



P.S. 236 LANGSTON HUGHES

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P.S. 236 LANGSTON HUGHES
ADDRESS: 499 EAST 175 STREET, BRONX, NY, 10457
TELEPHONE: 718-583-7510
FAX: 718-583-7512

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 09X236 **SCHOOL NAME:** P.S. 236 Langston Hughes

SCHOOL ADDRESS: 499 EAST 175 STREET, BRONX, NY, 10457

SCHOOL TELEPHONE: 718-583-7510 **FAX:** 718-583-7512

SCHOOL CONTACT PERSON: Beverly Ellis **EMAIL ADDRESS** bellis@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**
SCHOOL LEADERSHIP TEAM CHAIRPERSON: Sandra Guzman

PRINCIPAL: Beverly Ellis

UFT CHAPTER LEADER: Marina Davis

PARENTS' ASSOCIATION PRESIDENT: Odris Tejada

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 09 **SSO NAME:** Empowerment Support Organization

SSO NETWORK LEADER: Quail, Maria

SUPERINTENDENT: Dolores Esposito

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/RulesPolicies/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 |
|------------------|---|--|
| Beverly Ellis | Principal | Electronic Signature Approved. |
| Sandra Guzman | UFT Member | Electronic Signature Approved. Comments: participant approved via signature page |
| Elizabeth Torres | UFT Member | Electronic Signature Approved. Comments: participant approved via signature page |
| Benita Davis | UFT Member | Electronic Signature Approved. Comments: participant approved via signature page |
| Marina Davis | UFT Chapter Leader | Electronic Signature Approved. Comments: participant approved via signature page |
| David George | UFT Member | Electronic Signature Approved. Comments: participant approved via signature page |
| Odris Tejada | PA/PTA President or Designated Co-President | Electronic Signature Approved. Comments: participant approved via signature page |
| Maria Henriquez | Parent | Electronic Signature Approved. Comments: participant approved via signature page |

| | | |
|-------------------|--------|--|
| Altagracia Valdez | Parent | Electronic Signature Approved. Comments: participant approved via signature page |
| Juliana Nadal | Parent | Electronic Signature Approved. Comments: participant approved via signature page |
| Jessica Mercedes | Parent | Electronic Signature Approved. Comments: participant approved via signature page |
| Lavinia Colon | Parent | Electronic Signature Approved. Comments: participant approved via signature page |

Signatures of the members 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.

*** Core (mandatory) SLT members.**

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 236/173 is a unique early childhood center two diverse sites. PS 236, our main building, is an open format school with seven classes, grades Pre-K through 2, in three pods. Each suite, with the exception of our 12:1:1 class, is shared by two classes with common classroom libraries, student restrooms, and in kindergarten: housekeeping and block centers. Pre-K and Kindergarten classes are organized for center based learning while, first and second grades follow the Workshop Model in all curriculum areas. The open format fosters a strong sense of family, making learning public and shared. Our Assistant Principal serves as the immediate supervisor at this site providing support for the day-to-day operation of the building.

The cluster programs provide science physical education, music, library and a language art read-aloud as part of the curriculum. The specialty teachers align instruction with the NYC Learning Standards, the NYS Scope and Sequence, and the Blueprint for the Arts. Collaboration with the classroom teachers allows for congruence within the classroom themes and supports instruction in all core curriculum areas. Throughout the building, student work and art are displayed, making the themes, special events, and achievement evident. The music teacher provides instruction one day a week and assists in the planning and production of student performances. A full-time speech therapists provides service as specified on the IEP. Both sites share a physical therapist to provide IEP mandated physical therapy and an occupational therapist, which is provided by a contracted provider as specified. Guest instructors provide additional instruction in music, performing and visual arts. Our AUSSIE consultant continues to provide support for improved reading instruction and professional growth for our teachers.

Our annex is a more traditionally structured site. The Principal serves as the primary educational leader at this site while supervising both sites. It houses 11 classes in grades K through 2, which provides a variety of learning environments. Traditional classrooms are organized for child centered learning, each displaying the unique characteristics of the classes. Kindergarten classes are structured around center-based learning with areas set aside for reading, writing, mathematics, science, social studies, listening, housekeeping, blocks and building, and art. All classes on grades 1 and 2 follow the Workshop model in all core curriculum areas. Our cluster program provides art, physical education, library access and read aloud instruction as part of our integrated curriculum. The music teacher provides a three-day afterschool instructional program, which includes visitations by a guest artist. In addition, the music teacher assists in producing monthly assemblies that support current themes, holidays, and special events. All instruction is aligned with the NYC Learning Standards, the Blueprint for the Arts, and the NYS Scope and Sequence.

Our primary goal is to provide a strong early childhood education that will build the foundation for all future learning while fostering a desire to explore, question, and discover the world. Through strong collaborations between school staff, parents, and community organizations, we hope to meet and exceed this goal each year.

SECTION III - Cont'd

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

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT | | | | | |
|---|--------------------------|---------------|--------|----------------------------|--------|
| School Name: | P.S. 236 Langston Hughes | | | | |
| District: | 09 | DBN #: | 09X236 | School BEDS Code #: | 09X236 |

| DEMOGRAPHICS | | | | | | | | | |
|---------------------------|---|---------------------------------------|---------------------------------------|---------------------------------------|-----------------------------|-----------------------------------|----------------------------|----------------------------|----------------------------|
| Grades Served in 2008-09: | <input checked="" type="checkbox"/> Pre-K | <input checked="" type="checkbox"/> K | <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 | <input type="checkbox"/> 7 |
| | <input type="checkbox"/> 8 | <input type="checkbox"/> 9 | <input type="checkbox"/> 10 | <input type="checkbox"/> 11 | <input type="checkbox"/> 12 | <input type="checkbox"/> Ungraded | | | |

| 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 | 27 | 26 | 31 | | 90.9 | TBD | TBD |
| Kindergarten | 151 | 120 | 126 | | | | |
| Grade 1 | 151 | 160 | 131 | | | | |
| Grade 2 | 95 | 89 | 97 | Student Stability: - % of Enrollment (As of June 30) | 2006-07 | 2007-08 | 2008-09 |
| Grade 3 | 0 | 0 | 0 | | 95.8 | 91.8 | 89.63 |
| Grade 4 | 0 | 0 | 0 | | | | |
| Grade 5 | 0 | 0 | 0 | Poverty Rate: - % of Enrollment: | | | |
| Grade 6 | 0 | 0 | 0 | (As of October 31) | 2006-07 | 2007-08 | 2008-09 |
| Grade 7 | 0 | 0 | 0 | | | 95.8 | 91.8 |
| 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 | | 13 | 3 | 30 |
| Grade 12 | 0 | 0 | 0 | | | | |
| Ungraded | 0 | 0 | 0 | Recent Immigrants: - Total Number | | | |
| Total | 424 | 395 | 385 | (As of October 31) | 2006-07 | 2007-08 | 2008-09 |
| | | | | | 0.0 | 2.0 | 1 |

| Special Education Enrollment: | | | | Suspensions: (OSYD Reporting) - Total Number | | | |
|--------------------------------------|---------|---------|------|---|---------|---------|---------|
| (As October 31) | 2006-07 | 2007-08 | 2008 | (As of June 30) | 2006-07 | 2007-08 | 2008-09 |
| | | | | | | | |

| | | | | | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| # in Self-Contained Classes | 0 | 0 | 7 | | | | |
| # in Collaborative Team Teaching (CTT) Classes | 79 | 81 | 91 | Principal Suspensions | 0 | 0 | TBD |
| Number all others | 2 | 4 | 15 | Superintendent Suspensions | 0 | 5 | TBD |
| <i>These students are included in the enrollment information above.</i> | | | | | | | |
| | | | | Special High School Programs: - Total Number: | | | |
| English Language Learners (ELL) Enrollment (BESIS Survey) | | | | (As of October 31) | 2006-07 | 2007-08 | 2008-09 |
| (As of October 31) | 2006-07 | 2007-08 | 2008-09 | CTE Program Participants | 0 | 0 | 0 |
| # in Trans. Bilingual Classes | 12 | 22 | 0 | Early College HS Participants | 0 | 0 | 0 |
| # in Dual Lang. Programs | 0 | 0 | 0 | | | | |
| # receiving ESL services only | 51 | 62 | 59 | Number of Staff: - Includes all full-time staff: | | | |
| # ELLs with IEPs | 1 | 12 | 5 | (As of October 31) | 2006-07 | 2007-08 | 2008-09 |
| <i>These students are included in the General and Special Education enrollment information above.</i> | | | | Number of Teachers | 35 | 41 | 40 |
| | | | | Number of Administrators and Other Professionals | 5 | 18 | 20 |
| Overage Students: # entering students overage for grade | | | | | | | |
| (As of October 31) | 2006-07 | 2007-08 | 2008 | Number of Educational Paraprofessionals | N/A | 2 | 4 |
| | 0 | 0 | 0 | | | | |
| | | | | Teacher Qualifications: | | | |
| Ethnicity and Gender: % of Enrollment | | | | (As of October 31) | 2006-07 | 2007-08 | 2008-09 |
| (As of October 31) | 2006-07 | 2007-08 | 2008 | % fully licensed & permanently assigned to this school | 100.0 | 100.0 | 100.0 |
| American Indian or Alaska Native | 0.5 | 0.5 | 0.8 | Percent more than two years teaching in this school | 62.9 | 68.3 | 80.0 |
| Black or African American | 33.0 | 32.2 | 31.2 | Percent more than five years teaching anywhere | 60.0 | 56.1 | 57.5 |
| Hispanic or Latino | 63.7 | 65.3 | 66.2 | | | | |
| Asian or Native Hawaiian/Other Pacific Isl. | 1.6 | 0.8 | 0.3 | Percent Masters Degree or higher | 86.0 | 80.0 | 90.0 |
| White | 1.2 | 1.3 | 1.3 | Percent core classes taught by "highly qualified" teachers (NCLB/SED definition) | 98.1 | 100.0 | 100.0 |
| Multi-racial | | | | | | | |
| Male | 51.2 | 52.7 | 53.5 | | | | |
| Female | 48.8 | 47.3 | 46.5 | | | | |

| 2009-10 TITLE I STATUS | | | | |
|--|--|---|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program (SWP) | <input type="checkbox"/> Title I Targeted Assistance | <input type="checkbox"/> Non-Title I | | |
| Years the School Received Title I Part A Funding: | <input checked="" type="checkbox"/> 2006-07 | <input checked="" type="checkbox"/> 2007-08 | <input checked="" type="checkbox"/> 2008-09 | <input checked="" type="checkbox"/> 2009-10 |

| NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY | | | | | | | |
|---|---|---|------|---------|------------------------|------|------------|
| SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | | If yes, area(s) of SURR identification: | | | | | |
| Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance): | | | | | | | |
| <input checked="" type="checkbox"/> | In Good Standing (IGS) | | | | | | |
| <input type="checkbox"/> | School in Need of Improvement (SINI)Improvement - Year 1 | | | | | | |
| <input type="checkbox"/> | School in Need of Improvement (SINI)Improvement - Year 2 | | | | | | |
| <input type="checkbox"/> | NCLB Corrective Action (CA) - Year 1 | | | | | | |
| <input type="checkbox"/> | NCLB Corrective Action (CA) - Year 2/Planning for Restructuring (PFR) | | | | | | |
| <input type="checkbox"/> | NCLB Restructuring - Year ____ | | | | | | |
| <input type="checkbox"/> | School Requiring Academic Progress (SRAP) - Year ____ | | | | | | |
| Individual Subject/Area Ratings | | Elementary/Middle Level | | | Secondary Level | | |
| | ELA: | IGS | | | ELA: | | |
| | Math: | IGS | | | Math: | | |
| | Science: | | | | Grad. Rate: | | |
| This school's Adequate Yearly Progress (AYP) determinations for each accountability measure: | | | | | | | |
| Student Groups | | Elementary/Middle Level | | | Secondary Level | | |
| | | ELA | Math | Science | ELA | Math | Grad. Rate |
| 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 | | | | | | | |

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

| | | | | | | |
|----------------|---|---|---|---|---|---|
| subject | 3 | 3 | 0 | 0 | 0 | 0 |
|----------------|---|---|---|---|---|---|

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| Progress Report Results - 2008-09 | | Quality Review Results - 2008-09 | |
|--|-----|--|---|
| Overall Letter Grade | TBD | Overall Evaluation: | ▶ |
| Overall Score | TBD | Quality Statement Scores: | |
| Category Scores: | | Quality Statement 1: Gather Data | ▶ |
| School Environment (Comprises 15% of the Overall Score) | TBD | Quality Statement 2: Plan and Set Goals | ▶ |
| School Performance (Comprises 30% of the Overall Score) | TBD | Quality Statement 3: Align Instructional Strategy to Goals | √ |
| Student Progress (Comprises 55% of the Overall Score) | TBD | Quality Statement 4: Align Capacity Building to Goals | √ |
| Additional Credit | TBD | Quality Statement 5: Monitor and Revise | √ |
| <i>Note: Progress Report grades are not yet available for District 75 schools.</i> | | | |

| 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 | ⊍ | Well Developed |
| X* | Did Not Make AYP Due to Participation Rate Only | ◇ | Outstanding |
| * = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12. | | | |
| <i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i> | | | |

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?

PS 236/173 is an early childhood center serving grades Pre-K – 2. Our available standardized assessment data is limited to NYSESLAT scores.

The results indicate that our ELL's are becoming more proficient speakers of English but still need to develop reading and writing abilities along with the acquisition of English academic language.

We are implementing a push-in/pull-out model of ESL instruction provided by a licensed ESL teacher to help our students acquire the necessary academic skills for success in an English language program. This instruction will be supplemented by an after school ESL program which will further develop English Language Skills and provide preparation for the NYSESLAT exam in the spring.

The results of the DRA, LAB-R, NYSESLAT, and other formative assessments in each classroom along with attendance, are used as indicators of success and drive the instructional program.

The data indicates a 25% increase of students in our general population reading at or above grade level. However, the data of our special education population revealed a downward trend across the year, indicating that there is less than a full year's growth for these students. To ensure a balance of abilities in our classes, we will continue to structure our CTT classes so that the general education students are high performing rather than at risk. This model also supports our belief of high expectations for all students. Our level 2 and 3 students will be provided opportunities for accelerated instruction in order to ensure a year or more of progress.

Our ELLs also show a significant difference from the general population. 62% of students in the general population score at or above level in the Spring. When compared to the general population, a higher percentage of ELLs who began the year on grade level ended the year below grade level and ELLs who began the year below grade level tended to remain below level at the end of the year. This results in only 28% of ELLs reading at or above grade level in English in the spring.

As a result of our findings, our ESL program has been restructured so that ELLs are grouped to facilitate a more targeted instructional model. We have found that our students become proficient in the areas of listening and speaking in the course of a year. However, they continue to struggle in the areas of reading and writing.

We have found that the push in model is effective in reducing the teacher student ratio thereby allowing more opportunities for small group and or individualized instruction as needed. Our pull-out model supports opportunities for more explicit teaching. The combination allows for a variety of learning opportunities for the students most in need. All ELLs who are at risk participate in our extended day program as well as our Afterschool ESL program.

To guarantee continuous growth, the classroom teachers, the special education support personnel and the ESL teacher identify students scoring just below level (level 2), diagnose learning difficulties, and pinpoint stumbling blocks to provide instruction that will help these students move to at or above level. Appropriate professional development will be provided to assist in differentiating instruction to target specific learning goals.

We would like to see an increase from 62% to 75% of students in our general population reading at or above grade level by the end of the year. We are targeting students who scored at levels 2 or 3 in the spring of 2009 for focused, accelerated instruction to ensure a year or more of growth by spring of 2010.

Our Inquiry work last year centered on language development. We found that many of our students do not have a good command of language and have a limited vocabulary. We used the Record of Oral Language (ROL) as developed by Marie Clay to measure oral language levels of all kindergarteners in the fall and again in the spring for our target population. We planned and provided instruction that was aimed at developing oral language for our target students. It was our hypothesis that "If our students had a better command of language usage they would achieve higher levels in reading and writing." The results of our study seem to support this hypothesis.

The fall administration of the ROL revealed that a majority of our Kindergarten students were in need of targeted instruction in language development. We formed a target group and a control group of students scoring below age level standard on the ROL. Target students received instruction aimed at oral language development while control students received standard Kindergarten instruction.

The spring ROL revealed that those kindergarteners who received the targeted instruction made greater gains on the ROL than those who did not. We have implemented the instructional strategies used during this time into all kindergarten classes this year. The strategies included multiple daily read-alouds to increase students' access to quality language and the use of wordless books to stimulate oral language usage.

A comparison of the ROL results with the Developmental Reading Assessment (DRA) results for the target and control groups revealed that a far greater percentage of the target students made above average gains in reading as measured by the DRA. The data seems to indicate that language development promotes better reading levels for emergent readers.

Our Read Aloud cluster program has been successful and will continue this year. We will be expanding this program to include a library of interactive big books to support the social studies and science curriculum. This will help to build oral language skills while increasing social studies and science vocabulary and content knowledge. We have also created a Social Studies calendar which provides a scope and sequence for the social studies units along with integration into other curriculum areas. Pre and Post Assessment is built into the curriculum calendar at the beginning and end of each unit to help teachers to better monitor the acquisition of conceptual knowledge in each unit.

A second inquiry team included a group of teachers on each grade who examined student writing over the course of the school year. The focus of the group was to develop a way of looking at students' writing to assist in planning and implementing instructional strategies suggested by student need. Benchmark pieces were evaluated using the Teachers College Writing Continuum. The discussion generated by the study of student work allowed the teachers to gain a better understanding of the

writing process and some of the barriers to progress our students encounter. More focused instruction provided a better opportunity for students to show progress by the end of the school year.

Our data indicates that our students are making adequate progress in mathematics as measured by our counting interviews, unit assessments, projects and observations. We would like to increase the percentage of students scoring at or above level on the unit tests to 80% by this spring.

We are implementing a new science core curriculum initiated by the city. The program from Harcourt publishers provides inquiry based instruction with students' observations and experiments embedded within the lessons. Unit testing is an integral part of the program and allows us to closely monitor student progress toward grade level standards throughout the year.

Surveys of the staff indicate that technology is not being used to its' fullest potential. This appears to be due to a need to provide the teachers with further information on the use of technology to support instruction. We will be providing more Professional Development in this area this year.

Although our students do not participate in city and state testing, our extensive data collection which includes summative and formative assessments along with attendance data are used in making organization, curriculum, program, and instructional decisions.

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 (SINI/SRAP/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.

| Annual Goal | Short Description |
|---|--|
| <p>Goal 1. To increase the percentage of students achieving at or above grade level in literacy</p> <p>Obj. 1.1 - By June 2010 75% of all students in the general population will achieve at or above grade level in reading as demonstrated by their performance on the DRA.</p> <p>Obj. 1.2 - By June 2010 75% of all ELLs will achieve at or above grade level in reading as demonstrated by their performance on the DRA.</p> <p>Obj. 1.3 - By June 2010 75% of all special education students will achieve at or above grade level in reading as demonstrated by their performance on the DRA.</p> <p>Obj. 1.4 - By June 2010 90% of students in all subgroups will achieve at or above grade level in writing as demonstrated by an increase of 1 – 2 levels on the TC Writing Continuum.</p> | <p>Our data has indicated further focus is needed to keep our on level students on or above level and to push our just below level students to on or above level.</p> |
| <p>Goal 2. By June 2010 80% of students will demonstrate proficiency in mathematics as measured by scores of 90% or better on unit tests.</p> | <p>We are working to standardize our grading system for unit tests so that we will be better able to measure both student understanding of each unit and their progress toward the end year math goals.</p> |
| <p>Goal 3. By June 2010 90% of students will demonstrate an increase in the use of technology as demonstrated by completed projects using Powerpoint, Kidpix, Microsoft Word, or other technology tools in the classroom along with the use of digital media and learning software as demonstrated by teacher records of the use of the technology center.</p> | <p>We will be providing professional development to staff to help them to become more proficient users of technology in the classroom and to help them to better integrate it into all areas of instruction.</p> |
| <p>Goal 4. To increase the number of teachers using multiple sources of information to bridge the gap between assessment and instruction.</p> <p>Obj. 4.1 - During the 09/10 school year 80% of teachers</p> | <p>Teachers will become more proficient at using formative and summative assessment along with observation of student work to assess student progress in all curriculum areas.</p> |

will be involved in professional learning activities that will enable them to embed the practice of using assessment to inform specific instructional goals for their class and for individual students.

Obj. 4.2 - By June 2010 all teachers will demonstrate the use of a variety of assessment tools to assign a grade to each student that is reflective of the conceptual knowledge of content area subjects.

Obj. 4.3 - By June 2010 80% of students will demonstrate mastery of grade level science standards as measured by unit testing, projects, and periodic teacher checklists toward end year goals.

Obj. 4.4 - By June 2010 80% of students will demonstrate mastery of grade level social studies standards as measured by unit testing and periodic teacher checklists toward end year goals.

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) :**

ELA

| | |
|--|---|
| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p>Goal 1. To increase the percentage of students achieving at or above grade level in literacy</p> <p>Obj. 1.1 - By June 2010 75% of all students in the general population will achieve at or above grade level in reading as demonstrated by their performance on the DRA.</p> <p>Obj. 1.2 - By June 2010 75% of all ELLs will achieve at or above grade level in reading as demonstrated by their performance on the DRA.</p> <p>Obj. 1.3 - By June 2010 75% of all special education students will achieve at or above grade level in reading as demonstrated by their performance on the DRA.</p> <p>Obj. 1.4 - By June 2010 90% of students in all subgroups will achieve at or above grade level in writing as demonstrated by an increase of 1 – 2 levels on the TC Writing Continuum.</p> |
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <p>Professional Development:</p> <p>All classroom teachers will receive training in the administration and use of the DRA and the TC Writing Continuum in order to gather summative data on student progress.</p> <p>All teachers will engage in professional learning activities that will include the use of summative data along with formative data sources to inform instructional decisions for individual and groups of students</p> <p>Teachers will collaborate to plan for the identification of specific learning goals based upon the</p> |

| | |
|---|--|
| | <p>assessment data. Teachers will engage in study groups and planning sessions to address the need for differentiation of instruction.</p> <p>Instruction</p> <p>Targeted instruction will be provided to students scoring level 2 or 3 on the Fall DRA. Academic intervention (during the school day and after school) services will be provided for students scoring far below grade level)</p> <p>Interim running records will be taken to monitor progress and barriers to progress will be identified using the Continuum of Literacy of Learning by Fountas and Pinnell which has been provided to each classroom.</p> <p>Students' goals will reflect work toward overcoming these barriers. Eight week action plans will be developed for students who are not making adequate progress toward remaining on level. Student DRA data will be examined for all leveled subgroups in general education, special education, and ELLs to identify trends after the winter and spring administration.</p> <p>Student writing samples will be examined in each unit to determine progress in structure, elaboration, concept of writing/craft, and meaning. During grade conferences teachers will discuss progress and needs each month when planning for the next unit of study so that the weekly goals can reflect the current needs of the students.</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>Professional development will be provided by our coaches (Title I/Tax Levy), the AUSSIE consultant (Title I), and other professional conferences (Title I) to address the use of assessment data from a variety of sources to monitor student progress.</p> <p>Common planning periods are schedule weekly to support teacher collaboration and planning. (Tax levy and Title I funds)</p> <p>Teacher resource material purchase(NYSTL/Title I) to support the work with the AUSSIE Consultant(Texts: "An Observation Survey" and "Concepts About Print": and student material: Rigby PM series for the at risk students (NYSTL and Title I 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>Professional development agendas will reflect the administration of the summative assessments; work on the use of the information gained from assessment to plan for specific student learning goals as reviewed by supervisors monthly.</p> <p>Teacher plan books and Unit of Study Plans as reviewed by supervisors monthly, will reflect differentiated instruction designed to meet specific individual and group needs. All plans not meeting this criteria will be revised and updated to include all necessary sections.</p> <p>Eight week action plans and Holdover action plans reviewed by supervisors periodically (either monthly or weekly as needed) will reflect student goals toward closing the instructional gap.</p> <p>Student goals will reflect the work toward overcoming barriers to progress and toward deepening understanding. Student goals will be updated monthly or whenever a goal is met.</p> <p>Monthly running records to monitor student progress in literacy will indicate progress. If no or little progress is made 2 months consecutively the teacher will meet with the Student Support Team to formulate goals and an individual action plan to better provide for student needs.</p> <p>The DRA and DRA Word Analysis administered 3 times per year (Fall, Winter, and Spring) will reflect progress toward our goal of 75% of all students scoring on grade level by Spring 2009. (50% in Fall 09, 70% in Winter 10, 75% in Spring 10)</p> <p>Benchmark writing assessment will be administered three times per year (Fall, Winter, and Spring) and will reflect progress toward our goal of 90% of all students scoring at or above level as indicated by the TC Writing Continuum. (70% in Fall, 80% in Winter, and 90% in Spring)</p> |
|--|---|

Subject Area
(where relevant) :

Mathematics

| | |
|--|---|
| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p>Goal 2. By June 2010 80% of students will demonstrate proficiency in mathematics as measured by scores of 90% or better on unit tests.</p> |
|--|---|

| | |
|---|--|
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <p>Professional Development</p> <p>Teachers will continue to follow the EDM program to plan for core instruction in math.</p> <p>Math coach will provide in classroom support to ensure effective implementation of the curriculum</p> <p>Math coach will assist in the development of goals for student achievement</p> <p>Professional development session focusing on developing meaningful learning stations</p> <p>Instruction:</p> <p>Students will be assessed through observation of class work and homework (daily), unit testing (at the conclusion of each unit), and summative assessments (3X per year).</p> <p>Teachers will work to provide a uniform, standard grading system which will allow them to measure progress within each unit and toward end year goals. Barriers to progress will be identified early and student goals will be set which will allow them to overcome those barriers.</p> <p>Teachers will differentiate through grouping and individual instruction to provide for the varying needs of their students.</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>Professional development will be provided by the math coach (Title I/ARRA) toward helping the teachers develop a standard grading system. Congruence with the program will be evident in weekly plans as monitored by the supervisors and teachers can seek assistance from the math coach. All classroom materials will be updated to allow for successful administration of the program (NYSTL).</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>Student goals will indicate work toward the end year goals. Goals will be updated monthly or as each goal is met. The monthly progress reports will indicate progress and needs within each unit. Teachers will use observation of daily work, homework, unit tests (at the conclusion of each unit) , and summative assessment (3 times per year) to determine student achievement and will assign a grade level from 1 - 4 to each student.</p> |

Subject Area
(where relevant) :

Technology

| | |
|--|--|
| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p>Goal 3. By June 2010 90% of students will demonstrate an increase in the use of technology as demonstrated by completed projects using Powerpoint, Kidpix, Microsoft Word, or other technology tools in the classroom along with the use of digital media and learning software as demonstrated by teacher records of the use of the technology center.</p> |
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <p>A technology questionnaire was completed by all staff members at the beginning of the year indicating their current comfort level with technology and areas in which they would like further development. Based upon the results of this questionnaire professional development will address: Better use of technology for records management. Guiding the students to use technology as a tool for learning.</p> <p>Students will be afforded the opportunity to use computers and other technology tools on a daily basis. There will be an increase in the use of the Smartboards to enhance instruction. Technology presentation will become a more integral part of the curriculum in all subject areas for students and teachers.</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>Available funds will be utilized to purchase and update computer software. (NYSTL)</p> <p>Inhouse and outside professional development will be provided to help teachers to better use the technology they already have. (Title I)</p> <p>Grants will be explored to help provide additional hardware if necessary.</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>Classroom observation and teacher plans will indicate that students are using more technology in all curriculum areas.</p> <p>Student technology projects will be evident in classrooms.</p> <p>Teacher records will indicate that all students are using the technology center. The activities will support the work being done in all curriculum areas.</p> |

Subject Area
(where relevant) :

Science/ Social Studies

| | |
|---|--|
| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p>Goal 4. To increase the number of teachers using multiple sources of information to bridge the gap between assessment and instruction.</p> <p>Obj. 4.1 - During the 09/10 school year 80% of teachers will be involved in professional learning activities that will enable them to embed the practice of using assessment to inform specific instructional goals for their class and for individual students.</p> <p>Obj. 4.2 - By June 2010 all teachers will demonstrate the use of a variety of assessment tools to assign a grade to each student that is reflective of the conceptual knowledge of content area subjects.</p> <p>Obj. 4.3 - By June 2010 80% of students will demonstrate mastery of grade level science standards as measured by unit testing, projects, and periodic teacher checklists toward end year goals.</p> <p>Obj. 4,4 - By June 2010 80% of students will demonstrate mastery of grade level social studies standards as measured by unit testing and periodic teacher checklists toward end year goals.</p> |
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <p>Professional development will be provided by our coaches, the AUSSIE consultant, the special education consultant, and outside workshops and conferences in the use of all sources of information in evaluating students. These sources of information include but are not limited to observation of classwork, homework, formative assessment, and summative assessment. The coaches are available in house to provide assistance as needed to meet specific staff needs in this area.</p> <p>Expansion of our inquiry work will provide opportunities for teachers to explore the links between assessment and instructional policy. We will be expanding to include groups on each grade working on aligning instruction more closely with identified needs and in setting student goals.</p> <p>Social Studies and Science assessment results will be tabulated in a database so that they can be examined for each of the relevant subgroups in the school. Trends can be identified and action can be taken to help reverse negative trends. Results will be entered in January and in May.</p> |

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| <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>Teachers will use common planning time (Tax Levy, Title I) to examine student work toward providing more targeted instruction. The coaches (Title I/Tax Levy/ARRA) will be available to provide formalized and individualized professional development. Our consultants (Title I) will include work on the use of assessment data to inform instruction in all curriculum areas. Teachers will be covered to attend outside workshops (Tax Levy/ Title I) through the Dept. of Education and from other sources as they become available.</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>Various action plans (ie. Holdover Action Plan, Student Support Team, 8 Week Action Plan) will exist that will outline specific goals for individual as well as groups of students. Plans will include progress notes and benchmarks that are appropriate to the age and the needs of the students. Grade meeting agendas and notes examined monthly by supervisors will reflect the inquiry work that is ongoing on each grade. Inquiry Team meeting notes will reflect the collaboration between the grades and will allow the larger school community to remain aware of the work on each grade. Access through the ARIS portal will allow teacher to become more aware of the Inquiry Work and to contribute toward it's completion.</p> <p>Teacher plan books examined monthly and classroom observation (daily, weekly, and monthly) will reflect differentiated lessons based upon needs identified through multiple data sources with further indication in the reading inventory for targeted students. Unit plans examined by supervisors monthly, will reflect lessons based upon the identified needs. Weekly grade meeting agendas will reflect this work.</p> <p>The social studies and science database will be used in January and again in May to examine and monitor student progress. Students will be graded on a scale of 1 - 4 for each objective for the year. (1 - Far below level, 2 - just below level, 3 - On level, 4 - Above Level.)</p> |

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, 7, & 9. (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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

| Grade | ELA | Mathematics | Science | Social Studies | At-risk Services: Guidance Counselor | At-risk Services: School Psychologist | At-risk Services: Social Worker | At-risk Health-related Services |
|-------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|--------------------------------------|---------------------------------------|---------------------------------|---------------------------------|
| | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS |
| K | | | N/A | N/A | | | | |
| 1 | 45 | 30 | N/A | N/A | | | 7 | |
| 2 | 54 | 20 | N/A | N/A | | | 4 | |
| 3 | | | N/A | N/A | | | | |
| 4 | | | | | | | | |
| 5 | | | | | | | | |
| 6 | | | | | | | | |
| 7 | | | | | | | | |
| 8 | | | | | | | | |
| 9 | | | | | | | | |
| 10 | | | | | | | | |
| 11 | | | | | | | | |
| 12 | | | | | | | | |

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

- o 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.
- o 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.

- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

| | |
|---|--|
| <p>Name of Academic Intervention Services (AIS)</p> | <p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p> |
| <p>ELA:</p> | <p>At risk students are identified in each class based upon multiple data sources and individual learning goals are set based upon the data. Students are provided with differentiated instruction in small groups and individually as needed to help them to meet their learning goals. The goals are reviewed and new goals are set on a monthly basis.</p> <p>Academic intervention is provided by cluster teachers 3 – 5 periods per week at the 236 site on a push-in/pull out basis to students in grades K - 2 who are performing below grade level in reading.</p> <p>Academic intervention will be provided in an after school program for students identified as at-risk for failure or who have been held over in their grade as funding permits.</p> |
| <p>Mathematics:</p> | <p>Academic intervention is provided through differentiated instruction in the classroom. □</p> <p>Students needing additional support are given one-to-one tutoring during the extended day and small group targeted instruction in our after school program</p> |
| <p>Science:</p> | <p>N/A</p> |
| <p>Social Studies:</p> | <p>N/A</p> |
| <p>At-risk Services Provided by the Guidance Counselor:</p> | <p>N/A</p> |
| <p>At-risk Services Provided by the School Psychologist:</p> | <p>N/A</p> |

| | |
|--|---|
| At-risk Services Provided by the Social Worker: | Intervention services provide in individual or group sessions to help resolve the presenting social and emotional issues. |
| At-risk Health-related Services: | N/A |

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.

09X236 Language Allocation Policy Narrative 2009-2010

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

| | |
|---|--|
| SSO/District 09 | School PS 236 |
| Principal Beverly Ellis | Assistant Principal Denise Robinson |
| Coach Sandra Guzman (Math) | Coach Susan Tasch (Literacy) |
| ESL Teacher Susan Rust | Guidance Counselor Rosa Camilo |
| Teacher/Subject Area Elizabeth Torres / Grade K | Parent Odris Tejeda |
| Teacher/Subject Area Luz Pichardo/Grade 2 | Parent Coordinator Gilberto Valette |
| Related Service Provider Karla Skinner (Speech P.) | SAF Shehnaz Hashim |
| Network Leader Maria Quail | Other type here |

B. Teacher Qualifications

| | | | | | |
|---|----------|--|----------|--|-----------|
| Number of Certified ESL Teachers | 2 | Number of Certified Bilingual Teachers | 6 | 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 | 11 |

C. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|-----------|---|---------------|
| Total Number of Students in School | 382 | Total Number of ELLs | 49 | ELLs as Share of Total Student Population (%) | 12.82% |
|------------------------------------|------------|----------------------|-----------|---|---------------|

Part II: ELL Identification Process

Initial Identification of ELLs:

In order to initially identify students who may possibly be ELLs, parents of students new to the NYC public school system complete the Home Language Survey (HLIS) during enrollment and registration at PS 236. To ensure proper completion of these forms, Ms. Sandra Guzman, our ESL and testing coordinator, who is a certified Bilingual (Spanish) teacher, meets with parents to make an initial determination of the child's home language and serves as interpreter between Spanish and English when necessary. The parent completes the HLIS to show what language the child speaks at home most of the time. Parents are provided with the forms in their native language if available. During the registration process Ms. Guzman conducts an informal interview with the child to determine Language Assessment Battery- Revised (LAB-R) eligibility and observations are then noted on the HLIS. The parent is informed of the purpose of the LAB-R assessment. The LAB-R is administered within ten days of the student's arrival.

Annually, the following screening and assessment instruments are used to determine program eligibility, placement and continuation of services for the ELL population:

- 1) Home Language Identification Survey (HLIS)
- 2) Language Assessment Battery- Revised (LAB-R)
- 3) New York State English as Second Language Achievement Test (NYSESLAT)

All eligible English language learners (ELLs) students are annually evaluated using the New York State English as a Second Language Achievement Test (NYSESLAT). Using the Automate the Schools (ATS) eligibility report, students are identified for service and test eligibility. The NYSESLAT is administered by our ESL certified ESL teacher, Ms. Susan Rust, and by our bilingual Spanish certified teachers: Ms. Elizabeth Torres, Ms. Jacqueline Ramirez, Ms. Juanita Torres, and Ms. Aurora Roman.

Parent Understanding of Program Choice:

In order to ensure that parents understand all three program choices, all necessary forms are available in their native language. During our parent orientation, time models and descriptions of each of the program models are explained to parents so that they may make an informed choice as to which program they would prefer to select for their child.

Program Selection:

At the beginning of the school year, an invitation to the parent orientation is given to the parents of eligible students in their native language (as available). A week later, the orientation was held in the native language of the majority of our ELL students' parents (Spanish) by Ms. Guzman.

The parents viewed the “Orientation Video for Parents of Newly Enrolled English Language Learners” provided by the New York City Department of Education. At the conclusion of the video, the three program choices were reviewed and explained. The parents were asked to complete the program selection and parent survey forms and were provided the opportunity to ask questions.

After the parents had completed the program selection forms, Ms. Guzman explained to the parents that although there are three programs recognized by the NYC public schools for ELL students, PS 236/173 only offers one program choice, ESL, with a combination push-in (co-teaching)/ pull-out model. She provided more detailed information regarding our ESL program and the number of periods of eligibility, as per the CR Part 154 mandates for language instruction. She also explained that if any parent made a first choice selection of programs not currently offered in our school, that they were eligible to register their child at another school in our community that offers their first choice program selection. The parents were given the names of the schools in the community that offered their first choice; however, if the parents opted to remain in our school, they were informed that if, at any point in the year, we have enough students to create the program of their choice, we will inform them of the creation of the new class.

The parent survey and program selection forms were collected at the end of the meeting and copies were stored in the ESL Compliance binder and a copy was placed in each student’s cumulative record.

As new students register throughout the year, the orientation will be provided on a one-to-one/small group basis.

Criteria for Student Placement:

After reviewing parent program selection forms, a follow-up letter was sent home by the ESL teacher in both English and the native language, indicating the number of minutes their child is eligible to receive ESL services, as per CR Part 154. The parents were provided with the ESL teacher’s schedule indicating the available time for parent conferences as needed.

Analysis of the Trends:

Over the past few years, the program choices of the parents of our currently enrolled ELLs have trended this way:

2006-2007: ESL—4

2007-2008: ESL—3

Transitional Bilingual Education (TBE)—17

2008-2009: ESL—4

TBE—1

2009-2010: ESL—8

TBE—1

Dual Language—2

Alignment of Programs Offered

In 2007-2008, the majority of our parents of ELL students chose Transitional Bilingual Education. At the time, we had enough students to create a Transitional Bilingual class, which was the parents' first choice of program. We have since transitioned our school program in 2009-2010 to an ESL program to reflect the diminished number of ELLs eligible for services at PS 236/173 and to accommodate the first choice program of the parents of our newly enrolled ELLs.

Part III: ELL Demographics

A. ELL Programs

| ELL Program Breakdown | | | | | | | | | | |
|---|---|----|----|---|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Total |
| Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small> | | | | | | | | | | 0 |
| Dual Language <small>(50%:50%)</small> | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | |
| Self-Contained | | | | | | | | | | 0 |
| Push-In/Pull-Out | 9 | 14 | 26 | | | | | | | 49 |
| Total | 9 | 14 | 26 | 0 | 0 | 0 | 0 | 0 | 0 | 49 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|----|-------------------------------|---|
| All ELLs | 49 | Newcomers (ELLs receiving service 0-3 years) | 47 | Special Education | 8 |
| SIFE | 0 | ELLs receiving service 4-6 years | 2 | Long-Term (completed 6 years) | 0 |

| ELLs by Subgroups | | | | | | | | | | |
|-------------------|------------------|----------|-------------------|------------------|----------|-------------------|------------------------------------|----------|-------------------|-----------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | Total |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | |
| TBE | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 49 | 0 | 8 | | | | | | | 49 |
| Total | 49 | 0 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 49 |

Number of ELLs in a TBE program who are in alternate placement: ____

C. Home Language Breakdown and ELL Programs

| Freestanding English as a Second Language | | | | | | | | | | |
|--|----------|-----------|-----------|----------|----------|----------|----------|----------|----------|-----------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | TOTAL |
| Spanish | 8 | 12 | 25 | | | | | | | 45 |
| Chinese | | | | | | | | | | 0 |
| Russian | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | 0 |
| Haitian Creole | | | | | | | | | | 0 |
| French | | | | | | | | | | 0 |
| Korean | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | 0 |
| Polish | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | 0 |
| Other | 1 | 2 | 1 | | | | | | | 4 |
| TOTAL | 9 | 14 | 26 | 0 | 0 | 0 | 0 | 0 | 0 | 49 |

D. Programming and Scheduling Information

1. Delivery of Instruction

We have 49 ELL students across grades K-2, who are serviced by a New York State certified ESL teacher. To ensure the mandated time units for our students, the school has a combination Push-In (co-teaching)/Pull-Out ESL model. Based on the results of the LAB-R and LAB (Spanish), children were scheduled to receive the number of units per week as indicated by their level.

The push-in model is used in the classroom with the largest number of ELL students who require 180 minutes a week (Advanced proficiency students) and the pull out model is used for the ELL students who require the mandated 360 minutes per week of ESL instruction (Beginning/Intermediate proficiency students), as per CR Part 154. By following the CR Part 154 mandates for language instruction, we can ensure that all ESL students are receiving the appropriate amount of ESL instruction. The Beginning and Intermediate level Kindergarten and First Grade students are pulled out in a mixed grade grouping for 45-minute periods 6 times per week, with the instruction focusing on vocabulary development and word work. Two 45-minute periods per week the ESL teacher pushes into the classroom with the greatest number of ESL students, two 45-minute periods a week in Kindergarten and two 45-minute periods a week in First Grade. The Beginning and Intermediate level Second grade ELLs are pulled out for three 45-minute periods, with the instruction focusing on writing. Five 45-minute periods a week, the ESL teacher pushes into the Second grade classroom.

At this time, we do not anticipate being able to provide all our ELL students with a solely Push-In (Co-Teaching) model due to scheduling constraints of our ESL teacher and providing the mandated minutes of ESL instruction, as per CR Part 154.

Currently, all Push-In (co-teaching) and Pull-Out instruction is focusing on word work, vocabulary and writing, while classroom instruction is supporting the content areas through integrated units of study.

In the Push-In (co-teaching) model, the ESL teacher works in collaboration with the classroom teacher, incorporating ESL strategies and differentiating the lesson for the ESL students to provide acquisition of skills necessary for successful learning in all curriculum areas. ELL students benefit from this model as it provides an opportunity for smaller group instruction in the classroom.

Our school follows a Balanced Literacy program utilizing the workshop model in which teachers draw upon resources from various modalities. The classroom teacher can apply ESL methodologies on a daily basis when planning and teaching the workshop lessons. Our resources include: Rigby PM books, Fountas and Pinnell leveled books, non-fiction leveled books, social studies and science texts, Weekly Reader and other commercial newsletters, library trade books, etc.

2. Provision of Mandated Instructional Minutes

The ESL teacher's schedule was specifically created to provide the mandated number of instructional minutes according to proficiency levels. To meet the requirement of 360 minutes per week of instruction for Beginning and Intermediate levels, she provides six 45-minute periods a week of pull-out instruction to our Beginning and Intermediate level Kindergarten and 1st Graders, as well as two 45-minute periods per week of push-in instruction in Grade K and two 45-minute periods of push-in instruction in Grade 1. For our Beginning and Intermediate level 2nd graders, she provides three 45-minute periods a week of pull-out instruction, in addition to five 45-minutes periods per week of push-in instruction in Grade 2. To meet the requirement of 180 minutes per week of instruction for Advanced level students, she pushes in to our Grade 2 class with the largest number of ELLs during four 45-minute periods.

The Push In [Co-Teaching] model supports reduced class size for ELLs. The ESL teacher works collaboratively with the classroom teacher in small groups and plans with the classroom teacher to ensure consistency of instructional goals. The ESL teacher's small group instruction focuses on vocabulary development and reading and writing skills. She uses both formative and summative assessment results to plan individualized and small group work that will best meet students demonstrated needs. There is additional targeted instruction for our long term ELLs with a focus on writing and developing academic vocabulary in the content areas. The Passwords vocabulary development program for social studies by Curriculum Associates is used along with the Scott Foresman science program to address specific academic and conceptual knowledge.

In the Pull-Out model, students are serviced in 45 minute instructional periods and grouped by proficiency and grade levels. These students are brought together from various classes. Vocabulary development and word work is the focused instruction for this period. The ESL teacher plans carefully with the classroom teacher to align her lessons with classroom curriculum and goals to ensure that the students will not miss core curriculum or content area instruction in their classrooms during the times that they are pulled-out. The ESL teacher integrates language and content so that students have an opportunity to learn what is most relevant for them to (1) participate in class, (2) to be fully engaged in learning activities and (3) are challenged at an appropriate conceptual level. The teacher uses the Rigby program "On Our Way to English" to plan lessons.

3. Content Area Instruction

At this time, all content area instruction takes place in English in the monolingual class. The classroom teachers are licensed bilingual teachers who are able to provide native language support for conceptual clarification.

As an early childhood school we understand the importance of targeting all learning modalities of students by using many manipulatives and hands-on activities to teach content area curriculum. Our content area curriculum is based on State standards with instruction tailored to the proficiency levels of the ELLs. Our ELLs are supported by scaffold lessons that allow them to demonstrate their learning with a variety of activities such as: role-playing, presentations, experiments, and theme-culminating projects. The language of instruction is English, as guided by the program models. The students work in groups and their tasks and assignments are project based with language and content objectives. Content specific word walls with visual representations of words aid in the understanding of content area vocabulary and comprehension. Assessments, tasks, and instruction are differentiated to give all students an opportunity to demonstrate learning and knowledge of concepts.

The many cultures and countries of our school are celebrated through musical performances and art projects, which allows all our students, not only our ELLs to feel included and respected.

4. Instruction for Various ELL Subgroups

ELLs in US Schools Less Than 3 Years

As an early childhood school serving grades Pre Kindergarten-Grade 2, nearly all of our ELL students belong to the “0-3 years” subgroup. In order to ensure that language development is enriched and the content is made as comprehensible as possible for our ELL students, we employ various strategies:

- All learning activities in and outside the classroom allow for a range of language functions.
- Opportunities are given during learning activities to use language, which has been modeled.
- Questions are modeled and questioning techniques are developed which allow ELL students to think critically.
- Students are encouraged and given opportunities to work with peers in problem solving and collaborative learning situations.
- Students are given opportunities to use language with different audiences, one another, with teachers, and with other adults.

Newcomers to the United States would go through the same placement and identification process (HLIS, student interview, LAB-R or LAB [Spanish] testing) as any other newly enrolled student in a New York State public school system. The student would then be age appropriately placed in the grade with ESL services provided determined by their proficiency level, contingent upon parent program choice. The school will provide additional support to the student by ensuring that he/she is enrolled in extended day and in the after school program. All instructional planning is based on the demonstrated needs of the students.

Our school serves grades Pre Kindergarten-2. Therefore, we are not required to administer the New York State ELA test, and are not subject by the No Child Left Behind (NCLB) requirement that ELLs take the ELA test after one year of receiving services.

ELLs Receiving Service 4 to 6 years

We have only two students receiving services of three or more years because our organization serves grades Pre K-2. Both ELL children were held over in a grade, which would cause them to approach the four year mark for receiving services. Both students are currently enrolled in second grade and are making sufficient progress to be promoted to third grade. In the previous school year, 2008-2009, they were referred to our SST in order to plan and identify specific instructional strategies to address their academic and social needs. The team developed an action plan after assessing their needs. The plan includes specific goals, strategies for meeting the goals, evidence of success, and a time line to measure growth and was developed by staff members who service these students. These students are also included in the extended day and after school program specifically designed for our ELLs, with an emphasis on reading and writing in preparation for the NYSESLAT.

We have only two students receiving service for the fourth year, due to being held over and no Long-Term ELLs who have completed 6 years because our school only serves grades Pre Kindergarten-Grade 2.

ELLs Identified as Having Special Needs

The teachers of ELLs with special needs and an Individualized Educational Plan (IEP) prepare with the ESL teacher as well as with other related service providers to ensure mandated services are provided with minimal loss of classroom instruction. In addition, children who are bused are properly coded in ATS to ensure participation in the 37 1/2 minutes extended day tutoring sessions.

Targeted Intervention

5. All ELLs are invited to participate in the Title III after school program. One day (90 minute period) is devoted to planning and professional development for the teachers of the program. The instructional program meets two days a week after school for 90 minutes each day. The program will be session for 30 weeks starting November 12, 2009. Students are grouped by proficiency level to meet their instructional needs. Lessons focus on specific skills determined by the analysis of the data of previous NYSESLAT results, as well as formative and summative classroom assessments. The program also addresses the needs of the students in preparation for the NYSESLAT.

Students who are identified as at risk and in need of academic intervention are referred to our SST where a team comprised of the classroom teacher, math and literacy coaches, social worker, principal, and ESL specialist develop an academic intervention action plan with specific goals and timelines for the individual student. Parents are included in the goal setting and take an active role in helping their child to continue to develop language skills at home. These goals are reviewed and revisited periodically and modifications are made as necessary.

6. We do not administer any standardized or state test at our school besides the LAB-R or NYSESLAT exams. Therefore, we do not need to provide any testing accommodations for our former ELL students after they have tested out on the NYSESLAT. Because of our organizational structure, many of our children reach proficiency on the NYSESLAT by the end of second grade. The ELLs that reach proficiency before the end of grade 2 receive continuing transitional support by their classroom teacher during the school day and during the 37 ½ minutes of extended day tutoring to ensure continued progress. In addition, the students are given the opportunity to participate in enrichment programs such Reader's Theater, chorus and a library program specifically focusing on responding to literature.

7. During the summer, before the opening of school for the 2010-2011 school year, we plan to review the NYSESLAT data for 2009-2010 school year. By thoroughly analyzing the results, we will be able to determine the effectiveness of our ESL program. In addition, we will evaluate our professional development in order to successfully plan for the upcoming school year. Any necessary changes of the program will be based upon the needs of the students and the professional development needs of the staff. We anticipate using the Rourke Oral Language Development Intervention Kit which will provide a more systematic method to assess language development. In addition, we plan to continue using our Reader's Theater program to extend students' language development and reading fluency. Our after school program will begin earlier in the next school year to provide students with more targeted instruction in the Reading and Writing modalities prior to beginning test preparation for taking the NYSESLAT exam.

8. We do not anticipate discontinuance of any services for our ELLs for the upcoming school year. According to our school's most recent Report Card, posted on the New York City DOE website, we had 64 ELLs in the 2005-2006 school year (16% of total school population). In 2006-2007, we had 62 ELLs (16% of total school population). In 2007-2008, we had 81 ELLs (22% of total school population). In 2008-2009, we had 62 ELLs (16% of total school population). This school year, 2009-2010, we presently have 49 ELLs (12% of total school population). Services for ELLs are dependent upon our enrollment and the results of the NYSESLAT and we have no reason to believe that the number of ELLs registering for school next year will change however, it is expected that we will demonstrate an increase in proficiency of our present ELL population

9. Our ELL students are afforded equal access and participation to all academic and extracurricular activities. Our ELLs are given the opportunity to participate in enrichment activities during the school day as well as our after school program. There is a weekly band program with the Bronx Arts Ensemble, a sports program at Randall's Island and an after school chorus. The programs offer extended learning opportunities that address: oral language development, building vocabulary, reading, listening, and following directions. There is an academic intervention Title III after school program which targets our ELL population directly.

Targeted ELLs will be offered after school instruction in our Title III after school program by qualified pedagogue two times a week for 90 minutes. Students targeted to participate in the program will be determined by both NYSESLAT and LAB-R scores. Students will be grouped by proficiency level to enhance their instructional needs and will focus on preparing them for the NYSESLAT test. At the beginning of the program, the teachers will be using the ELL/Oral Language Intervention Kit by Rourke Classroom Resources. This program focuses on the development of oral language proficiency and vocabulary acquisition.

10. All ELL students have equal access to the use of technology during the school day and after school. In addition, many classrooms use the SMART board and Elmo document cam to modify and enhance lessons. All classrooms are equipped with 3-4 iMac computers. All computers have internet access to aid learning and research. In addition, many of the computers have been installed with the following student programs which have been identified to enhance our students' language development and thinking skills.

Classroom Software Library

| Language Arts | Math | Productivity/Tools Software |
|----------------------------------|--------------------------------|------------------------------------|
| Edmark Reading Program | Destination Math 1 & 2 | Microsoft Word |
| Destination Reading 1 & 2 | Millie's Math House | Microsoft PowerPoint |
| Read Write and Type | Mighty Math Zoo Zillions | Microsoft Excel |
| Harcourt Phonics Express Level A | Mighty Math Carnival Countdown | Appleworks |
| Harcourt Phonics Express Level B | The Graph Club | Print Shop |
| Harcourt Phonics Express Level C | Content Areas | Kidspiration |
| Read to Succeed | Sammy's Science House | Kidpix |
| Leveled Readers Grade 2 | Trudy's Time and Place | Destination Teach |
| Bailey's Book House | Travel the World With Timmy | <u>Web Browsers:</u> |
| Stories and More- Animal Friends | Thinking Things Collection 1 | Internet Explorer |
| Stories and More- Time & Place | Thinking Things Collection 2 | Safari |
| Reader Rabbit Reading Builder | Exploring Why and Where* | Firefox |
| Storybook Weaver | Themeweavers Animals | <u>Reference:</u> |
| Living Books Library | Themeweavers Nature | World Book Encyclopedia |
| | | World Book Geography |

For content area instruction our school uses the Everyday Math curriculum, the Harcourt Science core curriculum program, and we follow the units laid out by New York City for the New York State core curriculum in Social Studies.

11. The majority of our ELL students' native language is Spanish. In order to support our ELLs' native language we provide bilingual dictionaries and devote an entire portion of our school library to books in Spanish that are available for both students and parents to borrow. All classrooms have books available in Spanish in the classroom libraries.

13. For all newly enrolled students, an orientation is held at the end of the previous school year. Parents are invited to visit the classrooms and inquire about the school's curriculum and expectations. Pamphlets about the state curriculum and a parent handbook are distributed in both English and Spanish. Translation services are available during this time.

Professional Development and Support for School Staff

1. Our professional development program is designed not only to support the learning of the classroom teachers but also serves as an inquiry model for our staff. Our teachers will have the opportunity to engage in learning activities that will give them the tools to build the students' language proficiency vocabulary, reading comprehension and fluency; and they will begin to focus on using data to support their instruction. Our ESL teacher and ESL coordinator plan and facilitate professional development for our after school staff.

In using the inquiry model, we are currently using Learning to Learn in a Second Language by Pauline Gibbons as a mentor text. Based on the hypothesis "The more we know about English Language Learners the better our day to day instruction will become." Through the examination of such topics as the characteristics associated with English Language Learners, the Functions of Language, and how oral language develops, our teachers will better understand the needs of the second language learners. Teachers will be required to maintain reflective journals as part of the study group noting how their leaning is impacting on their classroom practices.

The after school staff and as well as the principal and ESL coordinator receive professional development in reading and writing strategies on a monthly basis for the 2009 -2010 school year. The staff members servicing the student in the after school program will participate in study groups and collaborative planning for instruction for 90 minutes per week from October 13th, 2009–May18th, 2010. The collaborative planning session are design to give the teachers the opportunities to examine student work and planning appropriate learning opportunities based on student need. During the meetings teachers are able to share their best practices as well as present issues to the group for assistance or clarification. All staff members are provided opportunities to attend outside professional development offered by the Department of Education's Office of English Language Learners, Children First Network 10 and New York State Bronx BETAC. The ESL teacher, ESL coordinator and bilingual staff members attending outside workshops and conferences are required to turn-key information learned.

3. Our entire school staff receives the mandated 7.5 hours of training, as per Jose P throughout the school year with the assistance of our Network specialist. In addition, we have purchased the services of Nancy Dubetz, a professor at Lehman College to assist us in our professional development regarding ELLs.

Parental Involvement

1. The relationship of our school community with our parents is one of mutual respect and cooperation. Our purpose is to provide the best possible learning environment to allow all students to achieve their highest potential.

Our entire bilingual staff has helped to develop a very dynamic group of parents who participate in all school affairs and activities and serve on the Parent Teacher Association. Through our partnership with Learning Leaders, we also currently have a group of parent volunteers who assist in classrooms, as well as in the cafeteria.

2. Our school works very closely with many community based organizations and outside agencies to ensure that our parents' social and emotional needs are addressed and that they are well informed about topics of their interest. Recent parent meetings have addressed "Learning how to connect with your child" and health issues. Monthly parent meetings are held by our bilingual social worker in collaboration with the following organizations:

- Bank Street College

- Parent Resource Center
- New York City Department of Health
- New York City Libraries (Bronx Branches)
- Citizen’s Advice Bureau
- La Peninsula Head Start
- New York City Department of Environmental Protection
- Domestic Violence Intervention Center
- Learning Leaders

3. We ensure that parents’ needs are met through a variety of ways such as through our open house, parent teacher conferences, needs assessment survey, interviews, open communication with our social worker and parent coordinator, as well as teacher project-based meetings.

4. Parent involvement is viewed a crucial component of our after school program. In addition to monthly meeting curriculum workshops provided to our bilingual parents we have implemented “A Read Aloud Program” for the parents of our targeted students. The goal of the program is to encourage parents to read aloud to their children by modeling and providing them with tools that will result in improving their child’s literacy. Parents will meet weekly with the librarian for a read aloud and borrow appropriate books to read with their child(ren) at home. Books will be made available to parents in both Spanish and English. We have designed this program to provide an alternative for parents and children to enjoy books who find it impossible to use the services of public library.

Part IV: Assessment Analysis

A. Assessment Analysis

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | |
|---|---|----|----|---|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | TOTAL |
| Beginner(B) | 4 | 7 | 2 | | | | | | | 13 |
| Intermediate(I) | 1 | 4 | 12 | | | | | | | 17 |
| Advanced (A) | 1 | 0 | 13 | | | | | | | 14 |
| Total Tested | 6 | 11 | 27 | 0 | 0 | 0 | 0 | 0 | 0 | 44 |

| NYSESLAT Modality Analysis | | | | | | | | | | |
|----------------------------|-------------------|---|---|---|---|---|---|---|---|---|
| Modality | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

| Aggregate | | | | | | | | | | |
|------------------------|----------|--|---|----|--|--|--|--|--|--|
| LISTENING/ SPEAKING | B | | 2 | 0 | | | | | | |
| | I | | 2 | 3 | | | | | | |
| | A | | 4 | 13 | | | | | | |
| READING/ WRITING | B | | 4 | 2 | | | | | | |
| | I | | 4 | 10 | | | | | | |
| | A | | 0 | 13 | | | | | | |

B. Analyzing the Assessment Data

Up to this point, 35 students have taken the LAB-R exam and approximately 82% tested out. The remaining 8% of students are currently enrolled in a Push-In (Co-Teaching)/Pull-Out ESL program here at our school.

Our data indicates that our students have difficulty with the writing section of the NYSESLAT examination. Our writing instruction for our ELLs is targeted to support student's progress by addressing the following:

- Writing extended responses which include adding details
- Answering questions with multiple parts of and understanding what the question is asking
- Using graphic organizers to plan answers
- Responding to literature
- Vocabulary development through storytelling and word games
- Student's participation in choral and echo reading reinforce vocabulary and language fluency.

Across both grade and proficiency levels, NYSESLAT data show that, reading and writing are the weakest of the students' modalities.

| SubTest | Beginning | Intermediate | Advanced | Proficient |
|------------------------------|-----------|--------------|----------|------------|
| Listening and Speaking (K,1) | 0% | 10% | 46% | 37% |
| Reading and Writing (K,1) | 15% | 36% | 37% | 10% |

| | | | | |
|------------------------------|-----|-----|-----|-----|
| Listening and Speaking (2-4) | 0% | 6% | 24% | 82% |
| Reading and Writing (2-4) | 12% | 65% | 24% | 0% |

These results indicate that our ELLs are becoming more proficient listeners and speakers of English but still need to develop reading and writing abilities along with the acquisition of English academic language.

Our school uses the DRA assessment to give us specific information about our ELL students' early literacy skills by determining their reading level, comprehension level, their decoding skills and their reading strategies used to decode the text. The teacher can also analyze the student's miscues and determine their fluency rate. By using the DRA Word Analysis in conjunction with the DRA reading assessment, we can get an even more specific picture about a child's phonemic awareness, phonics skills and sight word recognition. The DRA assessment provides information for planning instruction and small grouping and for creating learning goals both school-wide and individualized.

Our Fall 2008/Spring 2009 DRA assessment results are as follows:

| Subgroup | Level 1 Fall | Level 1 Spring | Level 2 Fall | Level 2 Spring | Total Below Level | | Level 3 Fall | Level 3 Spring | Level 4 Fall | Level 4 Spring |
|---------------------|--------------|----------------|--------------|----------------|-------------------|-----|--------------|----------------|--------------|----------------|
| | | | | | F | S | | | | |
| Entire School Pop. | 32% | 32% | 18% | 17% | 50% | 49% | 33% | 17% | 9% | 33% |
| Black Students | 38% | 39% | 15% | 18% | 53% | 56% | 31% | 22% | 7% | 26% |
| Hispanic Students | 30% | 29% | 19% | 18% | 49% | 47% | 35% | 15% | 10% | 37% |
| ELL Students | 27% | 45% | 48% | 27% | 75% | 72% | 20% | 13% | 2% | 15% |
| General Ed Students | 27% | 22% | 17% | 16% | 44% | 38% | 38% | 20% | 38% | 41% |
| Special Ed Students | 47% | 54% | 13% | 22% | 60% | 76% | 26% | 12% | 0% | 13% |
| Boys | 36% | 36% | 15% | 18% | 51% | 54% | 31% | 15% | 9% | 31% |
| Girls | 27% | 26% | 21% | 17% | 48% | 43% | 37% | 21% | 9% | 35% |

Looking at this data it is clear that reading and writing are the instructional focus of the ESL team. For first and second grades, there is a heavy emphasis on students developing multiple strategies for engaging with text and structuring writing. There is also a school-wide adoption of comprehension strategies in our cluster classes and extended day programs to ensure a dynamic intervention towards the development of our

ELLs reading and writing skills. In all classes the consistency and repetition of these strategies supports continued development of reading comprehension, vocabulary development, and structured writing skills. Additionally, all ELLs are offered a targeted after-school academic intervention services which focuses on both reading and writing and NYSELAT test prep.

As a K-2 early childhood school, we do not use ELL periodic assessments.

The ESL teacher maintains assessment data on each child. The data binder includes a baseline writing assessment administered at the beginning of the school year. Each child is administered the alphabet recognition, sight words, running records to determine their independent and instructional reading level. The ESL teacher will use this information along with her observations and conference notes to set periodic goals for the students.

5. We evaluate the success of our programs for ELLs based on NYSELAT results and students' progress in proficiency levels. Our goal is to meet our students' instructional needs through targeted, specialized instruction in ESL for all the modalities of the NYSELAT exam, in turn improving their proficiency levels and allowing them to achieve the designated level of English proficiency for their grade.

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) |
|---------------------------|----------------------|-----------|-----------------|
| Denise Robinson | Assistant Principal | | |
| Gilberto Vallette | Parent Coordinator | | |
| Susan Rust | ESL Teacher | | |
| Odris Tejada | Parent | | |
| Elizabeth Torres/ Grade K | Teacher/Subject Area | | |
| Luz Pichardo/ Grade 2 | Teacher/Subject Area | | |
| Susan Tasch (Literacy) | Coach | | |
| Sandra Guzman (Math) | Coach | | |

| | | | |
|---|--------------------------------|------|--|
| Rosa Camilo | Guidance Counselor | | |
| Shehnaz Hashim | School Achievement Facilitator | | |
| Maria Quail | Network Leader | | |
| | 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)

K, 1, 2

Number of Students to be Served:

LEP 38

Non-LEP 0

Number of Teachers 4
Other Staff (Specify) 1 Coach/Test Coordinator

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.

We have 44 ELL students across grades K-2, who are serviced by a New York State certified ESL teacher. To ensure the mandated time units for our students, the school has a combination Push-In (co-teaching)/Pull-Out ESL model. Based on the results of the LAB-R and LAB (Spanish), children were scheduled to receive the number of units per week as indicated by their level.

The push-in model is used in the classroom with the largest number of ELL students who require 180 minutes a week (Advanced proficiency students) and the pull out model is used for the ELL students who require the mandated 360 minutes per week of ESL instruction (Beginning/Intermediate proficiency students), as per CR Part 154. By following the CR Part 154 mandates for language instruction, we can ensure that all ESL students are receiving the appropriate amount of ESL instruction. Currently, all Push-In (co-teaching) and Pull-Out instruction is focusing on literacy, while classroom instruction is supporting the content areas through integrated units of study. In order to support native language, all ESL-certified teachers are bilingual even though our combination Push-In (co-teaching)/Pull Out instructional model is provided in English. In addition, our school has a high adult to student ratio due to our CTT instruction model.

In the Push-In (co-teaching) model, the ESL teacher works in collaboration with the classroom teacher, incorporating ESL strategies and differentiating the lesson for the ESL students to provide acquisition of skills necessary for successful learning in all curriculum areas. ELL students benefit from this model as it provides an opportunity for smaller group instruction in the classroom.

This model supports reduced class size for ELLs. The ESL teacher works collaboratively with the classroom teacher in small groups and plans with the classroom teacher to ensure consistency of instructional goals. The ESL teacher's small group instruction focuses on vocabulary development and reading and writing skills. She uses both formative and summative assessment results to plan individualized and small group work that will best meet students demonstrated needs. There is additional targeted instruction for our long term ELLs with a focus on writing

and developing academic vocabulary in the content areas. The Passwords vocabulary development program for social studies by Curriculum Associates is used along with the Scott Foresman science program to address specific academic and conceptual knowledge.

In the Pull-Out model, students are serviced in 45 minute instructional periods and grouped by proficiency and grade levels. These students are brought together from various classes. Vocabulary development and word work is the focused instruction for this period. The ESL teacher plans carefully with the classroom teacher to align her lessons with classroom curriculum and goals to ensure that the students will not miss core curriculum or content area instruction in their classrooms during the times that they are pulled-out. The ESL teacher integrates language and content so that students have an opportunity to learn what is most relevant for them to (1) participate in class, (2) to be fully engaged in learning activities and (3) are challenged at an appropriate conceptual level. The teacher uses the Rigby program "On Our Way to English" to plan lessons.

In order to ensure that language development is enriched and the content is made as comprehensible as possible for our ELL students, we employ various strategies:

- All learning activities in and outside the classroom allow for a range of language functions.
- Opportunities are given during learning activities to use language, which has been modeled.
- □ Questions are modeled and questioning techniques are developed which allow ELL students to think critically.
- Students are encouraged and given opportunities to work with peers in problem solving and collaborative learning situations.
- Students are given opportunities to use language with different audiences, one another, with teachers, and with other adults.

All ELLs are invited to participate in the Title III after school program. One day (90 minute period) is devoted to planning and professional development for the teachers of the program. The instructional program meets two days a week after school for 90 minutes each day. The program will be session for 30 weeks starting November 12, 2009. Students are grouped by proficiency level to meet their instructional needs. Lessons focus on specific skills determined by the analysis of the data of previous NYSESLAT results, as well as formative and summative classroom assessments. The program also addresses the needs of the students in preparation for the NYSESLAT.

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.

Through our in-house professional development program, all ELL personnel receive professional development in reading and writing strategies on an ongoing basis for 90 minutes once a week in a study group format for the duration of the program. We are currently using Learning to Learn in a Second Language by Pauline Gibbons as a mentor text. We began our staff professional development for the Title III after school program in order prepare. All staff members are also provided opportunities to attend outside professional development offered by the Department of Education's Office of English Language Learners and New York State Bronx BETAC. Staff is required to turn-key information learned. The following professional development opportunities have been available to our ESL staff so far this year:

- Weekly meetings with the ESL after school staff and our Network Achievement Manager (Study Group/ Planning for Instruction)
- Language Allocation Policy workshop (Presented by the DOE Office of English Language Learners)
- Bilingual Education Compliance Series (Presented by Bronx BETAC)

“Compliance with Program Mandates for English Language Learners”

“Preparing ELLs for ELA and NYSESLAT Assessments”

- Three of the certified bilingual teachers are actively pursuing their certification in ESL. Two teachers passed the state exam and are in the process of having the transcripts evaluated by NY State Education Department. One teacher's transcript assessment indicates that she is need of one course and has registered to take the exam this fall. Our staff development calendar will include the mandated number of training hours for all staff, as per Jose P.
- Literacy for All Conference sponsored by LESLEY University

Form TIII – A (1)(b)

School: 09x236

BEDS Code: 320900010236

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

| Allocation Amount: | | |
|---|------------------------|--|
| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
| Professional salaries (schools must account for fringe benefits) - Per session - Per diem | 9978 | 100 hours of per session for ESL teacher to provide direct instruction to ELL students. 100 hour of per session for professional development in Differentiated instructional strategies for the ELL population. |
| Purchased services - High quality staff and curriculum development contracts | 795 | Consultancy with Nancy Dubetz to support staff in best practices for ESL students. |
| Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. | 0 | <u>Getting Ready for the NYSESLAT and Beyond Student workbooks.</u> Instructional supplies for the after school program |
| Educational Software (Object Code 199) | 0 | No new software is being purchased at this time. |
| Travel | 544 | Conference Fees Attendance at the Literacy for All Conference mandatory component of our ongoing professional development. Teacher: J. Ramirez November 16 th and 17 th 2009 |
| Other | 1500 | 30 hrs of per session for a Read Aloud after school program for parents. Two Thursdays per month from 3:00-4:00. (20 X 50 = 1000) |
| TOTAL | 12817 | |

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.

A review of the demographic data on ethnic background and the Home Language Surveys as well as the face to face contact with parents indicates that many families within our school community speak Spanish as their primary language. All communications with the home are sent in both English and Spanish as standard practice.

The preferred home language as identified on the Home Language Survey is entered into ATS for each student in the school. This data is used to determine which students need home communications in Spanish. There are 384 students in the school. 253 parents' preferred home language is English, 89 parents' preferred home language is Spanish, 2 parents' preferred home language is Mandinka, 1 parent's preferred home language is Soninke, 1 parent's preferred home language is Afrikaans, and 1 parent's preferred home language is American Sign Language. 37 parents do not have a preferred home language assigned. We are currently working to update this data. All communications are sent home in both English and Spanish. We do not currently have the ability to provide translations in the other languages that the remaining 4 students prefer.

A copy of the Home Language Survey is kept in the students' permanent record cards, a copy of the Home Language Survey is kept on file in the main office, and a copy of the Home Language Survey is kept on file with the ESL coordinator. the Adult Preferred Language Report (RAPL) is kept on file. Each teacher receives a copy of this report for his/her class so that they can make sure that the parents receive report cards and progress reports in Spanish. All other communications are sent home in both English and Spanish. The preferred home language is entered on the blue emergency cards that are kept in the classrooms and in the main office.

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.

We have identified a need for both written and oral translation in Spanish. The SLT and the Parent Association have been instrumental in helping to provide the feedback necessary to assure that we continue to meet the oral and written translation needs of the community.

Spanish oral language translation is provided at the school by the parent coordinator. If the parent coordinator is unavailable the ESL coordinator or another Spanish speaking staff member will provide the translation. Written translations are provided in house for parent letters, flyers, and calendars. We occasionally use an outside consultant for more complex translations, such as the report cards and monthly progress reports.

Part B: Strategies and Activities

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

All communications between the school and the home including notices, flyers, homework sheets, monthly progress reports, and report cards are provided in both English and Spanish. Translations available on the NYCDOE website are utilized when appropriate. Our parent coordinator and our parent volunteers provide translation services when necessary. Outside consultants are used for more complex translations such as report cards and progress reports.

Parents receive the Parent Bill of Rights at Back to School Night in September of each school year in their preferred language. Parents who do not attend receive this document in their child's homework folder in their preferred language. All signs and notices posted in the building are posted in both English and Spanish. Interpretation notice signs are provided in those translations available through the Dept. of Education. The other three languages preferred by less than 10% of the parents in our school are not recognized by the Dept. of Education and translations are not available.

Our School Safety Plan includes procedures that ensure the accessibility to the administrative offices for all parents regardless of their language preferences. No parent is prevented from going to the main office due to language barriers.

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.

Oral language translation is available in house in Spanish. During one on one meetings our Parent Coordinator or another staff member will translate for parents. During Parent Workshops and meetings a translator is provided. Each classroom has someone who can interpret for parents during Parent Teacher Conferences. We contact the Translation and Interpretation Unit at 718-752-7373 ext. 4 when we require the services of an American Sign Language interpreter for our hearing impaired parents. We use email communication with these parents in place of telephone contact as prearranged with them.

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>.

| Section | Description of Services Provided |
|---------|---|
| VII A | A letter will be sent home in September and will be provided to newly registered families informing them of their rights regarding language assistance and explaining procedures for obtaining such services. |
| VII B | A notice is posted next to the security desk at the main entrance to the school. (See attachment A) |
| VII C | The school safety plan has being modified to include procedures for allowing parents who do not speak English the same access to the administrative offices as other parents. |
| VII D | We do not have a population of more than 10% of the school population which speaks a language other than those covered. |
| VII E | The web address of the translation unit is posted on the notice by the main entrance. |

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: | 376025 | 89,353 | 376025 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement: | 376 | | |
| 3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language): | | 893 | |
| 4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | 18,801 | | |
| 5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language): | | 4,468 | |
| 6. Enter the anticipated 10% set-aside for Professional Development: | 37,602 | | |
| 7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language): | | 8,935 | |

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 AND SCHOOL-PARENT COMPACT

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

PS 236
Parent Involvement Policy

The members of the School Leadership Team, which includes staff members, parents and other members of our school community, developed the Parent Involvement Policy for 236. Any additional suggestions made by our Parent Action Committee or community members will be considered for any amendments deemed necessary.

The staff at 236 believes that parents are critical component of our students and their input and participation is essential to the success of our school community. In order to promote parental involvement, the staff will assist in the following ways:

Distribution of Information

The Parent Involvement Policy for PS 236 will be posted in the school.

- A copy of the policy will be distributed to all parents at the parent teacher conference.
- Information related to school and parent programs, meetings, and other activities, will be distributed both in English and in Spanish to parents through the monthly calendar as well as the homework sheets with the students.
- Classroom teachers will provide achievement test information through various means: conferences, meetings, report cards and monthly progress reports.

- The school-parent compact outlines how teachers, students and the parents will share in the responsibility for improved student achievement. This will be communicated to and distributed during our parent-teacher conferences. A copy of the parent-school compact will be posted in the school as well as on NYC Department of Education school website.
- The parent involvement policy is reviewed each year at the first meeting of the School Leadership Team.

Parent Participation

- Parents will receive materials and have opportunities to participate in curriculum workshops throughout the school year.
- Parents will be provided reasonable access to staff, opportunities to volunteer and participate in their child's class and schedule observations of classroom activities to improve student achievement.
- Parents will have opportunities to participate in school decision making regarding the education of their children through Parent Association Meetings, Parent Advisory Committee, Title I and School Leadership Team Meetings.
- Barriers to parental participation, e.g., transportation, childcare, etc., will be addressed.
- Title I parent involvement allocation funds will be based on individual needs.
- Parents will have the opportunity to meet with staff to plan parent workshops based on the interests and needs of the community.

School Goals and Responsibilities

- Develop sound educational policies;
- Establish clear, concise expected learning results;
- Monitor results;
- Provide high quality instruction and resources;
- Provide timely information to parents and students.

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

School Parent Compact

PS 236/173 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), 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 2009-10.

Required School-Parent Compact Provisions

School Responsibilities

PS 236/173 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:
 - Utilization of the Workshop Model in Reading, Writing, Mathematics and other curriculum areas where applicable.
 - Units of Study that are closely aligned with the NYS Standards.
 - Coaching to ensure uniformity from class to class.
 - Provision of Academic Intervention Services (AIS) in Literacy and Mathematics when necessary.
 - Infusion of the Principles of Learning into all instruction: Clear Expectations, Academic Rigor, and Accountable Talk.
 - Individual and group goal setting to encourage student accountability and achievement.
2. Hold parent-teacher conferences twice annually during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: in November and March as specified by the NYCDOE Calendar.

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: monthly progress reports, holdover action plans for at risk students, SST action plans for students identified as in need of additional support, parent/teacher meetings as necessary.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Parents will receive a copy of the teacher's preparation period schedule. Parents may meet with a teacher during any preparation period either by appointment or as a walk in. Parents may request conferences at other times and accommodations will be made whenever feasible.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parents may sit in on their child's class upon request, Learning Leaders parent volunteers may provide assistance in their child's class or in other areas of the school. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
6. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
7. 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, and will encourage them to attend.
8. 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.
9. 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.
10. 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.
11. 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.
12. 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

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 the needs assessment in Section IV of this document. (pp. 11 - 13)

2. Schoolwide reform strategies that:

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

See the school goals and action plans in sections V and VI of this plan. (pp. 14 - 16)

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

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

See the school goals and action plans in sections V and VI of this plan. (pp 14 - 16)

o Help provide an enriched and accelerated curriculum.

See the school goals and action plans in sections V and VI of this plan. (pp. 14 - 16)

o Meet the educational needs of historically underserved populations.

See the school needs assessment in Section IV of this plan.

See the school goals and action plans in sections V and VI of this plan. (pp 14 - 16)

o 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.

See the needs assessment in Section IV of this plan. (pp. 11 - 13)

See the school goals and action plans in sections V and VI of this plan. (pp. 14 - 16)

o Are consistent with and are designed to implement State and local improvement, if any.

See the school goals and action plans in sections V and VI of this plan. (pp 14 - 16)

3. Instruction by highly qualified staff.

Every effort is made to hire fully qualified staff as evidenced by the 100% rate of fully licensed and permanently assigned staff at this school. 56.1% of our staff have been teaching more than five years and 68.3% more than two years at this school. 80% of the teachers have a masters degree or higher. New hires must have a current license qualifying them for the position as evidenced by the 100% of core classes taught by “highly qualified” teachers.

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.

Professional development is provided in-house by 2 coaches. Teachers are supported in attending outside daily workshops and conferences. Consultants from AUSSIE, Young Audiences, Bank Street, and other educational organizations provide PD to targeted groups of teachers as outlined in this plan.

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

Active recruitment through job placement at local colleges and universities and at DOE job fairs each spring attracts a large pool of highly qualified teachers from which new hires are chosen after a careful interview and screening program involving administrators, teachers, and parents.

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

Our parent coordinator and our social worker serve as valuable resources for our parents and families. They are available on an individual basis to assist families with resolving difficulties and in integrating into the school community. Monthly parent workshops are planned and implemented on a wide range of subjects determined by interview, survey, and individual conversations with parents. Families are directed to appropriate community organizations for assistance as needed. A yearly Health Fair is held to help familiarize

parents with the health resources available in the community. ESL and GED classes are provided through collaboration with the Association for Child Development which shares the 173 building

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.

Preschool children who attend the Head Start Program at 173 and the Early Reading First Program at 236 have the opportunity to tour the school. A parent orientation meeting is held at which parents of incoming Kindergarteners have the opportunity to meet with administrators, teachers, support personnel, coaches, teachers, and the Parent Coordinator. Information about the school and the instructional program is given and questions and concerns are addressed. Representatives from the Parent Association will provide information on involvement in the PA and the school uniform policy.

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

Grade meetings are held with the coaches to discuss student assessment results. Differentiation of instruction based upon these results as well as grouping and AIS needs are also discussed. Overall trends and patterns in the school are discussed at SLT meetings and decisions for program changes are made. AIS student progress is reviewed twice each year by the AIS teacher, the Classroom teacher, and the Principal or Assistant Principal and decisions are made about adjustments to the instructional plan. The Student Support Team (SLT) provides assistance for students not making adequate progress. The team consists of the Principal, Social Worker, Parent (s), Coaches, Classroom Teachers, and any relevant service providers. An action plan is developed to provide specific assistance and intervention.

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.

Students are identified for Academic Intervention Services based upon their DRA assessments, holdover records, and teacher recommendation. Teachers administer periodic assessments in reading and mathematics and are able to identify students who are not making the expected progress. These students are incorporated into the AIS program as needs are identified. Intervention services are also provided during the extended day tutorial sessions.

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.

Early Grade Reduce Class Size (Federal and State), SuperStart, Title 1, Tax Levy, Part 154 LEP, and IDEA allocations are targeted for direct instruction, professional development, and pupil support services to meet the needs of all students.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

-Gaps in the Written Curriculum. Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.

-Curriculum Maps. The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.

-Taught Curriculum. The Surveys of Enacted Curriculum (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.

-ELA Materials. In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

-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.

²To 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.

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

1A.1: Describe the process your school engaged in, during the 2008-2009 school year, to assess whether this finding is relevant to your school's educational program.

In order to determine the relevancy of this finding to our school's educational program, our school has engaged in professional development in which we have examined the ELA standards for grades K-3 and studied the differences at each grade level. Our curriculum maps for each grade are reviewed each year by a grade level team along with the administration and literacy coach to determine further need and to make necessary adjustments. This map provides the scope and sequence that will be covered in each area of literacy integrated with the social studies and science curricula. Teachers engage in discussion of curriculum while planning for daily, weekly, and unit instruction at grade level common planning meetings. A team met to create a scope and sequence map to help align our units of study to the performance indicators from the core curriculum. The administrators and coach conduct periodic review to assure that the standards are being addressed and met. We have concluded that our curriculum is well aligned to the Standards.

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

- Applicable
- Not Applicable

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

Our program is implemented through the use of a curriculum map along with the support materials that allow teachers to identify the specific skills and competencies expected of students. Our assessment program provides data that indicates student progress toward expected outcomes daily, weekly, at the end of a unit, and summatively 3 times per year. Planning includes examination of student work to determine areas of further need to be addressed in upcoming units. Collaborative grade planning sessions allow data to be examined across each grade to ensure greater congruence from class to class. Students presenting with barriers to learning have specific learning goals set and instruction is provided on a group and individual basis toward meeting these goals.

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.

In order to determine the relevancy of this finding to our school's educational program, the NYS Mathematics standards have been examined. Our mathematics curriculum calendar assures alignment with these standards so that students receive a well balanced program in all competencies in mathematics. Additional activities are planned to make up for gaps within the Everyday Mathematics program and to give our students additional experience through math games, exploration activities, and group work. Collaborative planning on each grade allows our teachers to pool their resources to be able to provide a challenging, high quality program.

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

Applicable Not Applicable

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

Our school follows the Everyday Mathematics program in grades Pre-K – 2. In addition to the basic program each grade meets with the math coach to work collaboratively in planning enrichment and intervention activities to ensure that students have an in depth understanding of all concepts taught. Our Mathematics Investigations program provides additional support for students in using their mathematical skills along with authentic problem solving to further explore mathematics concepts. Our curriculum map in mathematics provides a monthly scope and sequence with unit testing to measure progress toward the benchmarks. Mathematics portfolios on each grade allow teachers to gather and analyze data on student mathematics progress and to plan for further instruction to either enrich or intervene as necessary.

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.

We utilize a balanced approach to literacy instruction, which includes the use of the Workshop Model in all core curriculum areas. As part of Reading and Writing Workshop the teacher conducts a mini-lesson (no more than 15 minutes) that teaches a specific, focused learning point. Students engage in shared activities to gain practice with the skill or concept taught (5 – 10 minutes) and then engage in individual or partner tasks to allow students to demonstrate understanding of the skill or concept taught with accountability for other skills or concepts taught (20-25 minutes). Student activities relate directly to the mini-lesson and are differentiated by group or individual need. A short share session (5 minutes) serves to summarize the lesson and provide further ideas for independent practice. All mini-lessons are connected to previous learning and conclusions connect to future learning. Student work produced is examined along with notes from individual conferences to determine student need and next steps. Research into best practices along with professional development is used to ensure that our students receive the best instruction we can give.

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

Applicable Not Applicable

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

Observations in classrooms indicate that our students are engaged in active learning for at least 30 out of every 45 minute period. We aim to build stamina while challenging students to use higher order skills to deepen reading comprehension and writing skills. Social Studies and Science content topics are used to meet the interest levels of 5 – 8 year olds. Research shows that students who are interested are more likely to engage with learning activities and achieve higher levels. Our data is provided through both formative and summative assessments, which indicates that a high percentage of our students make steady progress toward meeting and exceeding grade level benchmarks.

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

2B – Mathematics Instruction

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

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

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

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

We utilize a balanced approach to mathematics instruction, which includes the use of the Workshop Model. As part of Math Workshop the teacher conducts a mini-lesson (no more than 15 minutes) that teaches a specific, focused learning point. Students engage in shared activities to gain practice with the skill or concept taught (5 – 10 minutes) and then engage in individual or partner tasks to allow students to demonstrate understanding of the skill or concept taught with accountability for other skills or concepts taught (20-25 minutes). Student activities relate directly to the mini-lesson and are differentiated by group or individual need. A short share session (5 minutes) serves to summarize the lesson and provide further ideas for independent practice. All mini-lessons are connected to previous learning and conclusions connect to future learning. Student work produced is examined along with notes from individual conferences to determine student need and next steps. Research into best practices along with professional development is used to ensure that our students receive the best instruction we can give.

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

Applicable Not Applicable

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

Observations in classrooms indicate that our students are engaged in active learning for at least 30 out of every 45 minute period. We aim to build stamina while challenging students to use higher order skills to deepen their understanding of mathematics in all strands. Many of the lessons are linked to the current themes in both Social Studies and Science in order to help meet the interest level of 5 – 8 year olds. Research shows that students who are interested are more likely to engage with learning activities and achieve higher levels. Our data is provided through both formative and summative assessment, which indicates that a high percentage of our students make steady progress toward meeting and exceeding grade level benchmarks.

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.

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

We strive to provide individualized professional development that will help our teachers meet their personal professional growth goals and provide adequate support in meeting those goals. Individual professional goals are set each year and the observation process is used to assess progress toward these goals. Collaboration is strong which helps teachers to feel valued and lets all voices be heard in both programming and instructional decisions. Administration allows teachers to attend workshops and conferences to help build professional and content knowledge that will allow them to provide high quality instruction. In house professional support is provided by our coaches and outside consultants. Administrators exercise an open door policy, encouraging teachers to present ideas for improved instruction and providing the support necessary to allow them to constantly update their practices to meet researched best practices.

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?

An examination of our data concerning the longevity of our teachers indicates that there was a large percentage of new hires several years ago. This can be accounted for by the expansion of our Collaborative Team Teaching program in special education, which necessitated the hiring of new special education teachers. We also had several teachers retire at the same time. Since that time our staff turnover rate is relatively low, with over 60% of our teachers remaining more than two years and more than 50% more than 5 years.

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.

The ESL coordinator attends all Network training sessions and returns the information to our ESL/Bilingual teachers. ESL/Bilingual teachers are provided with the same professional development opportunities as the rest of the staff, with opportunities to attend workshops concerning ELL instruction. The ESL coordinator provides in class support for these teachers through collaboration and demonstration. The needs of our ELL's are considered as part of all instructional planning.

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

Applicable Not Applicable

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

Our ESL staff will continue to be engaged in an Inquiry study concerning instruction in English language acquisition for early childhood students. They meet once per week to examine data and plan instruction. They implement additional instruction to a targeted group of ELL's for 3 hours per week. As a result of this process we hope to determine what instructional practices provide the best opportunity for our students to make progress toward a proficient status in English language acquisition.

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.

Examination of our student data reveals that ELL's are assessed using the same formative and summative assessments as all other students in the school. Our summative data is examined for our ELL's as a subgroup as well as part of the general school population. ELL's are assessed in Reading, Writing, Mathematics and other core subjects. English language acquisition is assessed based upon the NYSESLAT each year and based upon data gathered by the ESL Inquiry Group and examination of their work.

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

Applicable Not Applicable

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

ESL/Bilingual teachers use data gathered from both formative and summative assessments to plan for ESL instruction. A class reduction teacher spends ½ of each day in each ESL class on grades 1 and 2. This allows the ESL teacher to provide instruction to the ELL's that will enhance their English language acquisition. Our after school program provides additional ESL instruction to our ELL's. ESL teachers receive the results of the NYSESLAT and LAB screenings in as timely a manner as possible and receive guidance in using these results in planning for instruction differentiated based upon English acquisition level from the ESL coordinator.

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.

A copy of each IEP is provided to the special education and general education teachers in each CTT classroom. Teachers are expected to use the educational goals in the IEP to plan for instructional adjustments for special education students and all modifications are followed as specified. Observation conferences with teachers provide an opportunity for the Administration to assess their knowledge of the needs of their special education students. Teacher plans are examined periodically to ensure that differentiation based upon both examination of work and test scores as well as IEP goals is planned and provided in all subject areas. Individual student goals are formulated by the students with assistance from the teacher and are posted on student work folders.

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

Applicable Not Applicable

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

Teacher plans and classroom observations reveal differentiation to meet the needs of our special education students. Both the special education and general education teacher can knowledgeably discuss the needs of the special education students in their class. They are both aware of the modifications necessary during all instructional periods. Both group and individual differentiation take place as part of regular instruction. Students are aware of their own specific learning goals and help to formulate new goals as these are met.

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.

We convene meetings with parents to review the IEP goals and to form new goals that are more realistic and more in keeping with the needs of the individual students. Both academic and behavioral issues are examined and goals are formulated to help the child to be successful. Collaboration between the social worker, guidance counselor, and the teachers allows each individual to plan for strategies

to maximize success for students. Students are assessed based upon IEP goals and grade level expectations. Progress toward grade level expectations and progress toward IEP goals are noted on the monthly progress reports and meetings are scheduled with parents to discuss any issues that arise.

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

Applicable Not Applicable

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

One of the identified issues is the disconnect between the students' learning goals and the promotional criteria. Policy over the past few years has been not to recommend adjusted promotional criteria for students in grades K-3, yet these students had learning goals that will not allow them to meet standard grade level criteria. As we have reviewed and adjusted IEP learning goals over the past two years we have made sure to include both academic and behavioral goals as warranted. Classroom teachers, parents, administrators, and related service providers as necessary all have input into forming the learning goals. Learning goals are reviewed throughout the year and parents are kept informed of student progress toward these goals as well as toward promotional criteria and grade level goals. Our student learning and behavioral goals are designed to better move students toward grade level expectations.

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 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

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/ronlyres/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.)

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

- Basic school supplies are provided as needed.
- Assistance is provided to help families locate needed support services
- Students receive breakfast even if they arrive later than the time at which breakfast ends.
- At risk counseling is available as needed
- Students participate in extended day program

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.