX NEW YORK 10459

SCHOOL TELEPHONE: (718) 328 - 7729 **FAX:** (718) 589 - 7590

SCHOOL CONTACT PERSON: Edwin Irizarry **EMAIL ADDRESS:** Eirizar2@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON Daliz Vasquez

PRINCIPAL Edwin Irizarry

UFT CHAPTER LEADER Danielle Stagno

**PARENTS' ASSOCIATION
PRESIDENT** Daisy Munoz

STUDENT REPRESENTATIVE
(Required for high schools) _____

**COMMUNITY SCHOOL DISTRICT
SUPERINTENDENT** Mryna Rodriguez

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: There should be one School Leadership Team (SLT) for each school. As per the *Chancellor’s Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. 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 Chancellor’s Regulations A-655 on SLT’s; 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 an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Edwin Irizarry	*Principal or Designee / SLT	
Danielle Stagno	*UFT Chapter Chairperson & SLT member	
Daisy Munoz	*PA/PTA President / SLT member (or Designated Co-President)	
Daliz Vasquez	SLT Chairperson / Teacher	
Rosa Vasquez	SLT member / Teacher	
Indira Estupinan	SLT member / Parent	
Suzette Figueroa	SLT member / Parent	
Connie Clarke	SLT member / Teacher	
Starlina Branch	SLT member / Parent	
Hannah Griffiths	SLT member / Parent	

* Core (mandatory) SLT members.

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

At CS150, both students and staff represent a diversity of backgrounds that add to a very rich and accepting school culture. The school is located in a high-poverty area of the Hunts Point section of the South Bronx. Administrative and instructional staff includes the Principal, two Assistant Principals, 66 teachers and specialists, and six paraprofessionals. The school serves grades Pre-Kindergarten through Fifth Grade in general-, bilingual-, and special education.

The overriding goal at CS150 is to develop independent, self-reliant, lifelong learners. Collaborative planning is designed to fuel a love of learning that extends beyond the classroom. Through purposeful and rigorous activities, we strive to make each and every student a capable citizen.

The student body is comprised of approximately 769 children who are 79.5% Hispanic, 19.1% African American, 0.4% American Indian, 0.3% White, and 0.5% Other. English Language Learners make up 25% of the student population; the vast majority of these students are from Spanish-speaking households. In meeting the special needs of its students, CS150 has nine bilingual- and/or special education classes, as well as specialized staff to provide additional push-in and pull-out instructional support services.

Instruction in the content areas is enhanced by content-specific cluster teachers. Science, Art, Technology, Library, and Physical Education instruction is provided in dedicated instructional space. The Social Studies program is itinerant with 2 teachers providing grade-level instruction in classrooms. One Literacy Staff Developer, one Literacy Coach, and one Math Staff Developer provide training and support for all classroom teachers across all grade levels.

In an effort to further enhance instruction, Academic Intervention Services (AIS) are provided in grades K through 5. Each AIS teacher divides time between four classes, effectively reducing class size and allowing for more targeted, small-group instruction. A team of dedicated related services staff provides additional support to English Language Learners and at-risk Special Education students in English Language Arts, Math, Science, and Social Studies.

Through grant writing, we have managed to attain additional funds that have helped to additionally enhance the programs at CS 150. Many of the programs have improved the existing school curriculum and programs in performing arts (e.g.: instrumental and choral music programs, cooking programs, and dance). The following is a list of grants and enrichment programs that will be made available to the students at CS150:

- **My Own Book Fund** allows every 3rd grade student to go on a shopping spree at a local Barnes & Noble bookstore with a \$50 gift card to help build personal home libraries.

- **The Cook Shop Program** This program is for students in grades K-2. This program also promotes healthy eating and exploration of food. All the core subject areas are incorporated in this program, such as math, reading and writing.
- **The Renaissance EMS program** is a one year program for grades 4-5. The students learn the basic concepts of music and vocal skills. The students also put on two shows to exhibit skills they have learned. Two children from the program are chosen to participate for one year at the school with all expenses paid.
- **Author to Author** is a one year program that allows students to shadow, or study, an author. This year our fifth graders will be shadowing authors Jill Santopolo and Elizabeth Levy. The students will read the authors' books, meet the authors and take a trip to a publishing company.
- **Great Adventure Read-A-thon** Students will read for 360 minutes. After the 6 hours of documented reading, students will receive a ticket to visit Great Adventures theme park. The program promotes reading and provides incentives for students.
- **Chess in the Schools program** Students will learn to play chess in order to develop their critical thinking skills and problem-solving abilities. The program will promote discipline, focus, and enhancement of cognitive skills.

Sports & Arts in Schools Foundation / Champions after-school program is offered to students eligible for AIDP services as well as interested students whose application is on a wait list. Students have access to tutors and instructors who provide personalized assistance with homework, reading, and mathematics. Students participate in field trips around New York City and throughout New York State as well as recreational activities such as basketball, music, dance, art, and karate. Sports & Arts will service approximately 130 students this school year.

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		P.S. 150 Charles James Fox							
District:		12	DBN:	12X150	School BEDS Code:		321200010150		
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded	√	
	2	√	6		10				
Enrollment					Attendance - % of days students attended:				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	34	35	36		91.3	91.2	92.4		
Kindergarten	100	111	133						
Student Stability - % of Enrollment:									
(As of June 30)	2006-07	2007-08	2008-09						
Grade 1	124	122	130		86.4	88.2	87.4		
Grade 2	117	119	114						
Grade 3	119	115	123						
Grade 4	115	115	123						
Grade 5	101	109	115						
Poverty Rate - % of Enrollment:									
(As of October 31)	2006-07	2007-08	2008-09						
Grade 6	0	0	0		91.1	91.1	93.6		
Grade 7	0	0	0						
Grade 8	0	0	0						
Grade 9	0	0	0						
Students in Temporary Housing - Total Number:									
(As of June 30)	2006-07	2007-08	2008-09						
Grade 10	0	0	0		22	17	71		
Grade 11	0	0	0						
Grade 12	0	0	0						
Ungraded	1	1	1						
Recent Immigrants - Total Number:									
(As of October 31)	2006-07	2007-08	2008-09						
Total	711	726	769		14	11	8		
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
# in Self-Contained Classes	26	30	44	Principal Suspensions	14	10	20		
# in Collaborative Team Teaching (CTT) Classes	37	28	34	Superintendent Suspensions	12	3	5		
Number all others	36	21	36						
<i>These students are included in the enrollment information above.</i>					Special High School Programs - Total Number:				
				(As of October 31)	2006-07	2007-08	2008-09		
				CTE Program Participants	0	0	0		
				Early College HS Program Participants	0	0	0		
English Language Learners (ELL) Enrollment: (BESIS Survey)					Number of Staff - Includes all full-time staff:				
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09		
# in Transitional Bilingual Classes	122	116	109	Number of Teachers	59	64	62		
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	85	84	82						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	30	5	5	Number of Administrators and Other Professionals	10	14	14
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	2	2
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	74.6	78.1	77.4
				% more than 5 years teaching anywhere	55.9	60.9	64.5
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	88.0	83.0	84.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	88.7	100.0	98.3
American Indian or Alaska Native	0.1	0.3	0.4				
Black or African American	15.6	20.0	19.1				
Hispanic or Latino	82.8	78.1	79.5				
Asian or Native Hawaiian/Other Pacific Isl.	0.7	1.1	0.5				
White	0.7	0.6	0.3				
Male	50.6	51.2	51.5				
Female	49.4	48.8	48.5				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
√	NCLB Restructuring – Year 2						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	Restructuring Y 2			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native							
Black or African American		√	√	-			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander		-	-				
White		-	-				
Other Groups							
Students with Disabilities		√SH	√	-			
Limited English Proficient		√SH	√	√			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		6	6	4	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	85.1			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	11			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:	20.3			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	47.8						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	6						

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

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

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

SECTION IV: NEEDS ASSESSMENT

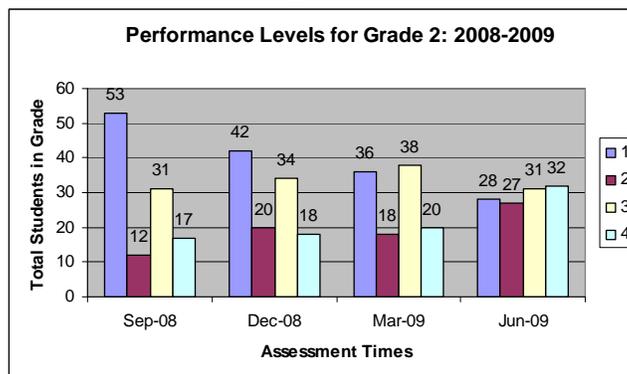
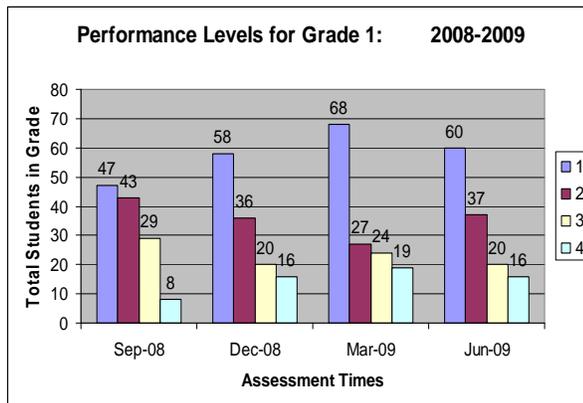
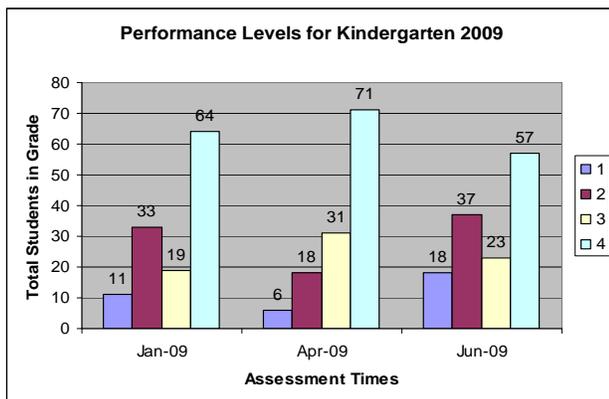
Directions: Conduct a comprehensive review of your school’s educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school’s Demographics and Accountability Snapshot in Part B of Section III.) 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 highlights 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?
-

Throughout this year we have had School Leadership Team (SLT) meetings, Cabinet meetings, and Inquiry Team meetings to discuss the various needs of our school. The Inquiry Team action research findings, periodic assessment results, ARIS, school-based assessments, progress reports, and Quality Review findings helped us on our journey to identify our strengths and challenges. All of these components were utilized to improve the practices within the school and set future goals.

Data Analysis for DRA-2



Our DRA-2 data is based on each student’s identified Fountas & Pinnell independent reading levels mastered as of the assessments dates noted. Students were assessed using the Developmental Reading Assessment (DRA-2) kits for grades K-3. Once each student’s Fountas & Pinnell (F&P) level was determined, teachers used a grade specific F&P *Rating Sheet* that identifies performance level equivalents based on the time of year. Students can attain a performance level of 1 through 4 (level 1=below grade level, level 2=approaching grade level, level 3= on grade level, 4= exceeding grade level). This performance level information was recorded by teachers, collected by administration, and tallied in order to monitor student progress in literacy in grades K through 2.

The data above displays ELA Performance Levels for Grades K, 1, & 2 (Fall 2008 to June 2009). The data indicates that in Kindergarten, 65% of the students achieved levels 3 and 4 during the January DRA2 assessment. In June, 60% of the students achieved levels 3 and 4 (at or above grade level). This data also tells us that in June 2009, 40% of Kindergarten students have not reached the set benchmark for the end of year in Kindergarten with levels 1 and 2 (below or approaching grade level).

In first grade, 29% of students achieved levels 3 and 4 on their September DRA2 assessments. In June, 27% of first grade students achieved levels 3 and 4 (at or above grade level). This data depicts that as of June 2009, 73% of first grade students have not achieved the set benchmark for the end of first grade with levels 1 and 2 (below or approaching grade level).

In second grade, 42% of students achieved levels 3 and 4 (at or above grade level) on their September DRA2 assessment and 58% of students scored a level 1 and 2. On the June 2009 DRA2 assessment, 53% of second grade students scored level 3 and 4 while 47% scored levels 1 and 2 (below or approaching grade level).

According to our results, our students need to develop phonemic awareness and phonics skills. One of the major trends in all three grades is difficulty in phonics, particularly in the strand of decoding. Another major trend is retelling and synthesizing the information within text. We aim to further reduce the number of students that are not meeting grade standards in ELA, through small group instruction, hands-on activities and academically rigorous tasks using the workshop model during literacy instruction.

Data Analysis/Findings for NYS Literacy & Math assessments

An analysis of New York State ELA Test Results, over a two year period from 2008 to 2009 indicate the following:

	<i>Percentage of students achieving levels 3 and 4 NYS ELA 2008</i>	<i>Percentage of students achieving levels 3 and 4 NYS ELA 2009</i>	<i>Increases</i>
Third grade	50%	70.5%	+ 20.5%
Fourth grade	51%	62.7%	+ 11.7%
Fifth grade	60%	69.7%	+ 9.7%

Our NYS ELA results indicate a positive trend in the performance of students in grades 3, 4 and 5 from January 2008 to January 2009. When comparing achieving performance levels (levels 3 and 4) by grade, the data shows a 20.5% increase in third grade, a 11.7% increase in fourth grade, and a 9.7% increase in fifth grade. We will continue to work with our ESL student and special needs students as they are the lowest performing students at this time.

An analysis of New York State Math Test Results, over a two year period from 2008 to 2009 indicate the following:

	<i>Percentage of students achieving levels 3 and 4 NYS Math Test 2008</i>	<i>Percentage of students achieving levels 3 and 4 NYS Math Test 2009</i>	<i>Increases</i>
Third grade	88%	93%	+ 5%
Fourth grade	81%	83%	+ 2%
Fifth grade	80%	84%	+ 4%

Our NYS Math results indicate a positive trend in the performance of students in grades 3, 4 and 5 from March 2008 to March 2009. When comparing achieving performance levels (levels 3 and 4) by grade, the data shows a 5% increase in third grade, a 2% increase in fourth grade, and a 4% increase in fifth grade. Overall, Math scores are consistently high due to the consistency of the spiraling math program used, *Everyday Math*.

School's strengths:

Some areas of strength when using data to plan and set goals are the use of *Literacy Action Plans* and communication of data and next steps. During the 120 minute daily Literacy Block, teachers work and take notes to further develop *Literacy Action Plans* for each student detailing long and short-term goals. These action plans are individualized for each student, and are kept and updated in each classroom teacher's Assessment Binder. This information is used for more than planning instruction; it is used by teachers when communicating with each other, parents, and administration.

Data is communicated to families via *Progress Reports* sent home prior to report card distribution. There is also constant communication between the Principal, Assistant Principals, and Professional Development Team regarding data and setting school goals.

In addition, administration is supportive of teachers, parents and students. Senior staff makes the necessary provisions for common planning time, professional development opportunities, development of school-wide events and providing the necessary funds.

School's accomplishments

Some accomplishments we have had include the development of our unique *Literacy Curriculum Maps, Science Curriculum Maps, Social Studies Curriculum Maps*, and our *Math scores*. Our Curriculum Maps are tailored to our school culture. In collaboration with the *Literacy Team, classroom teachers, cluster teachers, and administration*, the Curriculum Maps have evolved to be project based, thematic, and aligned to NYS standards. Another accomplishment is the consistent improvement of math scores over the past 7 years. We also received an *A* on our 2007-2008 *Progress Report*, we received a *Well Developed* rating on our 2007-2008 *Quality Review Report* and our *Learning Environment Survey* was above the citywide average.

Teachers participate in monthly faculty conferences with administration and professional development staff. This forum ensures that all instructional staff shares common goals. A *Student Council* has been established in order to encourage more students to be part of the decision-making process at C.S.150. Finally, *Renaissance E.M.S. Music Program*, a non-profit organization, has joined our C.S.150 community. They will integrate performing arts into the school curriculum.

The staff at C.S.150 is very committed to providing quality education for all students in our community. There are many challenges that we encounter at our school throughout the year. There are several root causes that have impacted low student performance such as a large special education population, poor attendance rates at parent workshops to teach the new literacy curricula, and an increase in the number of English Language Learners (ELL) entering our school.

Bilingual teachers need appropriate staff development to improve the instructional model, provide consistent first and second language development, and provide a content-rich curriculum. The need for more parental involvement so that parents can become aware of what is being taught in schools is necessary so that additional instruction can be implemented at home. There is also a lack of knowledge base for new teachers to fully implement literacy approaches that require a solid foundation in experience with curriculum and assessments as well as lack of experiential strategies by new staff to appropriately manage classrooms at the start of each school year.

Another challenge we face is the development of Literacy skills in grades K-2. Our data shows that there is a need for more professional development for teachers in these grades, and a systematic phonics program to address student deficiencies in reading. There is also a need for a school-wide database that allows instructional staff and administrators to view and monitor student progress in a variety of content areas. This database must also identify sub-groups and facilitate data-driven instruction.

After carefully analyzing all our data and reviewing challenges, we have identified four school-wide goals that will help us address each challenge.

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 2008-09 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Based on the findings and implications of our comprehensive needs assessment, we have developed four instructional goals for 2009-2010. The following goals will improve CS 150's academia and support services:

Goal 1: Professional Development: By June 2010, teachers in grades K-2 will participate in a concentrated Literacy professional development program in order to accelerate student performance in reading as measured by an 8% increase in students scoring at level 3 & 4 in reading, based on the DRA2 performance equivalent. **Description:** Throughout the school year, staff developers will provide professional development on Literacy for teachers in grades K-2. Participating teachers will become more knowledgeable in components of the Literacy block and be more effective when differentiating instruction and implementing best practices learned. As a result, students' performance in reading (in grades K-2) will increase by 8%.

Goal 2: English Language Learners: By June 2010, long-term English Language Learners (ELLs) taking the NYS ELA exam, will increase academic performance by 3%.

Description: English Language Learners will show an increase in academic performance by 3%, on the NYS ELA through academic intervention services and ESL services. Through the use of focused professional development for teachers and ESL programs such as *Imagine Learning English*, students will accelerate and meet or exceed NYS standards in ELA.

Goal 3: Social Studies Curriculum: By June 2010, we will refine and establish a comprehensive Social Studies curriculum map for grades K-5. The map will be aligned with NYS standards in Social Studies. **Description:** We will continue to refine our strategic planning and establish subject improvement goals to develop our existing curriculum. In order to do this, the Social Studies Curriculum Map committee will work to include appropriate assessment tools into the map, that will measure progress.

Goal 4: Students with Special Needs: By June 2010, all Special Education teachers will have been trained and will have provided intervention to special needs students -using programs such as Wilson and Foundations- in order to accelerate student performance in reading as measured by a 3% increase in special needs students scoring at level 3 & 4 in reading, based on the DRA2 performance equivalent. **Description:** Throughout the school year, the Special Education liaison will ensure that all special education teachers receive training and are implementing the Wilson and Foundation programs. We expect that through the use of this systematic instruction in reading, special needs students will increase performance levels in reading by 3%.

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 2008-09 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant):	Professional Development
Annual Goal 1	By June 2010, teachers in grades K-2 will participate in a concentrated Literacy professional development program in order to accelerate student performance in reading as measured by an 8% increase in students scoring at level 3 & 4 in reading, based on the DRA2 assessment.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Selected teachers in grades K-2 will participate in Reading Reform training and year-round Professional Development provided by Reading Reform consultants. • Our Leadership Learning Support Organization (LLSO) provides Fall & Spring professional development opportunities from which teachers in grades K & 1 will benefit. • The school Literacy Team will develop a schedule of a series of Literacy Institutes that will be provided in Reading and Writing for the 2009-2010 SY. • Supervisors will arrange inter-class visitations for teachers in grades K-2 so teachers can view best practices. • We will create a school-wide monitoring database for progress in Literacy. • Teachers will maintain all PD documents in a PD binder for ongoing reflection and verification of participation and attendance. • Supervisor will periodically have data-dialogues and discussions on implementation of best practices learned throughout Literacy PD program with teachers.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule.</p>	<ul style="list-style-type: none"> • Funding Source: 5% Title I and Fair Students Funding • Selected professional books will be provided for teachers in grades K-2. • Literacy Institutes will take place during Lunch & Learns and / or after school hours. Teachers will be paid training rate. • <u>Writing Fundamentals</u> writing workshop pilot program, will be purchased from Schoolwide Inc. • <u>Reading A-Z</u> online program will be purchased for teachers to use daily, during Reading Workshop. • PD staff will provide: professional development, schedules for PD, and teacher support in classrooms. • <u>Reading Reform</u> consultants will be contracted for the 2009-2010 SY. • Personnel will be hired to create and maintain school-wide monitoring database. • LLSO will be contracted to provide support to the school and instructional staff. 																					
<p>Indicators of Interim Progress and/or Accomplishment</p>	<table border="1"> <thead> <tr> <th data-bbox="667 863 935 940">Indicators</th> <th data-bbox="935 863 1200 940">Measures of Interim Progress</th> <th data-bbox="1200 863 1468 940">Implementation Timelines</th> </tr> </thead> <tbody> <tr> <td data-bbox="667 940 935 1024">Fountas & Pinnell Progress of levels</td> <td data-bbox="935 940 1200 1024">DRA-2</td> <td data-bbox="1200 940 1468 1024">Quarterly: K-2: Sept, Dec, Mar, June</td> </tr> <tr> <td data-bbox="667 1024 935 1094">Implementation of best practices</td> <td data-bbox="935 1024 1200 1094">Supervisor formal & informal observations</td> <td data-bbox="1200 1024 1468 1094">Periodically from Sept.-June</td> </tr> <tr> <td data-bbox="667 1094 935 1150">Literacy Development of students</td> <td data-bbox="935 1094 1200 1150">School-wide progress monitoring database</td> <td data-bbox="1200 1094 1468 1150">Sept.-June</td> </tr> <tr> <td data-bbox="667 1150 935 1207">Instructional Environment</td> <td data-bbox="935 1150 1200 1207">Walk-Throughs</td> <td data-bbox="1200 1150 1468 1207">November, February, May</td> </tr> <tr> <td data-bbox="667 1207 935 1430">Professional Development and Collaboration</td> <td data-bbox="935 1207 1200 1430">-Logs of PD sessions with IEP teacher, AIS Lead teacher, and AIS teachers -Implementation of methods learned as noted during informal and formal observations</td> <td data-bbox="1200 1207 1468 1430">September through June</td> </tr> <tr> <td data-bbox="667 1430 935 1486">Increase in student performance</td> <td data-bbox="935 1430 1200 1486">Data Dialogues</td> <td data-bbox="1200 1430 1468 1486">Periodically from Sept.-June</td> </tr> </tbody> </table>	Indicators	Measures of Interim Progress	Implementation Timelines	Fountas & Pinnell Progress of levels	DRA-2	Quarterly: K-2: Sept, Dec, Mar, June	Implementation of best practices	Supervisor formal & informal observations	Periodically from Sept.-June	Literacy Development of students	School-wide progress monitoring database	Sept.-June	Instructional Environment	Walk-Throughs	November, February, May	Professional Development and Collaboration	-Logs of PD sessions with IEP teacher, AIS Lead teacher, and AIS teachers -Implementation of methods learned as noted during informal and formal observations	September through June	Increase in student performance	Data Dialogues	Periodically from Sept.-June
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Subject/Area (where relevant):	English Language Learners
Annual Goal 2	By June 2010, long-term English Language Learners (ELLs) taking the NYS ELA exam, will increase academic performance by 3%.
Action Plan	<ul style="list-style-type: none"> • Implementation of Imagine Learning software in grades 3-5. Imagine Learning has been installed in bilingual classrooms and the computer lab so that students can access and utilize daily. • Teachers will develop an Imagine Learning schedule for students with licenses. To ensure daily use. • ESL small group services • A school-wide progress monitoring database will be developed. Students will be identified by sub-groups such as ESL/ELL. • Teachers in grades 3-5 will assess students using DRA-2 and simulation standardized assessments in order to track progress and differentiate instruction. • Teachers will utilize Literacy Action Plans and monitoring system data to drive instruction. • All Bilingual and ESL teachers will receive PD from outside consultant in order to improve instruction and accelerate student achievement on NYS ELA exam. • Coaches and PD Staff will model, co-teach, and serve as a support in classrooms • AIS teachers will provide small group instruction in grades K through 5 • Administration will model lessons using DI • On-site Bilingual/ESL staff developer will provide ongoing PD. • Inquiry Team will focus on ELL students and research programs and/or develop lessons tailored to their needs in order to improve reading comprehension and critical thinking, thus improving performance on the ELA.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule	<ul style="list-style-type: none"> • Funding Source: Title III LEP, TL ELL Success Incentive Grant and Contract for Excellence FY2009 • Purchasing Imagine Learning licenses for students in grades 3-5 • Purchasing headphones with microphones as required for proper implementation of Imagine Learning software. • Outside consultant will be contracted to provide PD for Bilingual and ESL teachers. • Principal will create a schedule that allows for DI

	<p>common planning time by grade level</p> <ul style="list-style-type: none"> • Administration will identify classroom teachers that model best DI practices and arrange inter-visitation between teachers • ESL Institutes will take place during Lunch & Learns and / or after school hours. Teachers will be paid training rate. • ESL after-school program for students. • Inquiry Team planning time: Inquiry Team will focus on ELL students this school year.
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Indicators of Interim Progress and/or Accomplishment

Indicators	Measures of Interim Progress	Implementation Timelines
Acuity: periodic assessments	Predictive and ITA assessments	Pred: Sept/Oct, June ITA: Nov, March
Fountas & Pinnell Progress of levels	DRA-2	Quarterly: 3-5: Sept, Dec, Mar, June
Literacy Development of students	School-wide progress monitoring database	Sept.-June
English Proficiency of ELLs as measured by the NYSESLAT	<i>Imagine Learning English</i> periodic assessments	<i>-Imagine Learning English (3-5)</i> Sept.- June
Development of English proficiency	Student portfolios Teacher made assessments	September through June

- Projected gains of 3% as measured by NYS ELA Assessment

Subject/Area (where relevant):	Literacy: Social Studies Curriculum								
Annual Goal 3	By June 2010, we will refine and establish a comprehensive Social Studies curriculum map for grades K-5. The map will be aligned with NYS standards in Social Studies.								
Action Plan	<ul style="list-style-type: none"> • Continue to refine strategic planning and establish subject improvement goals to develop our existing curriculum. • Social Studies Curriculum Map committee will work to include appropriate assessment tools into the map that will measure progress. • Assessment tools will include teacher-made assessments (grades K-2), simulation assessments (grades 3-5), and project-based assessment projects. • Teachers will maintain student results on a Social Studies tracking chart in which student performance will be monitored by instructional staff. • Tracking charts will allow administrators and other instructional staff to better understand areas of need and areas of strength when planning for instruction and assessments. 								
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule.	<ul style="list-style-type: none"> • Funding Source: Fair Students Funding, FSF Incremental, NYSTL textbooks and Title I SWP • Teachers will utilize Houghton-Mifflin's <i>Social Studies: New York City</i> textbook series. • <i>Taking the High Road: Social Studies</i> workbooks (3-5) • <i>Passwords</i> Social Studies workbooks (K-2) • <i>Coach: Social Studies</i> • <i>Responding to Document Based Questions</i> • Social Studies teacher will provide PD for teachers - when necessary- on maintaining data, content knowledge, and approaches to teaching Social Studies. • Two Social Studies cluster teachers will provide content instruction to students in grades K-5, lead the development of the curriculum maps, and support teachers. • Thematic-based curriculum • Social Studies Saturday Academy grade 5 • Small Group Social Studies instruction in grade 5 • Assessment Tracking System • Trips to NYC museums 								
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Development of initial Social Studies Curriculum Map	Teachers and 2 Social Studies cluster teachers will use NYS standards to develop a	June 2009							

		comprehensive curriculum map with thematic units of study.	
	Enhance and amend the Social Studies curriculum map	Additional resources, assessment dates, and thematic materials.	Fall 2009
	Develop pre & post assessments for thematic units of study.	Using resource books, teacher-made assessments, and simulated exams.	Fall 2009 / Spring 2010
	Create an electronic tracking tool for assessment results	Social Studies cluster will create an electronic form that will track student performance on assessments so teachers can summarize data, see trends and make instructional decisions.	Fall 2009

Subject/Area (where relevant):	Students with Special Needs
Annual Goal 4	By June 2010, all Special Education teachers will have been trained and will have provided intervention to special needs students -using programs such as Wilson and Foundations- in order to accelerate student performance in reading as measured by a 3% increase in special needs students scoring at level 3 & 4 in reading, based on the DRA2 assessment.
Action Plan	<ul style="list-style-type: none"> • Special Education teachers will be trained in Wilson and Foundations programs by AIS team. • Special Education teachers will use Wilson & Foundations programs daily, during the Literacy block. • Special Education liaison will schedule periodic debriefing sessions for Special Education teachers regarding use of Wilson & Foundations as well as progress made. • A school-wide database will be developed in order to monitor student progress. Students will be identified by sub-groups such as Special Education students. • Teachers will assess students using reading diagnostic assessments (ex: DRA2, and Rigby). • In grades 3 through 5, teachers will assess students using informal and formal assessments (ex: DRA2, simulated exams, ITAs, and periodic assessments) • Teachers will use an individualized Literacy Action Plan template which encompasses long term and short term goals for each student. • Teachers will utilize Literacy Action Plans and ELA monitoring database to drive instruction • Personalized instruction based on IEP will be provided by a resource room teacher, Special Education teacher,

	and/or IEP teacher.																							
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule	<ul style="list-style-type: none"> • Funding Source: Fair Students Funding, Contracts for Excellence CTT, and Title I • Classroom teachers will be provided with professional development on Wilson and Foundations programs during after-school time. Teachers will be paid training rate. • Resource Room Teacher, and IEP Teacher on staff • Special Education liaison on staff to support implementation of Wilson & Foundations as well as support teachers. • Provide teachers with necessary components of literacy programs (ex: <i>Foundations</i>, & <i>Wilson materials</i>) • Teachers will have computer and internet access in order to retrieve and record data. 																							
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REQUIRED APPENDICES TO THE CEP FOR 2008-2009

Directions: All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), 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 SINI AND SRAP SCHOOLS

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: CONTRACT FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED 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 improve academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	30	15	N/A	N/A	N/A	7	12	
1	60	25	N/A	N/A	N/A	4	30	
2	40	20	N/A	N/A	N/A		27	
3	60	40	N/A	N/A	N/A		13	
4	60	42	15	15	N/A		22	
5	50	45	5	25	N/A		16	8
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p>ELA: <i>Number of AIS students receiving services will increase as of January 2010 in preparation for the NYS ELA exam.</i></p>	<p>During the school day, academic intervention services are provided to students through both push-in and pull-out small group literacy instruction with co-teachers or AIS providers in grades K-5. In 3rd and 5th grade, AIS teachers provide academic intervention services throughout the Literacy Block. The Literacy Coach and Intervention Specialist provide additional support utilizing a push-in model. Programs used include: Wilson, Foundations, Early Success, Words Their Way, Award Reading, Imagine Learning English software, and Options.</p> <p><u>Saturday Academy</u>- Students will attend selected Saturdays. Reading instruction will be provided. Students will focus on reading skills and strategies as well as test sophistication practice.</p> <p><u>ELL After-school Program</u>: ELL students in grades 1-5 attend an after-school program from 3:15 pm – 5: 15 pm. The ELL program focuses on developing proficiency in the English language. Students are grouped according to their proficiency level and small group instruction is provided.</p> <p><u>After-School Program</u>: Students in grades 3-5 are provided academic intervention services through this after-school program on Tuesdays, Wednesdays, and Thursdays from January through May. Level 1 & 2 students will develop reading and test-taking skills using test-sophistication materials and leveled libraries.</p> <p><u>AIS Literacy Intervention</u>: Literacy Intervention Specialist and Literacy Coach provide services in grades K-5 utilizing a pull-out or push-in model. They teach guided reading skills and test sophistication strategies in small groups, working primarily with Level 1 and 2 students. These providers push-in or pull-out five days a week from their assigned classes during the literacy block.</p> <p><u>Mandated Extended Day Grade K-5</u>: The extended day program serves students who have been identified for academic intervention services in literacy, math, science, & social studies for grades K-5. Three days a week, Tuesday, Wednesday and Thursday, students remain until 3:10 p.m. to receive additional support and focus instruction.</p>
<p>Mathematics: <i>Number of AIS students receiving services will increase as of January 2010 in preparation for the NYS Math exam.</i></p>	<p>During the school day, students in 3rd, 4th and 5th Grade receive additional support for Math from February through May. As well, the students receive push-in and small group instruction from the Math Staff Developer. Small group instruction is provided for the identified students.</p> <p><u>Saturday Academy</u>- students will attend selected Saturdays. Math instruction will be provided. Students will focus on skills and strategies in mathematics as well as test sophistication practice.</p> <p><u>After-School Program</u>: Students in grades 3-5 are provided academic intervention services through this after-school program on Tuesdays, Wednesdays, and Thursdays from January through May. Level 1 & 2 students will develop mathematics skills and test-taking skills using test-sophistication materials and math manipulatives.</p>
<p>Science:</p>	<p>The classroom teacher provides AIS to students through small group instruction and hands-on inquiry-based lessons that address the different needs of the students. The Science cluster teacher also works with identified students.</p>

Social Studies:	Students are taught social studies through in-classroom thematic units that are embedded into the Literacy Curriculum Maps. The students will engage in hands-on activities to learn the social studies concepts appropriate to the grade. The Social Studies cluster teacher also works with identified 5 th grade students in small-group instruction using both push-in and pull-out methods during extended day time.
At-risk Services Provided by the Guidance Counselor:	No guidance counselor on staff. Services are provided by social workers.
At-risk Services Provided by the School Psychologist:	Our school psychologist provides support services to at-risk students within inclusion and self-contained special education classes in grades K-1.
At-risk Services Provided by the Social Worker:	Social Workers meet twice a week with identified students and provide counseling and training in conflict resolution. Students are pulled out for counseling sessions to discuss any behavioral problems they may have. Students also have an opportunity to learn how to resolve conflict productively.
At-risk Health-related Services:	The School Nurse meets with an identified group of students for small group instruction about health issues, predominantly managing asthma.

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

NCLB/SED requirement for all schools

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

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

Form TIII – A (1)(a)

Grade Level(s) 1st - 5th Grade **Number of Students to be Served: LEP: 100 Non-LEP**

Number of Teachers 5 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

At CS150, both students and staff represent a diversity of backgrounds that add to a very rich and accepting school culture. The school is located in a high-poverty area of the Hunts Point section of the South Bronx. Administrative and instructional staff includes the Principal, two Assistant Principals, 66 teachers and specialists, and six paraprofessionals. The school serves grades Pre-Kindergarten through Fifth Grade in general-, bilingual-, and special education.

The student body is comprised of approximately 821 children who are 79.5% Hispanic, 19.1% African American, American Indian 0.4%, Asian 0.5%, and 0.3% White. English Language Learners make up 1/4 of the student population; the vast majority of these students are from Spanish-speaking households. There are 200 English Language Learners in C.S.150. The vast majority are from Spanish speaking households. In addition to Spanish, French, Haitian Creole, Arabic and Fulani are also represented among the ELL population. They are in bilingual, monolingual, or inclusion bilingual classes.

C S.150 will provide LEP students with an after school enrichment program for grades 1 - 5 with English instruction. The after school program will run from October 27, 2009 through February 3, 2010 on Tuesdays, Wednesdays and Thursdays from 3:15 to

5:15pm. It will be offered to all our ELL students in bilingual classes. The goal of this program is to strengthen these students' English language skills by providing additional support using ESL methodologies through a thematic approach. The language of instruction will be primarily English with appropriate language scaffolding. During the two hours of instruction students will work on listening, speaking, reading, and writing activities. Students will be engaged in whole class shared reading, guided reading, and writing strategies and techniques. In addition, all students who are beginners or intermediate as determined by the NYSESLAT will have an Imagine Learning English license. This license will allow the students to have daily access to Imagine Learning lessons and pre & post assessment via Imagine Learning English software.

We will use Award Reading in grades 1 & 2. This program is composed of big books, guided reading books, audio/CD-Rom, a series of teachers' guides, and pre & post assessment tools to further develop the four strands of language development. In grades 3-5 students will receive ESL instruction via Imagine Learning English software. Instructional materials will include a Vocabulary, Content, & Language program from Benchmark Education. This program will help build academic vocabulary through an in-depth science study. In order to further develop reading and writing skills the program will use Connecting Reading and Writing with Vocabulary materials from Curriculum Associates. All instruction will be aligned to NYS ELA standards.

We estimate the program to have 5 groups of 20 students taught by licensed bilingual/ESL teachers. An Assistant Principal will oversee the program to ensure its correct implementation as well as monitor student progress and attendance. The program will provide students with the opportunity to attend instructional trips to NYC Museums and school-based cultural events.

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.

C.S.150 will provide a strong professional development program for all teachers who have direct contact with ELLs. Our ESL coordinator and Maria Garcia Underwood, from ideas consulting services, inc. will provide professional development on ESL methodologies and second language acquisition theories.

Due to our large ELL population, teachers have expressed the need for professional development in the areas mentioned below. The following professional development program has been designed with these needs in mind:

- Award Reading & Imagine Learning English training and implementation
October 2009
- Differentiating Instruction for ELL students using NYSESLAT Data November 2009
- How to improve academic vocabulary
December 2009
- Training on test prep materials (Connecting Reading and Writing with Vocabulary & NYSESLAT & Beyond) January 2010

Form TIII – A (1)(b)

School: C.S.150 BEDS Code: _____
Title III LEP Program
School Building Budget Summary

Allocation Amount: \$30,000.00		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$18,015.30	The following is a breakdown of the sessions and per-session allotment: 5 Teachers x 37 sessions x 2 hours x \$48.69 = \$18,015.30 <ul style="list-style-type: none">• Per session rate with fringe: \$48.69• October 27, 2009 – Feb. 3, 2010• Program hours: Tuesday, Wednesday, Thursday , Time 3:15pm – 5:15 pm Grades 1- 5 (one teacher per grade)

Purchased services - High quality staff and curriculum development contracts.	\$4,000	Instructional staff will receive a series of professional development sessions provided by Maria Garcia Underwood, ideas consulting services, inc.. These sessions will focus on effective ways of teaching ELL students in a bilingual & ESL setting, with a focus on how to develop students' reading and writing abilities.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$6,000	<ul style="list-style-type: none"> • <u>Materials for Instruction: Award Reading:</u> Consumables (Narrative/Informational workbooks, student dictionaries, and phonics books): to support language acquisition and develop English proficiency. • <u>Connecting Reading and Writing with Vocabulary</u> materials from Curriculum Associates: Instructional support for vocabulary development. • <u>NYSESLAT & Beyond materials</u> • <u>Vocabulary, Content, Language program</u>
Educational Software (Object Code 199)	\$1,200.00	<u>Imagine Learning English Software:</u> to develop English proficiency through ESL software
Travel	\$784.70	Students in the program will take trips to NYC Museums and attend cultural events.
TOTAL	\$30,000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
 - More translation services are needed to facilitate communication with parents.
 - Parents need more information about school policies, central board policies, and procedures in their native language.
 - Parents need support in understanding and interpreting policies and procedures.
 - Parents need more support in understanding effective instructional practices.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
 - Parents need to have the flexibility to schedule afternoon appointments with teachers when an interpreter is available.
 - An interpreter should be available for scheduled/unscheduled meetings. A request for services will be submitted to the Department of Education.
 - Parents need oral translation of IEPs, report cards, school-based evaluations, and written translation for all relevant documents pertaining to their child.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
 - a. Translation of all documents considered vital for parental involvement (e.g. school calendars, letters, flyers, forms, permission slips, progress reports, etc.).

- b. Translate academic standards and policies that are not available from Central Board.
 - c. Translators on site to assist parents with oral or written communication.

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.

As indicated in Part A, a need for translation services has been recognized in order to facilitate communication between English speaking school personnel and non-English speaking parents. Thanks to a high percentage of English/Spanish bilingual administrators, teachers, and school staff, we are able to provide the vast majority of translation services through in-house resources. Oral translations include: parent-teacher conferences, IEP meetings, parent Literacy workshops, and parent Math workshops.

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>.
 - Interpretation services for afternoon and Saturday activities, Parent-Teacher Conferences and workshops.
 - An interpreter will be available for unscheduled meetings. A request for services will be submitted to the Department of Education.

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:	\$954,968.00	\$487,938.00	\$1,442,906.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$9,549.68		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$4,879.38	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$47,748.40		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$24,396.90	
6. Enter the anticipated 10% set-aside for Professional Development:	\$95,496.80		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$48,793.80	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 98.3%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

In order to ensure that our school will have 100% high quality teachers by the end of the coming school year, we will begin to provide teachers with high quality professional development from highly qualified personnel (e.g.: Literacy Coach, Math Staff Developer, ESL/Staff Developer). Teachers will have various opportunities throughout the school year to join institutes, workshops, and lunch & learn activities to develop themselves professionally. There will be weekly grade planning meetings, during which senior teachers can

mentor new teachers. Inter-visitation sessions will take place during which veteran / highly qualified teachers can mentor and train non-highly qualified teachers in order to meet certification requirements. Curriculum maps and pacing charts aligned to NYS standards are distributed to all staff. Non-highly qualified teachers will also receive materials to prepare for certification exams as well reimbursement for NYS teacher certification exams.

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 at <http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm>. 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 at the NYCDOE website link provided above.

2. School-Parent Compact - Attach a copy of the school’s Parent Involvement Policy.

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 at <http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm> 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 at the NYCDOE website link provided above.

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.
 - The need to increase array of AIS resources / materials to address the academic intervention needs of our AIS students.
 - Lack of knowledge base for new teachers to fully implement Literacy Approaches that require a solid foundation in experience with curriculum and assessments as well as lack of experiential strategies by new staff to appropriately manage classrooms at the start of each school year.
 - The need to increase the attendance rate at parent workshops that addresses Literacy and Math curriculum.
 - The need to develop our Social Studies, Science, and Literacy Curriculum maps in order to ensure alignment with NYS standards.
 - The need to provide intervention services to students not meeting standards in Science and Social Studies.
 - The need to provide Literacy support via workshops, for teachers in grades K-2
 2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the School-wide 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.
- Provide all mandated special education services to mandated students.
 - Provide AIS services to special needs students and ELLs.
 - Provide after school academic services for ELL students using Title III funds.
 - Provide after school Literacy enrichment programs for grades K-2
 - Sports & Arts / Champions after-school program
 - Provide summer school programs, Saturday Academy

- Use curriculum mapping to promote core knowledge and high order thinking.
- Provide At-Risk counseling
- Implement and develop Literature Circles to improve students' ability to think, rationalize, analyze, synthesize and provide support in comprehension, writing and mathematics problem solving

3. Instruction by highly qualified staff.

- Providing teachers with high quality professional development from highly qualified personnel.
- Hiring and recruiting certified teachers to provide the children with quality instruction.
- Providing the teachers the opportunity to reflect on best teaching practices during common grade planning time.
- Planning by grade level during common grade preps
- Planning throughout the content areas in an integrated fashion.
- Book Study Institutes
- Using curriculum maps to guide standards-based instruction.
- Developing a video collection of instructional lessons with best practices modeled by PD Staff & teachers to build capacity in Literacy instruction.

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.

- Literacy and Math professional development for the Reading and Mathematics programs.
- Professional development that will help teachers focus on ELA, Math strategies and skills needed to meet the standards.
- Science professional development that is aligned to the New York State and City standards
- Social Studies integrated into thematic units embedded in daily instruction.
- Professional Development that has a focus on academic rigor
- Monthly school-aide meetings facilitated by administrators to support behavior management.
- Professional Development opportunities provided through LLSO, NYC Office of English Language Learners, BETAC, Protrax, and other agencies.

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

- Providing teachers with extensive professional development
- Opportunity to plan effectively for students in a collegial fashion.

- Providing teachers with appropriate resources and material to effectively teach students
 - Collaboration of staff to ensure best practices (e.g.: Social Studies cluster meets periodically with 5th grade teachers to plan for Social Studies instruction and align learning activities to NYS Social Studies standards).
 - Appropriate celebrations for success
6. Strategies to increase parental involvement through means such as family literacy services.
- Parent orientations
 - Parent workshops in literacy/math/ESL programs.
 - Articulation between teachers and parents to discuss overall performance goals
 - Open House for students and parents (walk-through)
 - Utilizing technology to navigate the internet for educational resources
 - On site parent coordinator
 - Parent Workshops that focus on parents as their child's first teacher at home
 - ESL classes for parents of ESL students
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.
- Parent orientations
 - Inter-visitation (Pre-k visits K classes)
 - Articulation between Pre -k & K teachers to discuss overall program
 - Open House for students and parents (walk-through)
 - Parent Workshops that focus on parents as their child's first teacher at home
 - Sending CS150 representatives to a local, community pre-school for recruitment
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.
- Articulation period during common preps with supervisors and teachers
 - DRA2 and Acuity data analysis
 - Analyzing School Report Card, Quality Review Rubric and Progress Report to measure school performance levels and trends.
 - Utilizing School Assessment Monitoring System (SAMS) to track student performance
 - Individualized student action plans which delineate short and long term goals

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.
 - AIS- Academic Intervention Services with a focus on small group instruction utilizing the following programs: Foundations, Wilson, guided reading, Reading reform, Award Reading, test prep materials, Reading A-Z and Writing A-Z
 - We will employ a responsive approach to intervention strategies that will include progress monitoring at regular intervals.
 - Students who are not responding will be re-evaluated and provided with something new
 - Student support services staff meet periodically throughout the school-year to discuss students' academic progress.

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.
 - Sports & Arts / Champions after-school program for AIDP students
 - ESL after-school program
 - Breakfast in the Classrooms program
 - Programs funded by grants throughout the school-year (listed on pages 5 & 6 of CEP)

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)

This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured, Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.

NCLB/SED Status: Restructuring School Year 2 **SURR¹ Phase/Group (If applicable):** _____

Part A: For All School Improvement Schools (SINI and SRAP)

1. For each area of school improvement identification (indicated on your pre-populated School Data Profile, downloadable from the NYCDOE website at <http://www.schools.nyc.gov>), describe the school's findings of the specific academic issues that caused the school to be identified.

In SY 2006-2007, our school did not meet the AYP in ELA for the student with disabilities sub-group. In SY 2007-2008, our school met AYP criteria or Safe Harbor target in all sub-groups. Therefore, our school has not made two consecutive years of meeting AYP in the ELA accountability measure.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

In order to address the needs of all students with disabilities that failed to meet the AMO or Safe Harbor in the area of ELA, we will implement the following:

- **Expanding the amount of Collaborative Team Teaching (CTT) classrooms. We currently have a CTT model in grades K, 2, 3, 4, and 5.**
- **Our special education population will attend after-school instructional programs, Saturday Academies, Vacation school, and will be provided *Metrocards* for students that require bus transportation.**
- **IEP Teacher on staff**
- **Professional Development opportunities for teachers provided by the LSO, in-house staff, Office of English Language Learners, and study groups.**
- **Additional social workers to support at risk students in Special Education.**
- **Academic Intervention Services (AIS) for students with disabilities in grades K-5**
- **Parent choice of four Supplemental Education Service (SES) providers**

¹ School Under Registration Review (SURR)

- **Individualized Literacy Action Plan**
- **Test simulations**
- **Literacy Team provides small group instruction as well as demonstration lessons for teachers.**
- **Analysis and use of Acuity data and tutorial program for students**

Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)

- As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.
 - (a) Provide the following information: 2008-09 anticipated Title I allocation = \$751,412 ; 10% of Title I allocation = \$75,141.20
 - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school in need of improvement.
 - **A Mondo consultant will focus on our 3rd, 4th, 5th grade students in preparing them for the ELA, and Math exams**
 - **Provide the staff with high quality professional development in which teachers will be able to analyze all data**
 - **All professional development will reflect all the NYC and NYS standards**
 - **Provide teachers with a professional development team that supports best practices in ELA & Math**
- Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

The mentoring program will provide teachers with:

- **Model lessons**
- **Inter -visitations**
- **Conferences**
- **Additional teaching strategies**
- **Provide teachers with a school based mentor**
- **Mentors will co-teach with their assigned teachers**
- **Mentors will conference with teachers, and discuss the various strengths and weakness they have and what they can do to improve their skills.**

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

The principal will hold a parent informational meeting in which he will notify them of the school status and current challenges that the school faces. Parents will also receive a letter as a follow up. The letter will be an outline of the type of instruction that will be implemented to improve the school. Staff and parents will unite to implement this plan and remove the school from Restructuring Status. The letter will be disseminated in English and Spanish.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

– **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. **After reviewing our School Progress Report and our school-based surveys in the area of ELA, our school has made significant gains. We have met AYP and are currently a school in good standing according to the NYS State Accountability Status Report which is determined by the NYS Dept. of Education under the NCLB Act. Substantial gains in ELA impact greatly on closing the achievement gap and allowing us to meet the AYP for General Education students and English Language Learners. In SY 2008-2009, we received +1.5 credit on our school Progress Report for our ELL sub-group.**

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?

Not Applicable

Curriculum Maps

During the past three years as school instructional staff has utilized Literacy Curriculum Maps when planning for instruction. The maps were developed by a team that consisted of staff developers, classroom teachers and administration. The maps were developed using NYS ELA standards as well content area standards. This school year, we have decided to create separate content area curriculum maps for Literacy, Social Studies and Science. Our maps are closely aligned to NYS standards and include NYS Performance Indicators by grade. The maps also have detailed projects, lessons, strategies and skills that must be taught per unit by grade. Our maps will continue to be refined throughout this school year.

Taught Curriculum

As noted above, our ELA curriculum maps have been aligned with NYS standards and used regularly when planning for instruction. Literacy instruction at our school focuses greatly on strategy based teaching which facilitates critical thinking and a greater depth

of understanding in reading. Listening and speaking performance indicators are utilized and noted in our curriculum maps. Teachers are held accountable for utilizing the curriculum maps for instruction on a daily basis.

ELA Materials

At our school teachers have access to a variety of literacy materials that meet the needs of an array of students. In addition, teachers have a school based teacher resource room with guided reading materials. The following is a list of materials that are utilized in whole class and small group instruction: Foundations, Wilson, Reading A-Z, Writing A-Z, National Geographic, Time for Kids, test sophistication materials, guided reading bookroom, Option guided reading book sets, Literacy Webpage, Mondo shared reading program, Award Reading Program, and Write Traits.

English Language Learners

We currently utilize the Award Reading Program in our Early Childhood classes. Award Reading is a researched based ELA/ESL curriculum that provides ESL students with a comprehensive approach to literacy as well as second language acquisition. Many of our advanced students are currently in upper grade classrooms and are instructed with MONDO ESL Materials as well as standard based ELA curriculum uniformly developed for all students. Bilingual and ESL teachers currently plan with NYS Learning Standards for ESL, providing opportunities for students to engage in instruction that is aligned with NYS ESL Standards.

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.

N/A

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.

We have looked at standards (in particular the crosswalk) to ensure the supplemental math materials that we use covers any gaps in the Everyday Math Program. However, most of the process and content strands are covered in the Everyday Math program.

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?

Our students demonstrate their understanding of math through written work, oral discussions and unit tests. They have shown a great deal of progress over the past few years on the NYS Test.

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

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews,

SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

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

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

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.
All instructional staff was surveyed on best teaching practices and their ability to implement differentiated instruction during ELA. In addition, formal and informal observations by supervisors are done throughout the year to monitor the implementation of differentiated instruction. Periodic learning walks are done to evaluate the evidence of differentiated instruction in classrooms.

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?

For the past two years our school has developed school-wide goals based on differentiated instruction. Teachers at our school have received training on the implementation of differentiated instruction via a Mondo consultant. Supervisors encourage teachers to design formal observations through the Point of Entry Model as well as providing evidence of differentiation in process and product. Early childhood classes implement the use of literacy work stations that provide a more hands on approach to ELA. The implementation of Smart Boards, LCD projectors, and overhead projectors in classrooms allows for interactive lessons in which students model, explain, and share findings to the class.

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

2B – Mathematics Instruction

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

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

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

In the past, we used a technology (Princeton Review) program to assess our students' strengths and weaknesses and assign specific problems to address any deficiencies. We will now use the new Acuity program to assist us in addressing the needs of our students.

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?

We have computers in our classrooms and two technology labs. The teachers in grades 3-5 have been trained on Acuity and will soon be able to create assignments for their students. In our lower grades, we do not have a set technology program; however, students are exposed to math through internet programs in class and in the technology labs. We will have training in technology for our lower grade teachers in the near future.

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

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.
Administration analyzes the school's teacher turn-over rate after each school year and evaluates the stability of the staff at C.S.150.

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?

After reviewing teacher turn-over rates at our school for the last two school years, we have found that in 2006-2007, 7% of the teachers left our school community. In 2007-2008, 4% of the teachers left our school community. Due to the low turn-over rate, we find that our school staff is stable and committed to the students and community.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

Our school will survey all instructional staff about their professional development experience in the area of English Language Learners. The survey will help us to evaluate their knowledge, skills, professional development experiences, and classroom practices regarding ELL students.

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

Possibly 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?

Depending on our survey findings, we will develop a plan of action, if necessary, to address professional development needs and develop awareness of ELL curriculum and instructional opportunities.

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.

Professional Development opportunities will be developed at the school level with our ESL Specialist educating teachers on ELL policies, guidelines, and best practices in ELL instruction. In addition, teachers will have the opportunity to attend professional development provided by the Leadership Support Organization (LSO), NYC Office of English Language Learners, and NYC Bronx BETAC.

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.

Throughout the school year, data is systematically analyzed and provided to each classroom and AIS teacher in order for this data to drive instruction in a meaningful way. Teachers use NYSESLAT data to monitor students' academic growth and individual student action plans are then developed using this data. Action Plans are used to develop small groups, identify students in need of AIS, and to set goals for the 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?

The ELL specialist at our school retrieves all NYSESLAT scores at the beginning of the year and identifies the students that have reached proficiency. All our ELL students are identified as beginner, intermediate, or advanced as per the NYSESLAT. Teachers in our bilingual program are given these scores and as a team disaggregate the data in Listening/ Speaking and Reading/ Writing in order to identify areas of strength and weakness and develop a plan of action for each student. In addition, our literacy tracking forms organize students into sub-groups one of them being ELL students. Levels of competency are also identified on these tracking forms as per the NYSESLAT data. The tracking forms are then distributed to each classroom teacher at the start of the school year.

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. **CS 150 begins by conducting surveys to assess teacher's unfamiliarity with special education programs and its implementation. Our Special Education Liaison/IEP teacher plans professional development according to the surveys' findings. Professional Staff Development is administered throughout the year during common preparatory periods, individual teacher meetings and staff development days.**

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? **ALL students with IEP are instructed by using individual, guided and differentiated instruction; thus accessing the general education curriculum and improving student performance. Since the goal of CS 150 is to move students to the Least Restrictive Environment (LRE),**

teachers and related service personnel monitor candidates for LRE very closely. The school, then, requests a re-evaluation of the program to recommend LRE.

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. **N/A**

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. **At the beginning of every school year, each IEP is reviewed by the IEP Teacher in conjunction with teachers and related service providers to make sure that goals, objectives, supplementary aid, support services, accommodations, promotional criteria and behavior plans are aligned with the needs of the student. If discrepancies are found, the IEP is revised.**

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? **When it is determined "how and what" needs to be revised in the IEP, a meeting is arranged to amend the IEP. The changes are then immediately implemented in the classroom.**

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. **N/A**

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

There are 30 students in Temporary Housing that are currently attending CS150 (as of 01/04/10).

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

In order to encourage STH students' consistent attendance, CS150 provides an AIDP program through Sports & Arts / Champions after-school program. STH students are given first preference to participate in this program which provides academic support and recreational activities such as karate, dance, art, music, technology, homework help / tutoring, basketball, and kickball. Students also attend a variety of trips around the city. In addition, working families are accommodated by extending the program hours until 6pm.

CS150 also employs two Family Workers that monitor daily attendance and conduct home visits when necessary. We also provide at-risk counseling services via two full-time Social Workers.

STH students also receive Academic Intervention Services (AIS) due to their interrupted formal education. AIS provides additional academic support in Literacy and other content areas during the school day.

Part B: FOR NON-TITLE I SCHOOLS

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

C.S.150 x
The Charles James Fox School
LANGUAGE ALLOCATION POLICY (LAP)
2009-2010
(LAP)

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/ District: CFN 18/ 12	School: Charles James Fox C.S. 150X
Principal: Edwin Irizarry	Assistant Principal: R. Martinez
Coach: Miriam Torres	Coach: Dale Freitas
ESL Teacher: Miriam Torres / Miriam Garcia	Guidance Counselor: Kelly Padilla
Teacher / Subject Area: Mercedes Rodriguez	Parent: Daisy Munoz
Teacher / Subject Area: Luisa Acosta	Parent Coordinator: Cassie Rodriguez
Related Service Provider: Bessie Powell	SAF:
Network Leader: Irene Rogan	Other:

B. Teacher Qualifications

Number of Certified ESL Teachers	5	Number of Certified Bilingual Teachers	9	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	807	Total Number of ELLs	200	ELLs as Share of Total Student Population (%)	24.78%
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We have a large ELL population at C.S.150X. Out of a total population of 807 students 200 are ELLs, that's one-fourth of our student population. The vast majority of ELLs are native Spanish speakers but in recent years we have seen a growing number of African immigrants. A few are French speaking but many others speak ethnic dialects of their native countries.

Because we have such a large Spanish speaking population we are able to offer bilingual classes on all grade levels, from K – 5. All but two are inclusion classes

with 2 teachers per classroom. For the ELLs in monolingual classes, we have a freestanding ESL program. Kindergarteners and 3rd - 5th graders are serviced through a Pull-Out model and 1st and 2nd graders through both a Push-In and Pull-Out model.

Part II: ELL Identification & Placement Process

During the Spring and Fall registration, parents are asked to fill out **Home Language Surveys (HLIS)** as part of the intake process. The secretaries who enroll our students, along with our ESL team, help the parents in completion of the HLIS. Informal interviews are conducted when the need arises. Students who were registered in the Spring of the previous school year with an OTELE code other than NO are invited in for LAB-R administration a week before school opens. **This allows us to place the child in the appropriate educational setting on the first day of school.**

For children registered at the start of the school year, those who are identified as LAB-R eligible are tested within 10 days of their entry to the NYC Public School System. Parents of identified ELLs are then sent notification letters, parent brochures and an invitation to one of our **ELL Parent Orientations**. It is preferable for parents to complete the Parental Choice form at the end of the workshop after having watched the orientation video and participated in a question and answer session. Presenters and our parent coordinator, Cassie Rodriguez, are available to assist in the questionnaire's completion. ELL Parent Orientations are generally given once monthly during the Fall semester giving parents and caregivers multiple opportunities to attend. **Parental Choice questionnaires** are sent to those families who are unable to attend orientations. If we do not get them back, Spanish speaking ELLs are placed in the bilingual program by default. **There is a continuous outreach effort by the classroom teachers, parent coordinator and the ELL service providers to ensure the return of entitlement letters, parent surveys, and program selection forms. C.S.150 staff collects these forms at the end of the orientation. Follow-up phone calls are made by the ESL Coordinator for parents that do not attend orientation or complete forms at this time. If parents are unsure or uncomfortable filling out the questionnaire on their own, they are invited to come in for assistance on a one-to-one basis. This process allows us to guarantee that all parents have received pertinent correspondence and return accordingly.**

At this time C.S. 150X offers two bilingual program choices; Transitional Bilingual Education (TBE) and Freestanding ESL. From September 2001 through June 2006, with funding from a grant, we offered a Dual Language program

(Spanish/English) which began with K and 1 the first year, then K - 2 the second year and K - 3 the third year. It remained K - 3 for the next 2 years. The grades that were not included followed a TBE program. Since the 2006 - 2007 school year we reverted to a TBE program for all grades, K - 5.

The Bilingual/ESL coordinator makes a placement recommendation based on the results of the LAB-R and Spanish LAB (if applicable). The recommendation is then discussed with the parent and a decision is made. Generally the children with LAB-R beginning proficiency levels are placed in a bilingual class, if appropriate, and students with intermediate proficiency are placed in a monolingual class with ESL services. Parents generally agree with the program recommendation, but in the end it is the parent who makes the final decision.

Though the ratio of ELLs in Transitional Bilingual classes to Freestanding ESL programs fluctuates from year to year, most parents have been satisfied with the programs we offer. The trend we've seen is that the majority of kindergarten parents of ELLs prefer putting their children in a bilingual class. This year we have 18 students in our kindergarten bilingual class That changes as the children move up through the grades and their communicative skills in English progress. Parents begin to opt their children out of bilingual classes, preferring a monolingual environment. In upper grade TBE classes many of the students are newcomers or special education students whose IEPs recommend a bilingual setting.

Part III: ELL Demographics

A. ELL Programs

ELL Program Breakdown							
	K	1	2	3	4	5	Total
Transitional Bilingual Education	18	16	15	15	15	17	96
Freestanding ESL							
Self Contained	0	0	0	0	0	0	0
Push-In/ Pull-Out	9	26	14	23	15	17	104
Total	27	42	29	38	30	34	200

B. ELL Years of Service & Programs

Number of ELLs	by	Subgroups			
All ELLs	200	Newcomers (0-3 yrs.)	145	Special Education	45
SIFE	0	ELLs receiving services (4-6 yrs.)	53	Long-Term ELLs (6 yrs. completed)	2

ELLs by Subgroups

	ELLs (0-3 Yrs.)			ELLs (4-6 Yrs.)			Long-Term ELLs (completed 6 yrs.)			Total
	All	SIFE	Special Ed.	All	SIFE	Special Ed.	All	SIFE	Special Ed.	
TBE	76	0	13	20	0	10	0	0	0	96
ESL	69	0	10	33	0	10	2	0	2	104
Total	145	0	23	53	0	20	2	0	2	200

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education										
Number of ELLs by Graded in Each Language Group										
	K	1	2	3	4	5	6	7	8	Total
Spanish	18	16	15	15	15	17	0	0	0	96

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	Total
Spanish	6	24	13	23	14	16				96
Arabic						1				1
French	2				1					3
Other	1	2	1							
Total	9	26	14	23	15	17	0	0	0	104

Programming and Scheduling Information

There are 26 General Education classes including 6 bilingual classes in grades K-5, with 4 of these classes being inclusion that incorporate cooperative team teaching. For grades K - 5, we serve English Language Learners that are opted out of our Bilingual program though an ESL push-in/pull-out service. Classroom teachers and ESL teachers plan collaboratively to ensure that the needs of the ELLs are being met. Our Extended day program includes after school bilingual and monolingual services. All staff members participating in the ESL and Bilingual Programs are fully certified.

The *Transitional Bilingual Education* (TBE) program is the most commonly used at C.S.150. This program follows the guidelines provided by Part 154 of the Commissioner's Regulations and the New York City Chancellor's Recommendations for ELLs. TBE programs support the academic and linguistic development of students in the native language and in English until such time as

the student achieves a level of English proficiency as determined by the NYSESLAT that will enable him or her to succeed in English. The amount of instruction in English is increased as the students' level of English proficiency improves. This model uses a 60-40 ratio - English and Spanish. In this program, the students are grouped heterogeneously.

Within the TBE program, content areas such as Science, Mathematics, and Social Studies are taught in the students' native language of Spanish. Materials such as textbooks and leveled books are purchased in Spanish. When necessary, additional materials are translated in-house to support content area learning needs. Teachers use a variety of instructional approaches such as the Point of Entry model, cooperative learning, and thematic units of study. In order to make content comprehensible for our ELLs, teachers implement language related lesson modifications such as: semantic webs, picture / vocabulary support, experience charts, and provide opportunities for students to verbalize their learning in pairs, whole group, and small heterogeneous groups. In this program teachers integrate listening, speaking, reading, and writing throughout the content areas.

Our **Freestanding ESL program** serves students in grades K-5. The program primarily serves ELL students in monolingual classes where English is the only language of instruction. The ESL program services those children who have been opted-out of the bilingual program. Students who fall between the beginner and intermediate category receive 360 minutes of ESL instruction weekly and advanced students receive 180 minutes. In this program, students are grouped homogeneously, based on level of English proficiency. In both Transitional Bilingual and Freestanding ESL program, the classes follow a block program model in which students move together as a group.

There are 10 certified teachers in 6 TBE classes that each implement the mandated units of instructional time as required by proficiency level. The teachers develop schedules that indicate minutes and frequency of English instruction in the day. In our TBE program, teachers instruct in the various content areas (e.g.: Math, Social Studies, and Science) in Spanish 60% of the school day and in English 40% of the school day. This is evidenced by experienced charts in the classroom, student notebooks, and informal / formal observations by school supervisors.

In our Freestanding ESL program, there are 2 certified ESL teachers that service grades K-5. Each teacher develops group lists of students grouped homogeneously by proficiency level. The teachers also develop a daily schedule while ensuring that the number of minutes of ESL instruction are consistent and follow mandated timelines.

Within the Freestanding ESL program, content areas such as Science, Mathematics, and Social Studies are taught in English. Materials such as textbooks and leveled books are purchased in English. Teachers use a variety of instructional approaches such as the Point of Entry model, cooperative learning, and thematic units of study. In order to make content comprehensible for our ELLs, teachers build on prior experiences and scaffold learning for support of second language acquisition. Teachers use Total Physical Response (TPR), semantic webs, picture / vocabulary support, experience charts, and provide opportunities for students to verbalize their learning in pairs, whole group, and small heterogeneous groups. In this program teachers integrate listening, speaking, reading, and writing throughout the content areas.

SAMPLE ESL SCHEDULE 2008-09 (ESL)

ESL Program Type: ___ Free-Standing ___ Push-in X Pull-out
 Indicate Proficiency Level: ___ Beginning ___ Intermediate ___ Advanced

School District: 12 School Building: 150

Sample ESL Teacher Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-9:00	Beginner ESL Student Small Group				
9:00-10:00	Intermediate 1 ESL Student Small Group	Intermediate 1 ESL Student Small Group	Intermediate 1 ESL Student Small Group	Intermediate 1 ESL Student Small Group	Intermediate 1 ESL Student Small Group
10:00-11:00	Advanced ESL Student Small Group	Advanced ELA Student Small Group	Advanced ESL Student Small Group	Advanced ELA Student Small Group	Advanced ESL Student Small Group
11:00-11:50	L	U	N	C	H
11:50-12:50	Beginner ESL Student Small Group	Intermediate ESL Student Small Group	Advanced ELA Student Small Group	Professional Prep	Intermediate 2 ESL Student Small Group
12:50-1:40	Prep	Prep	Prep	Prep	Prep
1:40-2:40	Intermediate 2 ESL Student Small Group	Intermediate 2 ESL Student Small Group	Intermediate 2 ESL Student Small Group	Intermediate 2 ESL Student Small Group	Intermediate 2 ESL Student Small Group

SAMPLE STUDENT SCHEDULE 2008-09 (Bilingual)

Bilingual Program Type: X TBE ___ Dual Language
 Indicate Proficiency Level: X Beginning X Intermediate
 X Advanced

School District: 12

School Building: C.S.150

C.S. 150X

Program: Bilingual Education

Level: Beginning

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:45	ESL	ESL	ESL	ESL	ESL
8:45-9:30	ESL	ESL	ESL	ESL	ESL
9:30-10:15	Spanish Language Arts				
10:15-11:00	MATH	MATH	MATH	MATH	MATH
11:05-11:50	MATH	MATH	MATH	MATH	MATH
11:55-12:40	Content Area				
12:40-1:30	L	U	N	C	H
1:35-2:20	P	R	E	P	S
2:20-3:10		Extended Time	Extended Time	Extended Time	

C.S. 150X

Program: Bilingual Education

Level: Intermediate

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:45	ESL	ESL	ESL	ESL	ESL
8:45-9:30	ESL	ESL	ESL	ESL	ESL
9:30-10:15	Spanish Language Arts				
10:15-11:00	MATH	MATH	MATH	MATH	MATH
11:05-11:50	MATH	MATH	MATH	MATH	MATH
11:55-12:40	Content Area				
12:40-1:30	L	U	N	C	H
1:35-2:20	P	R	E	P	S
2:20-3:10		Extended Time	Extended Time	Extended Time	

C.S. 150X

Program: Bilingual Education

Level: Advanced

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:45	ESL	ESL	ESL	ESL	ESL
8:45-9:30	ELA	ELA	ELA	ELA	ELA

9:30-10:15	Spanish Language Arts				
10:15-11:00	MATH	MATH	MATH	MATH	MATH
11:05-11:50	MATH	MATH	MATH	MATH	MATH
11:55-12:40	Content Area				
12:40-1:30	L	U	N	C	H
1:35-2:20	P	R	E	P	S
2:20-3:10		Extended Time	Extended Time	Extended Time	

A variety of methods are used according to the English level of proficiency of the students by incorporating more educational trips, more literacy integrated into the content areas, as well as the established variety of methods such as TPR, Natural approach, and Calla. Also incorporated into our plan for meeting individual needs of our students' proficiency levels are individualized instruction based on specific language deficits, small group instruction, and extended day focusing on literacy in both the native language and English for all the content areas but especially reading and math.

Both our ESL and Bilingual Programs in grades K-5 utilize the following programs and materials:

- MONDO ESL
- On Our Way to English
- Imagine Learning English –computer software program (3-5)
- Reading & Writing A-Z (K-5)
- NYSESLAT & Beyond test prep books
- Award Reading (K-2)

At CS150 we differentiate instruction for ELLs through a variety of programs and instructional practices. Our ELLs are organized into four sub-groups: **Newcomers**, **Special Education**, **ELLs receiving Services 4-6 Years**, and **Long-Term ELLs**. We currently have 145 students in the Newcomers sub-group, 45 in Special Education, 53 ELLs receiving Services 4-6 Years, and 2 Long-Term ELLs.

Our Newcomers are transitioned into a Balanced Literacy approach to reading English within their first year. This is to prepare them for NYS ELA exam for the next school year as well as to develop proficiency in the English language within the four modalities of language acquisition (speaking, listening, reading, & writing). In order to build language, Newcomers will be provided with instruction using *Building Language for Literacy* by Scholastic. This program allows students to engage in oral language activities and explore reading and writing skills like making predictions, grammar usage, analytical

thinking, and linking new learning experiences to what is already known. In addition, Newcomers in grades 3-5 have received Imagine Learning English licenses. This computer software will allow students to log onto the program daily and receive instruction in language vocabulary and reading.

Our Special Education / Limited English Proficient (LEP) students are in an inclusion setting in which there are 2 teachers collaborating daily to provide quality instruction and modifying lessons to meet diverse learning needs. Our inclusion classes in grades 3-5 have *Imagine Learning English* licenses for two thirds of their students. Teachers ensure that students log-on daily and analyses Imagine Learning English student progress reports. Special Education students in grades K-2 receive instruction through a pull-out ESL program with a 1:10 ratio of teachers to students. LEP students in grade K-2 use the Award Reading program which includes a word study component and computer software that focuses on narrative and informational texts to develop academic English.

ELLs receiving services 4-6 years benefit from being in monolingual and bilingual classes. Those in bilingual classes receive their ESL instruction from their classroom teachers that are certified and plan for this time which is embedded in the school day. Those in monolingual classes receive their ESL instruction from a certified ESL teacher via a Freestanding ESL program. The ESL teacher ensures students receive their appropriate amount of ESL instruction. These teachers also collaborate with the monolingual classroom teachers in order to support these students academically. The ESL teacher also focuses her lessons on English Language Arts (ELA) as it relates to the reading and writing strands of the NYSESLAT exam. Overall, some of the materials used with this sub-group include: Wilson, Foundations, Reading Reform, and Imagine Learning English.

Our two Long-Term ELL students have recently been assessed and identified as requiring Special Education services. They have since been placed in monolingual self-contained Special Education classes. Their IEPs have been X-coded meaning they are no longer mandated to receive ESL services.

The following is a description of targeted intervention programs provided and materials used to service our general education monolingual students, ELL students, and Special Education Students at CS150. Due to the large number of ELL students at CS150 which consists of ¼ of our population, they are serviced in all AIS services provided in ELA, Mathematics, Science, and Social Studies. In TBE programs students are provided with AIS in their native language for Mathematics, Science and Social Studies.

ELA:	During the school day, academic intervention services are provided to students through both push-in and pull-out small group literacy instruction with co-teachers or AIS providers in grades K-5. In 3 rd and 5 th grade, AIS teachers provide academic intervention services throughout the Literacy Block. The Literacy
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	<p>Coach and Intervention Specialist provide additional support utilizing a push-in model. Programs used include: Wilson, Foundations, Early Success, Words Their Way, Award Reading, Imagine Learning English software, and Options.</p> <p><u>Saturday Academy</u>- Students will attend selected Saturdays. Reading instruction will be provided. Students will focus on reading skills and strategies as well as test sophistication practice.</p> <p><u>ELL After-school Program</u>: ELL students in grades 1-5 attend an after-school program from 3:15 pm – 5: 15 pm. The ELL program focuses on developing proficiency in the English language. Students are grouped according to their proficiency level and small group instruction is provided.</p> <p><u>AIS Literacy Intervention</u>: Literacy Intervention Specialist and Literacy Coach provide services in grades K-5 utilizing a pull-out or push-in model. They teach guided reading skills and test sophistication strategies in small groups, working primarily with Level 1 and 2 students. These providers push-in or pull-out five days a week from their assigned classes during the literacy block.</p> <p><u>Mandated Extended Day Grade K-5</u>: The extended day program serves students who have been identified for academic intervention services in literacy, math, science, & social studies for grades K-5. Three days a week, Tuesday, Wednesday and Thursday, students remain until 3:10 p.m. to receive additional support and focus instruction.</p>
Mathematics:	<p>During the school day, students in 3rd, 4th and 5th Grade receive additional support for Math from February through May. As well, the students receive push-in and small group instruction from the Math Staff Developer. Small group instruction is provided for the identified students.</p> <p><u>Saturday Academy</u>- students will attend selected Saturdays. Math instruction will be provided. Students will focus on skills and strategies in mathematics as well as test sophistication practice.</p>
Science:	<p>The classroom teacher provides AIS to students through small group instruction and hands-on inquiry-based lessons that address the different needs of the students. The Science cluster teacher also works with identified students.</p>
Social Studies:	<p>Students are taught social studies through in-classroom thematic units that are embedded into the Literacy Curriculum Maps. The students will engage in hands-on activities to learn the social studies concepts appropriate to the grade. The Social Studies cluster teacher also works with identified 5th grade students in small-group instruction using both push-in and pull-out methods during extended day time.</p>

Students that have reached proficiency on the NYSESLAT are monitored on a school-wide database which tracks their assessment results in ELA, Mathematics, Science, and Social Studies. Each student also has an

individualized Literacy Action Plan which teachers develop and adjust periodically to identify short and long term goals.

This school year, we will expand our Freestanding ESL program to include two ESL teachers. In addition, we will offer an ESL after-school program for grades 1-5 that will service ESL students in the TBE program as well as monolingual programs in ELA, language development, and test sophistication for NYSESLAT.

Professional Development and support for School Staff

In our efforts to provide quality staff development for all ELL personnel we offer different professional development opportunities. Teachers attend various workshops through our CFN (Child First Network), BETAC, NYC office of English Language Learners, Award Reading consultant, Imagine Learning English tech support and other organizations. **Bilingual inclusion teachers** attend team teaching workshops that help support ELL students and instructional practices. In addition, there is an **ELL Coordinator** on site to support teachers and provide professional development in the area of ESL.

Selected instructional staff will receive a two hour training on the implementation of Award Reading in the classroom. This program is currently used in our ESL Freestanding program and TBE program.

A contracted outside consultant will provide ESL professional development for the following staff members: Assistant Principals, common branch teachers, subject area teachers, guidance counselors, secretaries, and our parent coordinator. These professional development opportunities will include workshops on the following topics: Vocabulary Development and the Second Language Learners, and Teaching Content Areas with an ESL Focus.

In order to support ELLs transitioning from elementary school to middle school, C.S.150 provides various support systems for parents as well as students. Our Assistant Principal arranges inter-visitations with neighboring middle schools to provide a forum for students to learn about neighboring schools and make informed decisions. Our Parent Coordinator and school social workers monitor and support the middle school selection and application and process. These staff members arrange time to meet with parents and families to provide translation services and guidance in selecting appropriate schools to meet individual student needs as well as to complete necessary forms.

Professional Development (PD) for all staff (excluding teachers holding ESL/ Bilingual licenses) will be provided by in-house ESL Coordinator and

outside consultant for a total of 7.5 hours. Topics will include: Understanding Second Language Acquisition, Effective ESL/Bilingual strategies, Identification of ELLs and Support Services Provided. Throughout these workshops attendance will be monitored and logged to ensure completion of 7.5 hours by all staff members.

Parental Involvement

In the beginning of the year we have informal discussions with parents about topics of interest and areas of need. The feedback given by parents is analyzed and discussed with administrators to plan for future workshops and services for parents.

One of our major goals is to involve parents of ELL students in their child's education, and provide support services for parents. Our work with our parents involves our Parent Coordinator who works to conduct outreach to engage parents in our community as learning resources for literacy, math, science and social studies. Parents will be invited to attend a number of workshops given by our staff development team, which will include the following:

- C.S.150 ELL program overview/selecting a program that meets the needs of each individual student (Parent Choice)
- ESL Program Showcase (Parents will get an opportunity to learn about all of the ESL programs currently being implemented in ESL classes eg. Award Reading, and Imagine Learning English).
- Learning about NYS assessments in ELA, Math, Science, & Social Studies
- Criteria for promotion and ELL student regulations for testing.
- Using technology to improve academic performance
- NYSESLAT assessment criteria
- Celebrating Multiculturalism of our ELL population
- Community Support Services (community organizations will be invited to meet with parents)

In addition, we will provide parents with an opportunity to join an ESL class. Our parent coordinator will support parents with translation services and opportunities for parents to become Learning Leaders.

Part IV: Assessment Analysis

At C.S.150X one-fourth of our 807 students are English Language Learners; 200 in all. 145 are newcomers with 0 – 3 years of bilingual/ESL services; 53 have been receiving services for 4 – 6 years; and 2 are long-term ELLs.

Generally newcomers in the lower grades have beginner or intermediate proficiency levels. As would be expected, as ELLs move up the grades their English proficiency levels advance. This movement in proficiency levels is measured yearly through the NYSESLAT.

A. Assessment Analysis

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

Overall NYSESLAT* Proficiency Results (*LAB-R For New Admits)										
	K	1	2	3	4	5	6	7	8	Total
Beginner (B)	12	27	9	6	6	8	0	0	0	68
Intermediate (I)	15	13	5	17	6	12	0	0	0	68
Advanced (A)	0	2	15	15	18	14	0	0	0	64
Total Tested	27	42	29	38	30	34	0	0	0	

NYSESLAT Modality Analysis										
Number of ELLs by Grade in Each Language Group										
Listening/ Speaking		K	1	2	3	4	5	6	7	8
	B	N/A	8	6	3	4	4	4	0	0
I	N/A	16	4	3	0	4	0	0	0	0
A	N/A	15	16	17	11	13				
Reading/ Writing	B	N/A	27	7	6	7	7			
	I	N/A	13	6	16	5	13			
	A	N/A	1	12	15	17	14			

NYS Social Studies									
Grade	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
5	4	4	1	4	14	5	0	2	34
NYSAA Bilingual Spe Ed									0

ELE 2008-2009				
	Percentiles (%)			
Grades	1 - 25	26 - 50	51-75	76 - 99
3 rd	5	0	9	1
4 th	7	7	4	1

NYSESLAT

Tracking our ELLs' progress over the past few years indicates growing proficiency in all 4 communicative strands measured on the NYSESLAT. Those students who do not reach English proficiency in all 4 strands within 3 years require extension of services.

Almost all students in our school receiving ESL services for 4 - 6 years have an overall NYSESLAT proficiency level of advanced. Although the majority of ELLs at this stage have achieved proficiency in the Listening & Speaking modalities, they have not yet reached proficiency in Reading & Writing. Generally after 4 or 5 years most of them are at the advanced level in those strands.

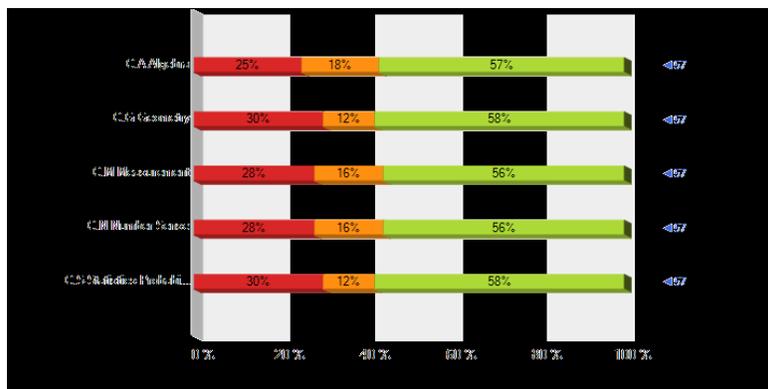
ELLs who have not yet reached at least an advanced level of reading & writing by their 6th year are for the most part students with IEPs. At this point the CSE may exempt them from ESL or bilingual services if they feel that their difficulty in passing the NYSESLAT does not stem from a second language acquisition issue but rather a learning disability. In fact, our only two long term ELLs (with 6+ years of service) are X-Coded special ed., exempt from bilingual services on their IEPs.

As a preface to the following content area State assessments, we made AYP for our ELLs (as well as all our 5 other subgroups) on all exams in 2008-2009.

ELA

The outcome of the 2008-2009 NYS ELA was a very positive one for our ELLs. There was a direct correlation between the NYSESLAT results and the ELA

results. Factors that influenced performance were: the amount of time students had been receiving Bilingual/ESL services, their proficiency levels on the Reading and Writing strands of the NYSESLAT and whether or not a student had an IEP. As mentioned before, those students who had been receiving services between 4 and 6 years and who were at an advanced level in reading and writing on the NYSESLAT, generally got a L2 or L3 on the ELA. We achieved our AYP in ELA.



MATH

Last year's bilingual 3rd grade class all took the math test in English but most used a Spanish edition and a Spanish/English glossary as a reference. In 4th grade, 6 out of 19 students took the test in Spanish. Out of the 6, four scored L1 and two scored L3. Two students were special ed., one scoring a L1 and the other L3. 9 out of 19 (close to 50%) had IEPs. That may have accounted for the lesser percentage of ELLs scoring at or above grade level when compared to English Proficient students

SCIENCE

29 4th grade ELLs took the state Science exam. 12 performed on or above grade level. Students in the bilingual classes took the test in either English or Spanish, referencing a Spanish/English glossary and copies of the exam in both English and Spanish. Those that performed below were either relative newcomers to the system, leaving them with a great disadvantage in terms of prior science curriculums which vary not only from different states but from different countries as well. Our NYS Science exam is based on a foundation of cumulative knowledge that students have been taught since Kindergarten. The other group that performed below grade level had IEPs and in their cases a variety of factors led to their low performance.

SOCIAL STUDIES

34 5th grade ELLs took the NYS Social Studies exam. Eight students performed on L1, five on L2, nineteen on L3 and two on L4. Where we looked at the

students who scored below proficiency levels we found the same problem for newcomers to the country, who surely had a very different Social Studies curriculum than NYS Public School students. And once again the students with IEPs were at a disadvantage due to their disabilities.

In conclusion, our ELLs that had been exposed to the NYC Public School system's content area curricula since the earlier grades, generally performed at the same proficiency levels as the non-ELLs.

Part V: LAP Team Assurances

Name (print)	Title	Signature	Date (mm/dd/yy)
Renzo Martinez	Assistant Principal		
Cassie Rodriguez	Parent Coordinator		
Miriam Garcia	ESL Teacher		
Miriam Torres	ESL Teacher / Coach		
Daisy Munoz	Parent		
Luisa Acosta	Bilingual Teacher		
Mercedes Rodriguez	Bilingual Teacher		
Dale Freitas	Data Specialist / ESL Coordinator		
Nixaliz Rodriguez	Coach		
Kelly Padilla	Guidance Counselor		
Signatures			
School Principal	Date		
Community Superintendent	Date		
Reviewed by ELL Compliance and Performance Specialist	Date		