



PS 179
THE SCHOOL OF INTERNATIONAL CULTURES

2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 07X179

ADDRESS: 468 EAST 140TH STREET, Bx. NY, 10454

TELEPHONE: 718-292-2237

FAX: 718-292-3623

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Part B. School Demographics and Accountability Snapshot

SECTION IV: NEEDS ASSESSMENT

SECTION V: ANNUAL SCHOOL GOALS

SECTION VI: ACTION PLAN

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

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

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

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

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 179 **SCHOOL NAME:** The School of International Cultures

SCHOOL ADDRESS: 468 East 140th Street, Bx. NY 10454

SCHOOL TELEPHONE: 718-292-2237 **FAX:** 718-292-3623

SCHOOL CONTACT PERSON: Sherry Font-Williams **EMAIL ADDRESS:** Swillia4@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Awilda Vargas

PRINCIPAL: Sherry Font-Williams

UFT CHAPTER LEADER: Awilda Vargas

PARENTS' ASSOCIATION PRESIDENT: Paula Medina

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 07 **SSO NAME:** Network 7- CFN

SSO NETWORK LEADER: Valerton McDonald

SUPERINTENDENT: Yolanda Torres

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Sherry Font-Williams	*Principal or Designee	
Awilda Vargas	*UFT Chapter Chairperson or Designee	
Paula Medina	*PA/PTA President or Designated Co-President	
Chenique Davis	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Yadira Battiata	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Anwar Zindani	Member/ Teacher	
Danita Pagan	Member/Parent	
Angela Gallombardo	Member/Teacher	
Maria Medina	Member/Parent	
Mildred Feliciano	Member/Parent	
	Member/	
	Member/	

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

* Core (mandatory) SLT members.

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

PS 179 is a Prek-grade 5 school with a population of approximately 430 students. The theme of the school, International Cultures, infuses the curriculum at each grade level. This theme serves as a motivating and integrating framework for engaging students in their learning. Our instructional model enhances our ability to meet our culturally diverse student body. School activities are geared to the school's goals and objectives which are aimed at meeting NYS and NYC standards. The theme of International Cultures is what drives our cluster program. The theme permeates all curriculum areas, motivates students in their learning endeavors and stimulates parents to share their cultures with all students.

PS 179 has many accomplishments of which we are proud. Our school was listed in the third and fourth editions of New York City's Best Public Elementary Schools. We have a yearly attendance rate of over 94 percent. We have a strong partnership with camp SHILOH which allows our students to attend their camp as well as provide volunteers to PS 179 at least three times a year to assist with every day school needs for a week at a time, and provide school supplies to the 3rd-5th grade students and books to the school. Our movement program allows students to express themselves through dance and our Arts After-school program gives the students a chance to explore an array of different forms of arts.

We pride ourselves in making sure that teachers receive all the professional development they need in order to be successful. We are a Tier I Teacher's College Reader's and Writer's Project School. We actively seek out professional development in all content areas in order to provide our teachers with the latest knowledge. Teachers co-teach and we have in house labsites where we learn from each other best practices.

We have a strong relationship with our parents. We provide monthly workshops to parents that concentrate on meeting the academic, social and emotional needs of all students. We also have family oriented activities that bring families together to celebrate their child(ren).

Our vision is to provide a supportive community for learning that emphasizes a thinking curriculum; standards based instruction, supported by concerned parents and dedicated teachers, in a safe environment that provides the academic, social and creative skills to prepare our students for success in society. The school must focus on results and the students must aim for mastery. The school must reward student success and remedy student failure. Parents and community are integral partners in the education of all children.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

DEMOGRAPHICS

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

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		P.S. 179							
District:		7	DBN:	07X179	School BEDS Code:		320700010179		
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	36	36	35		94.0	93.2	93.7		
Kindergarten	50	58	72						
Grade 1	68	57	69	Student Stability - % of Enrollment:					
Grade 2	69	64	57	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	56	63	59		93.1	95.0	89.5		
Grade 4	56	63	59						
Grade 5	29	60	60	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	0	0	0		100.0	93.3	90.8		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	0	0	0		14	11	65		
Grade 12	0	0	0						
Ungraded	0	1	1	Recent Immigrants - Total Number:					
Total	364	393	412	(As of October 31)	2006-07	2007-08	2008-09		
					2	6	6		
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	0	10	9	Principal Suspensions	4	11	5		
# in Collaborative Team Teaching (CTT) Classes	5	10	19	Superintendent Suspensions	0	1	0		
Number all others	13	12	31						
<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:				Number of Staff - Includes all full-time staff:					
(BESIS Survey)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09		
# in Transitional Bilingual Classes	12	9	0						
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	85	98	103	Number of Teachers	25	33	34		

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	4	2	1	Number of Administrators and Other Professionals	6	11	11
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	2	1
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	56.0	54.5	58.8
				% more than 5 years teaching anywhere	36.0	45.5	50.0
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	92.0	88.0	76.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.6	98.3	100.0
American Indian or Alaska Native	0.3	0.5	0.5				
Black or African American	23.1	20.9	19.9				
Hispanic or Latino	76.1	77.9	78.6				
Asian or Native Hawaiian/Other Pacific Isl.	0.0	0.5	0.2				
White	0.6	0.2	0.2				
Male	47.2	45.8	48.8				
Female	52.8	54.2	51.2				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

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

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native							
Black or African American		√	√	-			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander		-	-				
White							
Other Groups							
Students with Disabilities		-	-	-			
Limited English Proficient		-	-	-			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		4	4	3	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:	85.5	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	12.2	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	16.7	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	49.1						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	7.5						

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

After conducting a comprehensive review of all of our data we concluded:

- I. The school met and exceeded our AYP.
- II. The school met the City's Progress Report Target.
- III. Our English Language Learners continue to make progress.
- IV. Our students must continue to work on their writing skills.
- V. Although reading scores have improved, they must continue to improve.
- VI. We must sustain and maintain our level three and four students while providing additional assistance and help to our level one and level two students.
- VII. We must continuously monitor our students' data and our instructional practices and revise when needed.
- VIII. We must continue to provide differentiated professional development.
- IX. Our upper grade classes (fourth and fifth) are large due to lack of space in the building. We share the building with two other schools.
- X.

After reviewing the Inquiry work that the school did in the area of writing, we decided that we must continue to work toward improving writing skills. One area in particular is the development of grammar.

Last year we used our money to support all learners. We created after school programs that focused on individualized student needs. Our after school program as well as our extended morning program had a maximum of ten students. We also developed an arts after school program that helped to educate the whole child. We also had a reading after school program designed explicitly for first graders as research has shown that if a child can not read by the end of first grade it is extremely difficult to catch them up to grade level.

Our biggest barrier to school improvement is lack of money. We are facing a \$440,000 budget cut this school year. Our next barrier is the lack of experienced teachers. Many of our teachers have less than 5 years teaching experience. Many teachers are young and take childcare leaves which leaves us to hire subs or inexperienced teachers that we must retrain. Also, at least three teachers a year relocate to their hometowns or are accepted into graduate programs outside of NYC therefore resign from the NYC educational system.

SECTION V: ANNUAL SCHOOL GOALS

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

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

After careful review of all the data; Principal's Performance Review, surveys, professional development surveys, test standardized test scores, school wide assessments, the following four instructional goals were created:

1. Improve writing skills of all students- The students will improve their writing skills by focusing their writing on the questions asked of them and the use of correct grammar.
2. Improve reading comprehension skills of all students- The students will improve their reading comprehensions strategies/skills with 80% of all students making at least one years progress as measured by Statewide exams, school wide exams and Fountas and Pinnelle.
3. Improve math skills of all students-Students will improve upon their problem solving skills and number facts.
4. Improve technology skills of all students- student will use technology in order for them to improve their knowledge of the content area.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Writing

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, K-5 students will improve their writing skills by 15% as measured by school wide assessments (K-5), 4th grade state exam, 5th grade social studies state exam, using relevant details to support their writing across content areas.</p>	
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>May/June 09</u></p> <p><u>May/June 09</u></p> <p><u>Sept/Oct. 09</u> -Ongoing</p>	<p>Align 2008- 09 AIS groups based on data</p> <p>Align new class groupings based on data</p> <p>Plan Units of Writing Study of upcoming school year</p> <p>Writing Rubric for each Unit of Writing Study</p> <p>Reduce 4th grade class size during Writing Workshop</p> <p>Review Read Aloud questioning techniques/Bloom’s Taxonomy</p> <p>Align Extended Morning groups based on data</p> <p>Teaching charts used to support goal</p> <p>“Answer the Question” technique used by all staff when communicating with students</p> <p>Project Based Learning Program for students who scores 3 s and 4s on ELA</p> <p>Professional Development provided every Monday except the first Monday of every month based on how to use data collected in order to improve student achievement and outcomes, Conferring, Small group Instruction, Now That We Have the Data What do We Do with It?, Student Goals, Graphic Organizers</p> <p>Teacher’s College Reader’s and Writer’s Project Staff Development provided to all K-5 teachers</p>

Series of Parent Workshops on How to Help Your Child with Writing

Oct. 09

After school Program begins for 2-5 graders
Titl III after school program for selected second grade ELL students

November 09

Add writing component to Enrichment Program

Students know personal writing goals

Continuously align AIS groups based on data

School wide rubric used to grade writing across all content areas based on the 4th grade State Rubric

Monitor the strategies used with the inquiry/focus group to determine what strategies need revising

Provide small group instruction/intervention to 4th graders not making progress

Review Read Aloud questioning techniques/Bloom's Taxonomy

Have teachers "mark up" read aloud texts with questions and notations as to where to stop and jot as well as turn and talk

Provide professional Development on how to Create bank of graphic organizers based on different levels and learning styles

Provide professional Development on how to utilize a variety of graphic organizers to scaffold the learning

Dec. 09

First of Six student newsletters to be distributed to the school

Jan 10

Re-Align Extended Morning groups based on data

Monitor the strategies used with the inquiry/focus group to determine what strategies need revising

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule

Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.

Staffing and Funding
 School Social Worker
 Classroom Teachers
 AIS/PD grade 3-5 Teachers
 Inquiry Team Members
 Assistant Principals
 Principal
 Parent Coordinator
 Teacher’s College Staff Developers

Funding
 Title I Funds, Tax Levy Funds and Title III, C4E, ARRA

Indicators of Interim Progress and/or Accomplishment

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

90% of all students are expected to make one years gain

On demand writing pieces that are focused and on topic Every 6 weeks

Improved ELA scores June 10

Writer’s Notebooks with student goals inside Ongoing collection

Teachers Lesson plans Monitored Weekly

Teachers conferring notes and check lists to keep track of students’ thinking and interactions with peers and teachers. Collected Every Six Weeks

Teachers will conference with student at least once a week during independent writing as evidenced in the conference sheets Collected Every Six Weeks

Students’ written responses as monitored throughout content area.

Increase the percentage of students moving higher level of reading on state and citywide assessments by 3%

Administrators reflections and informal observation checklists forms Conducted monthly

Three Student Newsletters being distributed throughout the Year.

On demand writing pieces that are focused and on topic Every 6 weeks

Writer’s Notebooks with student goals inside Checked every unit

	<p>Teacher conference notes and checklists that keep students' writing on task</p> <p>Students' written responses as monitored throughout content area Periodically</p> <p>Formal observations conducted by Assistant Principals and Principal Ongoing</p> <p>Monitor the strategies used with the inquiry/focus group to determine what strategies need revising Ongoing</p>

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

Subject/Area (where relevant): Reading

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010 the number of students in 4th and 5th grades will increase their ELA by 2% as measured by two of three following criterion: the school wide assessment data, statewide ELA exam, Fountas and Pinell grade level benchmarks.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Professional Development provided at least once a week on various topics that focus on using data to inform instruction.</p> <p>Students know/record their personal reading goals Ongoing</p> <p>All students assessed in reading every six weeks using school wide assessments</p> <p>Continuously re-align AIS groups based on data</p> <p>Use Reading Response Rubric for each Unit of Study</p>

	<p>A grade level Prof. Dev. as well as a grade specific AIS person will work daily with each 3rd-5th grade teachers</p> <p>Teacher's College Reader's and Writer's Workshop Consultant will work with 3rd-5th teachers on how to move students forward in reading</p> <p>Begin collecting and creating school wide curriculum plans by grade that emphasize best teaching practices September 09</p> <p>Review Read Aloud questioning techniques/Bloom's Taxonomy Ongoing</p> <p>Have teachers "mark up" read aloud texts with questions and notations as to where to stop and jot as well as turn and talk in order to improve comprehension skills Ongoing</p> <p>AIS Teachers push into fourth through fifth grade classes to work with small groups of students who have been identified as at risk as well as enrichment students. September/Ongoing</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><u>Staff and Funding</u> Literacy and Math Coaches Teachers TC Consultants Assistant Principals Principal Title I and Tax Levy, ARRA, Title III Funds</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>In 2009 73% of all 4th and 5th grade students made at least one year's progress, for the 2009-2010 school year 75% of all 4th and 5th grade students will make one year's progress. Data sheets that are given to the Principal four times a year that chart student progress that record reading levels using Fountas and Pinnell and school benchmarks</p> <p>Students independent reading baggies that contain reading books at their benchmark level Student running records that indicate running records</p> <p>Teachers conferring notes and check lists to keep track of students' thinking and interactions with peers and teachers.</p> <p>Teachers will conference with student at least once a week during independent reading as</p>

	<p>evidenced in the conference sheets</p> <p>Students' independent reading movement to a higher reading level as indicated on the school wide assessment data sheets</p> <p>3% increase of students moving higher level of reading on state and citywide assessments.</p> <p>Administrators reflections and informal observation checklists forms</p> <p>School Wide Assessment data handed in to the Principal every 6 weeks that record running records, reading levels, and accuracy levels,</p> <p>Informal /Formal Observations</p> <p>Review of student work demonstrates progress in reading comprehension</p> <p>Meetings with teachers</p> <p>Bi-Weekly Professional Development Team Meetings</p> <p>Meetings with Teachers' College Staff Developers</p> <p>Grade Facilitators' Meetings</p> <p>Alignment of instruction across grades as measured by common planning sheets Consistency of instruction within the same grades as evident through informal observations</p> <p>Classroom environment lends itself to instruction being taught</p>
--	--

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

Subject/Area (where relevant): Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>During the 2009-2010 school year, the number of students making one years growth in math will increase by 3% as measured by the school wide assessment, and state math exam.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p style="text-align: center;"><u>Sept. 09</u></p> <p>Use math workshop model in all classrooms Extended Morning Math group meets 4x a week grades 2-5 Instituted Math Question of the Week Grade K-5 Workshop for teachers on how to use math manipulatives in the classroom</p> <p style="text-align: center;"><u>October 08</u></p> <p>School wide Assessment in Math AIS/PD Teacher works with groups of students to meet areas of weakness using Math Navigator during extended morning Teacher use of math manipulatives to scaffold the learning</p> <p>Professional Development provided every Monday except the first Monday of every month based on how to use data collected in order to improve student achievement and outcomes. Parent Workshops on how to help your child with math Begin second grade Title III program for selected ELLS on intergrating cooking with math</p> <p style="text-align: center;"><u>November 08</u></p> <p>Re-Align Extended Morning groups based on data Teachers meet with small groups of students during the math time in order to help with areas of weakness Begin monthly Math Bee for 1st- 5th grades on various math skills Begin Entrepenuer program for students who are above grade level</p> <p style="text-align: center;"><u>December 08</u></p> <p>Begin After school program for 2nd-5th grade students who are in danger of not meeting the promotional criteria in math Review AIS groupings and reassign students as needed ongoing every six-eight weeks</p>

	<p><u>January09</u> AIS/PD Teacher pushes in to selected classes to work with students who have been identified as at risk.</p> <p><u>Responsible Staff</u> AIS/PD Teachers Teachers Assistant Principals Principal Parent Coordinator</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><u>Funding</u> Title I Funds, Tax Levy Funds and C4E, ARRA</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Improved math scores by the number of students making one years growth by 5% Narrowing gap between subgroups Teachers Lesson plans will be reviewed at least once a week through informal observations Teachers conferring notes and small groups to make show teachers are working with every child individually or in a small group at least once a week Increase the percentage of students moving to a higher level on the state Math Exam (15%) Increased scores on Periodic Interim Assessments Administrators reflections and informal observation checklists forms Increased scores on School Wide Assessment data handed in to the Principal every 6 weeks More students competing in the Math Bees</p>

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

Subject/Area (where relevant): Technology

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>During the 2008-2009 school year, the number of students/staff utilizing technology in the content areas will increase by 60%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Sept</u> All first-fifth grade classes receives preps from technology teacher or media center at least once a week Teachers receive Professional Development on How to Use the Smart Board in their classrooms(on going) RAZZ Kids workshop for teachers to demonstrate who to use the technology in K-2 classrooms All teachers given a memory stick that contains the staff handbooks as well as other important documentation that is needed for the school year All school bulletins are sent via email to all staff members</p> <p><u>October</u> All classes 5th grade classes begin social studies or science projects by using various forms of technology Fifth Grade Wax Museum on Colonial NY Project Present on Power Point Parent Workshop on Using Computers in the Home for Improving Student Learning Use of Brain Pop in grades 1-5(on going) Virtual Field Trips grades K-2(On-going) Teachers using Acuity, ARIS and TC pro to track and pull data</p>

	<p><u>November</u> Parent and Child Workshop on Using the Computer to research and help with Content area Skills Teachers Use Acuity to help form groups and have students use the computers to work independently on weak skills Science teacher to use the Smart Board to present lessons in the science room (ongoing)</p> <p><u>December</u> Grades 3 and 4 to research and create science and or social studies project as a power point presentation Grade 5 to research The United States and It's Neighbors (Canada and Mexico) and present technology based project Photography club created in order to utilize the digital cameras and create a newsletter(3 a year)</p> <p><u>January</u> Media Center opened once a week for parents to bring the students in to use the computers for research projects and individualized instruction (on going)</p> <p><u>Responsible Staff</u> Media Specialist Teachers Parent Coordinator Assistant Principals Principal</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Tax Levy, Title 1, Title III, ARRA</p>

Indicators of Interim Progress and/or Accomplishment

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

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	1		5	
1	30	20	N/A	N/A			10	
2	30	10	N/A	N/A			7	
3	15	10	N/A	N/A			5	
4	25	25	5	0			10	
5	15	15	3	10			10	
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	AIS teachers push into the classrooms once a day during the school day and works with a small group of students (no more than 6) four times a week. The program used is dependant upon the groups' needs. Wilson, Foundations, Words Their Way as well as guided reading with independent leveled books are used. AIS is also provided 4 days a week through extended morning.
Mathematics:	AIS math will be given to students during the morning AIS period. This will take place 4 times a week.
Science:	Science Teacher provides at risk science to students 3 times a week in the morning for 40 minutes a day. Hands on experiments as well as review of the previous lessons to scaffold the learning.
Social Studies:	5th grade teacher provides AIS to 5th grade students 4 times a week. She uses Document Based questions across grade levels to meet the individual needs of the at risk students.
At-risk Services Provided by the Guidance Counselor:	Provided by the school social worker during the school day and during extended morning.
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	Provided by the school social worker during the school day and during extended morning. Conflict resolution is also used to help students mediate and understand the issues that they have.
At-risk Health-related Services:	

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. See attached for Worksheet.

LAP TEAM MEMBERS

Sherry Williams	Lauren Sewell	Betty Ramirez	Lydia Mathis	Iliana Estrada	Ursula Ramirez
Principal	Ass't Principal	ESL Teacher	Ass't Principal	Parent Coord.	ESL Teacher

II. Demographics

PS 179 is located in District 7, in the South Bronx. PS 179 is a Pre-K thru grade 5 school. The language largely spoken by the ESL population is Spanish, however, Arabic and other African dialects and languages are also spoken. Presently there aren't any bilingual classes at PS 179. Presently there are 60 students receiving ESL. Twenty students in grade K, twelve are in grade 1, five in the grade two, thirteen in grade 3, eight in grade 4 and four in grade 5. PS 179 has increased its overall enrollment from 250 to 300 students. Many of the English Language Learners are new to our school. Our kindergarten population of ELLs almost doubled this year. We also received fifteen new ELLs in grades one through 5. Three of these students are new comers the others were born in the United States and received ESL in their previous schools. Presently, there is one ESL teacher and zero bilingual teachers. The ESL teacher is a Bilingual certified teacher.

Due to the much larger number of English Language Learners we will have a transitional bilingual kindergarten class next year to give parents the option of having their child enrolled in a bilingual program if the child is entitled to such a program. Presently, PS 179 has a free-standing ESL program. The teacher pulls out the students for their mandated amount of time. The ESL teacher uses balanced literacy in her program. She integrates Science and Social Studies into Literacy. She follows the NYC and NYS curriculum using ESL methodologies. This approach allows for continuity in instruction for the students. An after school ESL Title III program is also provided as a supplemental service for the students.

III. Parent Choice/ELL Identification

After reviewing the parent surveys and program selection forms for the last year, the trend in program choice that the parents are requesting is English as a Second Language. Over the last three years parents have requested that their child(ren) be placed in an ESL program. After reviewing the parent choice surveys, over the last three years only 4 parents have requested a bilingual program for their child. During the months of September and October, Parent Orientations take place to show parents the three program choices. The ESL teacher meets with the parents of ELLs and shows them the videotape in their native language (when available) and answers all questions that pertain to the various programs. When a new child

enters the school and the HLS states that the language the student needs to be tested using Lab-R, the ESL teacher sets up a meeting with the parent to discuss the options. The Parent Survey is then filled along with Parent Selection forms.

A bilingual certified and/or ESL teacher explain the programs to incoming parents. When a these teachers are not available, the parent coordinator and/or pupil accounting secretary (all of whom are bilingual (Spanish)) explain the programs to the parents/guardians.

Our ESL teacher distributes entitlement letters to all parents. Parents are called if they do not return the entitlement letter. Copies of the entitlement letter are kept on file at the school.

IV. Programs for Ells

Presently PS 179 offers only ESL for ELLs. These students are clustered according to their grade and proficiency levels. All 43 students receive pull out ESL services. The ELL students receive the same cluster teachers as non ELL students. (Dance, media, science, social studies).

The number of periods for each level corresponds to the state mandates. Beginners and Intermediate students receive 360 minutes a week and the advanced group receives 180 minutes a week.

The ESL teacher uses balanced literacy in her program. She integrates Science and Social Studies into Literacy. This allows for her to introduce and support academic language. She follows the NYC and NYS curriculum using ESL methodologies. This approach allows for continuity in instruction for the students. The ESL teacher has leveled libraries in her classroom that supports the learning of ELLs. She also has a computer that is used to integrate technology and the use of the internet into the classroom.

New Comers/SIFE/Long-term Ells Students

Presently we have two SIFE students. These students receive additional help throughout the school day and are offered an after school program two days a week. The ELLs that have been in the country for less than 3 years are also offered an after school program and receive additional support during the school day. After students have gained proficiency as declared by the NYSESLAT, they are still serviced by the ESL teacher. All programs are offered in English however, Spanish is used when needed.

Our ESL and bilingual teachers use technology, songs, visuals, charts and trips to enhance the learning of all.

V. Use of Native Languages and Cultures/Parent Involvement

PS 179 is the School of International Cultures. All cultures are recognized throughout the school year. The dance teacher, social studies teacher as well as the media specialist meet and plan curriculum that integrates all. We have monthly celebrations that highlight the contributions of people all over the world.

All of our parents are included in all the daily functions of the school. We survey parents to ask what type of workshops that they would like to have in order to help their child. All documents that are sent to parents are translated into Spanish. All workshops that are provided for parents have a person available to translate if parents need it. Some workshops that are provided to parents are- Family Literacy Night How to Help your Child Read, Art and Your Child, Math Games and Activities.

We used our translation monies to translate all materials that go home to parents. All the CBOs in which we partner with have translators that work with them.

- After reviewing the NYSESLAT data from the previous year it is noted that again over 90% of our English Language Learners met the expected gains. Utilizing the balanced literacy approach and integrating the content area into literacy has helped the students become proficient in all content areas.
- All students score better in the listening and speaking section as compared to the Reading and Writing
- All ELLs that took the state exams perform better in English than in Spanish in math.

We are now focusing our after school programs on reading and writing for our ELLs. The trips that they attend also help them build knowledge around the content that they are studying.

We use the Fountas and Pinell system to monitor our students reading and students have monthly writing assessments in order to note trends. We also noted that our second and third grade ELLs need more support therefore we have tailored an after school program specifically for them.

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.

ESL teachers will attend workshops that are provided through BETAC on integrating writing and into the content area. ESL teachers will provide workshops to all classroom teachers as well as teachers who service ELLS, on how best to support all learners in their classroom. ESL teachers will also attend workshop provided by Teacher's College in order to align ESL with the Reading and Writing Workshop. These workshops provide the ESL Teacher with knowledge that they can use and transfer over to their after school program.

The professional development will begin in September and continue throughout the school year. The Professional development will take place on Mondays from 3-4 once every other month. The ESL teacher will provide professional development after school as well as two Grade Conferences a year and 2 Faculty Conferences a year to meet the mandatory 7.5 hours of ESL professional development. All school personnel is included in the professional development of ELLs.

OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K–8 LANGUAGE ALLOCATION POLICY WORKSHEET

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District CFN #9, District 7	School PS 179
Principal Sherry Font-Williams	Assistant Principal Lydia Mathis
Coach	Coach
Teacher/Subject Area Ursula Ramirez/ESL	Guidance Counselor
Teacher/Subject Area Betty Ramirez/ESL	Parent
Teacher/Subject Area type here	Parent Coordinator Iliana Estrada
Related Service Provider	SAF Dolores Espisito
Network Leader Valerton McDonald	Other

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	408	Total Number of ELLs	93	ELLs as Share of Total Student Population (%)	22.79%
------------------------------------	------------	----------------------	-----------	---	---------------

Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial

This Section for Dual Language Programs Only

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

Number of third language speakers: ____

Ethnic breakdown of EPs (Number)

African-American: ____

Asian: ____

Hispanic/Latino: ____

Native American: ____

White (Non-Hispanic/Latino): ____

Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	13	17	17	22	13	7				89
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic					1					1
Haitian Creole										0
French		1								1
Korean										0
Punjabi										0
Polish										0
Albanian										0
Other				1	1					2
TOTAL	13	18	17	23	15	7	0	0	0	93

Programming and Scheduling Information

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

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

	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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

NLA Usage/Support	TBE
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	

50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	13	11	3	7	1	0				35
Intermediate(I)		6	4	9	5	2				26

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

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

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

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

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

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

Part V: LAP Team Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lydia Mathis	Assistant Principal		1/4/10
Iliana Estrada	Parent Coordinator		1/4/10
U. Ramirez	ESL Teacher		1/4/10
	Parent		
B. Ramirez	Teacher/Subject Area		1/4/10
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
Dolores Esposito	School Achievement Facilitator		1/4/10
Valerton McDonald	Network Leader		1/4/10
	Other		
	Other		

Signatures

School Principal Date

Community Superintendent Date

Reviewed by ELL Compliance and Performance Specialist Date

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

Form TIII – A (1)(a)

Grade Level(s) 2 and 3 **Number of Students to be Served:** 15 **LEP** 5 **Non-LEP**

Number of Teachers 2 **Other Staff (Specify)** 0

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.

Public School 179 will implement the Title III program as an after school program which is divided into two sessions. The first session runs from October – January. This session is dedicated to second grade students who are considered Intermediate and Advanced per the NYSESLAT. After reviewing The NYSESLAT scores as well as ELA scores from previous years, it has been noted that students need help with social as well as academic language. Students also had difficulty with sequencing of events as well as building necessary academic vocabulary. The after school program ties reading, writing and math into the students' daily lives. The ESL teacher has the students bring in grocery store circulars and takes the students to the store to purchase items that they need. The students compare prices from a variety of stores and decide which store they would receive the best deal. The students are guided through a writing process that helps them to construct what they did.

The second session is dedicated to second and third grade students who are Beginners and Intermediates. This session begins in January and ends in May. The program focuses on building vocabulary and helping prepare these students with the academics that they need to be strong readers and writers in order to take the ELA, Science and Math exams this year and next. Students are targeted based on their NYSESLAT scores the previous years. Fifty percent of the students served will increase their NYSESLAT scores. We are focusing on second and third grade students because our data shows us that this is the group of students who struggle the most when taking the NYSESLAT exam.

The program will meet Wednesdays and Thursday from 3-4:30 beginning in October and ending in May. One licensed ESL teacher will conduct classes. Nonfiction books will be purchased for this program through Scholastic. Other materials that will be purchased are wipe off boards, word cards and other support materials. Students will develop fluency, comprehension and writing skills through the modeling of non fiction books.

Another part of the Title III program is trips during the school day groups of ESL students (30 students ELLs and 20 non-ELLs). Students will attend trips that enhance their vocabulary skills and help to give them prior knowledge in the content area. These trips include but are not limited too trips to the Botanical Gardens for workshops, plays, museums and other cultural sites throughout NYC.

The goal of the Title III program is to provide the students with needed scaffolding to assist them in their classrooms and to aid in comprehension skills and strategies. The after school program will utilize graphic organizers to assist the students in organizing their thoughts. Cooperative learning activities will be incorporated in daily sessions and the use of themes that explore big ideas will be delved into during the program. Teachers will help to make connections between the curriculum and student's lives. Literacy development through native language arts (NLA) and English as a Second Language (ESL) will be used with the students.

Professional Development Program

Professional development will be provided to the teacher in the Title III program, prior to the start of the program by supervisors. This activity will be conducted after-school for 90 minutes. Professional development activities will focus on scientific research based strategies that will improve academic achievement. Staff development will address student needs through understanding the different ways to monitor progress. Some topics for exploration include;

Strategies to help students develop the following skills:

- Word Study/Vocabulary/Editing
- Comprehension, making inferences and identifying details

Other workshops that will be provided to ESL teachers are ESL teachers will attend workshops that are provided through BETAC on integrating writing and into the content area. ESL teachers will provide workshops to all classroom teachers as well as teachers who service ELLS, on how best to support all learners in their classroom. ESL teachers will also attend workshop provided by Teacher's College in order to align ESL with the Reading and Writing Workshop. These workshops provide the ESL Teacher with knowledge that they can use and transfer over to their after school program.

The professional development will begin in September and continue throughout the school year. The Professional development will take place on Mondays from 3-4 once every other month. The ESL teacher will provide professional development after school at least once a month and during the November PD Election Day.

Parent Involvement

Parent Workshops will be provided by a licensed ESL teacher. The workshops will include topics such as "How to Help Your Child in Reading". "The Writing Workshop- What it is and What it is Not", "How to Engage Your Child in School".

Form TIII – A (1)(b)

School: PS 179 BEDS Code: 320700010179

Title III LEP Program

School Building Budget Summary

Allocation Amount: 17380		
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) <ul style="list-style-type: none">- Per session- Per diem	6248.75	Teacher per session salary 49.99per hour 125 total hours X 1 teacher = 6248.75
<ul style="list-style-type: none">- Parent Involvement 10% Supplies Per Session	1239	Food for Parents' workshops, Materials for workshop presentations, materials/give a ways for parents like books, etc.
	499	Presenters at Workshops (10 Hours) 49.99x10= 499
Supplies and materials <ul style="list-style-type: none">- Must be supplemental.- Additional curricula, instructional materials.- Must be clearly listed.	3476	Measuring cups, supplies for after school cooking program
Educational Software (Object Code 199)	1,668	Software that engages students in Reading
Travel		
Other	4249.25	Trips to help build vocabulary and help build prior knowledge
TOTAL	17,380	

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.
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.

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.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

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:	440,000	67,000	507,000
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,000		4,000
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		670	670
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	22,046		22,046
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		3,350	3,350
6. Enter the anticipated 10% set-aside for Professional Development:	44,000		44,00
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		6,700	6,700

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: ____100____
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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

PS 179 Parent Involvement Policy:

PS 179 Agrees to:

- involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- have a parent as a Title I Representative to discuss and plan how Title I monies are spent
- provide necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- train parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting phone conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- Distribute monthly calendars that highlight all school events in order to notify parents of upcoming events in a timely manner
- Designate the Parent Coordinator as the school contact person to address Title I concerns
- Adhere to the parent/staff ratio on the School Leadership Team to ensure that parents’ voices are heard
- adopt and implement model approaches to improving parental involvement which includes assessing the needs of parents through surveys in their native language;
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by a vote by the School Leadership Team. This policy was adopted by the PS 179 on May 15, 2009 and will be in effect for the period of 3 years. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 10, 2009.

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

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

PS 179, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2006-07.

School Responsibilities

PS 179 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: Making sure all teachers are highly qualified, providing at-risk services for students in need, maintaining a risk free and healthy environment in which all students can succeed.
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: November and March
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: The first of every month
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Parent may call and make an appointment to speak to their child's teacher before or after school and during a teacher's preparation period.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: The parent coordinator will compile a list of times when parents are available to volunteer. Parents will be invited by their children as well as their child's teacher to participate in classroom activities, at least once a month the school has a parent day when the parents are asked to come and share on a given topic.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

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

Parent Responsibilities

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

- Making sure that my child attends school regularly and on time.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

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

- Do my homework every day and ask for help when I need to.
- Come to school prepared and ready to learn.
- Read at least 30 minutes every day outside of school time.

- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

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.

See Needs Assessment Section page 9.

2. Schoolwide reform strategies that:

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

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

See action plan pages 11-21.

3. Instruction by highly qualified staff.

All staff is highly qualified

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Action Plans pages 11-21

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

Using the Teachers of Tomorrow Grant program as well as providing quality professional development

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

Parental Workshops on the topics that they requested

Parent Coordinator working with community services to assist with finding literacy programs and ESL programs in the neighborhood for parents to attend.

Family Literacy Evening-Teachers provide workshops to parents on how to assist their child(ren) with reading and writing.

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.

Local Headstart programs visit kindergarten classrooms to familiarize students with the public school setting

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

Teachers are involved in various school committees (SLT, Prof. Dev., Curriculum Planning, AIS) and have common planning periods weekly to plan discuss and curriculum

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.

See Action Plans pages 11-21

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.

**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)¹ 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

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

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

– **English Language Learners**

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

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

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

During the 2009-2009 school year we created an ELL committee that included our ESL teacher, AIS teachers, and professional developers. We looked at our curriculum, reviewed state standards, and surveyed teachers. They also looked into the scientific research on the Workshop Model and the use of ESL methodologies in all subject/content areas.

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

Applicable x 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?

After carefully studying the curriculum and comparing NYS standards Teacher's College Reader's and Writers Workshop, it was noted that the state standards are a part of that curriculum. ESL teachers meet with classroom teachers as well as cluster teachers to plan and map out the curriculum. The ESL teachers follow the NYS curriculum and are aligned with classroom teachers. They provide the scaffolds that ELLs require. ESL is also taught through the content area so planning with all teachers is a must.

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

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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

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

We created a curriculum team. We looked at our curriculum, reviewed state standards, and surveyed teachers. They also looked into the scientific research on the Workshop Model and the use of ESL methodologies in all subject/content areas.

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

Applicable X 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?

We use Everyday Math as our main math program however, we add in the use of math manipulatives and other math books in order to give more practice in the assigned topic. We have also created a math bee where students compete in math to solve problems using the knowledge that they have gained throughout the months.

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

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

During the 2009-2009 school year we created a professional development committee that looked at our curriculum, reviewed state standards, and surveyed teachers. They also looked into the scientific research on the Workshop Model.

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

Applicable X Not Applicable

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

After carefully studying the curriculum and comparing NYS standards Teacher's College Reader's and Writers Workshop, it was noted that the state standards are a part of that curriculum. All teachers use the workshop model during literacy. There is only 10 minutes of direct instruction during that time. The rest of the time the teacher is working with small groups of students based on their academic needs.

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* (SOM²) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

During the 2009-2009 school year we created a professional development committee that looked at our curriculum, reviewed state standards, and surveyed teachers. They also looked into the scientific research on the Workshop Model.

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

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

Applicable X Not Applicable

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

We use Everyday Math as our main math program however, we add in the use of math manipulatives and other math books in order to give more practice in the assigned topic. We have also created a math bee where students compete in math to solve problems using the knowledge that they have gained throughout the months.

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

The School Leadership Team analyzed the attrition rate of teachers at our school. It was determined that this does not apply to our school.

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

Applicable Not Applicable

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

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

During the 2009-2009 school year we created an ELL committee that included our ESL teacher, AIS teachers, and professional developers. We looked at our curriculum, reviewed state standards, and surveyed teachers.

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

Applicable X Not Applicable

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

ESL teachers will attend workshops that are provided through BETAC on integrating writing and into the content area. ESL teachers will provide bi-monthly workshops to all classroom teachers as well as teachers who service ELLS, on how best to support all learners in their classroom. ESL teachers will also attend workshop provided by Teacher's College in order to align ESL with the Reading and Writing Workshop.

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

During the 2009-2009 school year we created an ELL committee that included our ESL teacher, AIS teachers, and professional developers. We looked at our curriculum, reviewed state standards, and surveyed teachers.

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

Applicable X 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?

All teachers were informed of their students' test history. ESL teachers also meet with classroom teachers in order to discuss methodologies to use with students at different modality levels.

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

Our Cabinet which includes our IEP teacher and one assistant principal that focuses on special education surveyed all spec. ed. Teachers and they found this statement to not be relevant.

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

Applicable X 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?

We have monthly professional development that is tailored to meeting the needs of our special needs population. We have study groups, meetings on how to fill out an IEP correctly. All teachers that have students with IEPs have a copy of the IEP and in a child's assessment binders their goals are listed and monitored.

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

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

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

Please respond to the following questions for Key Finding 7:

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

Our Cabinet which includes our IEP teacher and one assistant principal that focuses on special education surveyed all spec. ed. Teachers and they found this statement to not be relevant.

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

Applicable X Not Applicable

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

We have monthly professional development that is tailored to meeting the needs of our special needs population. We have study groups, meetings on how to fill out an IEP correctly. All teachers that have students with IEPs have a copy of the IEP and in a child's assessment binders their goals are listed and monitored.

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

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
We presently we have 9 students in temporary housing.
2. Please describe the services you are planning to provide to the STH population.
We are planning to provide at risk counseling services to students who are in temp. housing. The parent coordinator is also setting up housing workshops and insurance workshops to help those parents.

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.