



**THE CAPTAIN MANUEL RIVERA JR. SCHOOL**

**2009-10**

**SCHOOL COMMUNITY EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: 10X279**

**ADDRESS: 2100 WALTON AVE., BRONX, NY 10453**

**TELEPHONE: 718-584-6004**

**FAX: 718-584-7220**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 10X279      **SCHOOL NAME:** The Captain Manuel Rivera Jr.School

**SCHOOL ADDRESS:** 2100 Walton Ave. Bronx, NY 10453

**SCHOOL TELEPHONE:** 718-584-6004      **FAX:** 718-584-7220

**SCHOOL CONTACT PERSON:** David Rose      **EMAIL ADDRESS:** DRose@schools.nyc.gov

<b><u>POSITION/TITLE</u></b>	<b><u>PRINT/TYPE NAME</u></b>
<b>SCHOOL LEADERSHIP TEAM CHAIRPERSON:</b>	<u>David Rose</u>
<b>PRINCIPAL:</b>	<u>James Waslawski</u>
<b>UFT CHAPTER LEADER:</b>	<u>Wandiza Williams</u>
<b>PARENTS' ASSOCIATION PRESIDENT:</b>	<u>Rushel Bradley</u>
<b>STUDENT REPRESENTATIVE:</b> <i>(Required for high schools)</i>	<u>N/A</u>

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

**DISTRICT:** 10      **SSO NAME:** ESO Network 19

**SSO NETWORK LEADER:** Elvira Barone

**SUPERINTENDENT:** Sonia Menendez

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

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

Name	Position and Constituent Group Represented	Signature
James Waslawski	*Principal or Designee	
Wandiza Williams	*UFT Chapter Chairperson or Designee	
Rushel Bradley	*PA/PTA President or Designated Co-President	
Magdalena Flores	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Melissa Kendall	DC 37 Representative, if applicable	
David Rose	Member/	
Amy Carpenter	Member/	
Samantha Goldstein	Member/	
Bibiana Alba	Member/	
	Member/	

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

\* Core (mandatory) SLT members.

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

### SECTION III: SCHOOL PROFILE

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

PS/MS 279 opened in September 1992 and finally attained true K-8 status in 1998. PS/MS 279 is still subject to intermittent changes in enrollment, changes in school structure and high student mobility, since it cannot account all students in the school zone. The surrounding community has a poverty rate exceeding 97%, thereby making PS/MS 279 a recipient of Title I School Wide Program funding. The school underwent a NCLB Restructuring in the 2003-2004 school year and in the fall of 2004 a new administrative team began their first year leading the school. Since the current school administration team was formed in 2004 there have been many steady consistent improvements made in student academic performance.

Recent achievement trends from the school's ASR indicate that more students are scoring at grade level (level 3) or above (level 4) in literacy and mathematics than ever before in the school's history. PS/MS 279 has shown great improvement over the last two years. We have seen a dramatic rise in our students' performance on standardized tests. We have reached our highest levels of performance in both Math and English Language Arts using a variety of new teaching methods. Administration and staff have been working diligently together to increase efficiency of teachers and lesson strategies with great success. Over 80% of our students in grade 3-8 met or exceeded standards in the citywide Math test. Over 50% of our students met or exceeded standards in the citywide English Language Arts exam. The hard work, dedication and team work of our administrators and teachers paid off in the NYC annual school progress report where the school received an "A" with a score of 95 out of 100 and a "proficient" on our school quality review.

Since the implementation of a new literacy anthology series used to support balanced literacy instruction on grades three through eight we have created steady improvement in our ELA periodic assessments scores and state test results. An analysis of the 2009 testing data for ELA revealed a continued deficit with student response to literature questions using a prompt from the passage. Scores overall in literacy went up and we met our state and federal Annual Measurable Objectives for literacy overall, missing AMO for ELL's and Students With Disabilities. We achieved a good accountability status in literacy by making our "safe harbor" targets for literacy. This year we are advancing our efforts to provide daily differentiated instruction as we implement new Tier I interventions as part of our school-wide RTI goal..

In furthering our efforts to use data to direct social studies and science instruction, we developed a standards-based science and social studies scope and sequence for most tested grades in our school and we will complete this very significant project by December of this school year. While this project is still in process, yet we have begun to assess and document student performance consistently enough to set student group learning goals in these subjects. As we develop more complete instructional units in social studies and science we will refine our data collection, tracking and analysis procedures. We continue to formally commit to the daily instruction of these content areas in seventh and eighth grade with one double-block per week.

## SECTION III – Cont’d

### Part B. School Demographics and Accountability Snapshot

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

#### CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
<b>School Name:</b>		P.S. 279 Captain Manuel Rivera, Jr.								
<b>District:</b>		10	<b>DBN:</b>	10X279	<b>School BEDS Code:</b>		321000010279			
DEMOGRAPHICS										
Grades Served:	Pre-K		3	√	7	√	11			
	K	√	4	√	8	√	12			
	1	√	5	√	9		Ungraded	√		
	2	√	6	√	10					
<b>Enrollment</b>					<b>Attendance - % of days students attended:</b>					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09			
Pre-K	0	0	0		91.9	91.5	92.8			
Kindergarten	91	74	84	<b>Student Stability - % of Enrollment:</b>						
Grade 1	113	111	86	(As of June 30)	2006-07	2007-08	2008-09			
Grade 2	98	109	110		94.9	93.3	93.8			
Grade 3	119	99	100	<b>Poverty Rate - % of Enrollment:</b>						
Grade 4	124	99	100	(As of October 31)	2006-07	2007-08	2008-09			
Grade 5	115	115	97		91.6	80.3	84.4			
Grade 6	132	127	124	<b>Students in Temporary Housing - Total Number:</b>						
Grade 7	155	135	123	(As of June 30)	2006-07	2007-08	2008-09			
Grade 8	119	153	134		26	9	26			
Grade 9	0	0	0	<b>Recent Immigrants - Total Number:</b>						
Grade 10	0	0	0	(As of October 31)	2006-07	2007-08	2008-09			
Grade 11	0	0	0		30	28	16			
Grade 12	0	0	0	<b>Special Education Enrollment:</b>						
Ungraded	4	5	3	(As of October 31)	2006-07	2007-08	2008-09			
Total	1070	1026	966							
<b>Special Education Enrollment:</b>					<b>Suspensions (OSYD Reporting) - Total Number:</b>					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09			
# in Self-Contained Classes	96	101	89	Principal Suspensions	42	37	25			
# in Collaborative Team Teaching (CTT) Classes	6	26	50	Superintendent Suspensions	12	19	14			
Number all others	99	83	77	<b>Special High School Programs - Total Number:</b>						
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09			
<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>					CTE Program Participants	0	0	0		
(As of October 31)	2006-07	2007-08	2008-09	Early College HS Program Participants	0	0	0			
# in Transitional Bilingual Classes	169	161	110	<b>Number of Staff - Includes all full-time staff:</b>						
# in Dual Lang. Programs	0	0	0	(As of October 31)	2006-07	2007-08	2008-09			
# receiving ESL services only	154	173	181	Number of Teachers	76	87	81			

**CEP Section III: School Profile**

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	22	11	17	Number of Administrators and Other Professionals	10	20	21
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	6	5
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	5	4	4	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	59.2	60.9	70.4
				% more than 5 years teaching anywhere	51.3	47.1	50.6
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	78.0	74.0	81.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	90.3	94.6	98.5
American Indian or Alaska Native	0.6	0.5	0.3				
Black or African American	21.7	18.7	17.2				
Hispanic or Latino	70.8	73.9	75.3				
Asian or Native Hawaiian/Other Pacific Isl.	6.4	6.4	6.4				
White	0.5	0.5	0.4				
<b>Male</b>	53.6	54.2	55.6				
<b>Female</b>	46.4	45.8	44.4				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
√	NCLB Restructuring – Year 3						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>Individual Subject/Area Ratings:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	Restructuring Y 3			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			

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

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad Rate
<b>All Students</b>	√	√	√			
<b>Ethnicity</b>						
American Indian or Alaska Native	-	-	-			
Black or African American	√	√	√			
Hispanic or Latino	√	√	√			
Asian or Native Hawaiian/Other Pacific Islander	√	√	-			
White	-	-	-			
<b>Other Groups</b>						
Students with Disabilities	X	√	√			
Limited English Proficient	X	√	√			
Economically Disadvantaged	√	√	√			
<b>Student groups making AYP in each subject</b>	5	7	6	0	0	0

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	A	Overall Evaluation:	√
Overall Score:	95	Quality Statement Scores:	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	√
School Environment:	10.8	Quality Statement 2: Plan and Set Goals	√
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	√
School Performance:	19.3	Quality Statement 4: Align Capacity Building to Goals	√
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	√
Student Progress:	54.4		
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:	10.5		

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

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

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

## SECTION IV: NEEDS ASSESSMENT

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

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?

**SINI Status** and **Literacy** - A review of our school's annual school report (ASR), NYC progress report and associated RESI report indicates that we have made significant progress in both literacy and mathematics for our general education and monolingual students over this past school year. These reports also indicate that we are still working to consistently attain our Annual Measurable Objectives in literacy for our English language learner and students with disabilities sub-groups in the area of English language arts. A primary CEP goal this year is focused on creating measurable, significant progress with these two sub-groups so that in the summer of 2010, after this school year, we are removed from the School In Need of Improvement accountability list and are listed as a school in good standing (we are currently listed as Restructuring Advanced – Focused and Holding). It is significant to note, that even with our extra credit and the progress made by ELL's and special education students (SWD) we did not meet our AMO for literacy without the benefits of Safe Harbor. (see below)

### How did students in each accountability group perform on elementary/middle-level English language arts accountability measures?

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008-09    2009-10
<b>All Students</b> (648:608)	✓	✓	99%	✓	151	140	
<b>Ethnicity</b>							
American Indian or Alaska Native (1:1)	-	-	-	-	-	-	-
Black or African American (115:107)	✓	✓	99%	✓	150	134	
Hispanic or Latino (488:456)	✓	✓	99%	✓	150	139	
Asian or Native Hawaiian/Other Pacific Islander (40:40)	✓	✓	100%	✓	163	129	
White (3:3)	-	-	-	-	-	-	-
Multiracial (1:1)	-	-	-	-	-	-	-
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (157:139)	✓ SH	✓	99%	✓ SH	122	135	105    130
Limited English Proficient <sup>5</sup> (187:209)	✓ SH	✓	100%	✓ SH	132	136	119    139
Economically Disadvantaged (596:558)	✓	✓	100%	✓	150	139	
<b>Final AYP Determination</b>	✓ 7 of 7						

# Closing the Achievement Gap

Schools earn additional credit when their high-need students make exemplary gains. These gains are based on the percentage of high-need students who improve by at least one-half of a proficiency level in English Language Arts or Math (e.g., student improves from 2.25 to 2.75 in ELA, or 3.20 to 3.70 in Math).

This component can only improve a school's Progress Report grade. It cannot lower a school's grade.

Credit	Exemplary Proficiency Gains	Student Group
		<b>English Language Arts</b>
+1.5	38.2%	English Language Learners
+1.5	37.5%	Special Education Students
+1.5	44.9%	Hispanic Students in the Lowest Third Citywide
+1.5	46.2%	Black Students in the Lowest Third Citywide
	-	Other Students in the Lowest Third Citywide

In literacy, as part of our movement off the SINI list this school year, our strategy will be to focus on a specific population of special education students (23) receiving SETTS instruction and who are not making one year's progress in ELA. We will set rigorous individual academic goals for these students and we will monitor their continued progress over the school year through an inquiry team convened around special education literacy. We will also employ strategies to examine and expand our RTI offerings school-wide in the area of literacy. RTI implementation will focus on general reading fluency across a variety of non-fiction topics and context clues to be used for improved comprehension. School-wide data from last year's testing in ELA indicates that a significant number of students with IEP's in general education classrooms who are receiving SETTS do not make at least a year's progress and still under-perform on the state ELA from grades 3 to 8. Including our self-contained students, ELA proficiency ratings in special education lag behind our general education students by .17 (6<sup>th</sup>) to .68 (3<sup>rd</sup>). We will be placing special emphasis on 3<sup>rd</sup> and 4<sup>th</sup> grade special education students, for whom the achievement gap is the greatest. It is our assumption that supporting this most vulnerable population will best ensure a literacy breakthrough with the special education / SWD subgroup.

Our item-skill analysis report indicates a general pattern in literacy in which students in early grades (2 to 4) struggle to identify main ideas and supporting details in informational text. For higher grades (5 to 8) students struggle to be able to read, collect and interpret data from multiple sources and to be able to respond in writing to a specific prompt pertaining to such data. These patterns are school-wide and they acutely affect the two at-risk groups of students cited above. In response, we have launched a general school-wide focus on "response to literature" through oral and written prompts. Teachers will begin receiving this professional development in the fall of 2009 and Tier I (in-class) and II (pull-out program) supports will be added throughout this fall and winter (this is our RTI implementation goal).

For English language learners we have identified ten groups of students who will receive language development and ELA test support through the 37.5 minutes of extended day instruction or through the middle school Circular Six administrative periods of seven teachers four days a week. We will also use after school program hours to work with children using our RTI programs from the regular school day. This will enhance the proficiency with which teachers use those programs during the school day and it will allow for better tracking of student progress and need for both ELL's and special education students.

We have overcome some of the barriers referenced in the past two CEP's – 1) our teacher turnover rate has been reduced to 5% from previous highs of 12 to 17%. 2) Sufficient support structures for developing teachers in their 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> years of teaching are being developed through a school-wide Teaching Framework that is used for all classroom observations and the development of specific support plans to address moving from “good” to “great” in our planning, teaching and assessment practices. A **new and significant barrier** to improvement in literacy proficiency for special education and ELL students is the **reduction of staff members** used to provide out of classroom support (Tier II) to these sub-groups during the regular school day. **Budget cuts** forced the reduction of persons providing Wilson Reading, ESL supports and other RTI certified programs (Great Leaps, Reading Recovery, Daily Push-In Guided Reading) to go back to the classroom as classroom teachers working with one group of students. Other barriers include: the loss of an AP position that supervised special education (we went from three to two AP's because of cuts); the loss of our Wilson Reading trainer / special education coordinator has also impaired our ability to easily and consistently follow up with these students. Put simply there is more work to be done by fewer persons available to do it.

**Mathematics** – The trend in the data shows an increasingly strong performance across the grades and the school's sub-groups. With a median proficiency of 3.41 in mathematics we are focusing our goal this year on creating more level four students. 80% of our tested students scored a level 3 or 4 on last year's test, with each subgroup performance ranging from 31 to 66 points above the set AMO we are formally adapting a “moving from level 3 to level 4” strategy. This strategy will begin with an analysis of classroom environments and techniques which produced a high number of level 4 math results last year. The seventh grade had 20% of the grade on level 4 – an unprecedented result for our school. Such an analysis will include teacher and learner attributes, looping strategies, math team support and curricular/instructional approaches. Through the work of a mathematics-focused school-wide inquiry team we will delineate the teacher and classroom environmental characteristics which produce consistently higher numbers of level 4 performing students.

Our barrier jeopardizing further significant breakthroughs that produce 20% or greater level four students on each grade again are also a result of this past year's budget cuts. We have used an AUSSIE consultant for mathematics for the past six years and, although that person's role changed much over time, they provided consistent coordination and support to continuous improvements in our mathematics achievement. We currently have no math coach, but we do have math leadership on various grades. While this structure of math leadership uses particular teacher strengths to leverage improvements among all teachers of math, it is limited because of the few opportunities to meet (once a week) and because of the limited time teacher leaders have to observe instruction and provide constructive peer-feedback. As we study the attributes of “level 4 producing classrooms” our turnaround time on implementing these findings is increased because we don't have an out of classroom support teacher for math.

**Science** - An analysis of the teaching results and student performance trends for elementary and middle school science over the past year reveals the steady improvement in developing and using a standards-based curriculum around which units were designed for specialty teachers and classroom teachers of science (self-contained classes). Using the successful approach we piloted with mathematics four years ago, we started with the state learning standards of various grades and began developing teachable units that address mastery or exposure to these grade level standards. Units were written, assessments were designed and administered and classroom data were collected. As a result, a portrait of science learning on grades 2 through 8 has emerged. The identification of specific patterns in the data collected on students' content knowledge is still not very reliable for making generalizations or school-wide goals, as these efforts to develop and ensure rigorous, standards-aligned science teaching on each grade just began over the course of the past school year. Where there was a significant increase in science instruction – the seventh and eighth grades – there was a dramatic improvement in student understanding and retention of science knowledge as measured by the performance on simulated NYS science exams administered by our seventh and eighth grade science teachers (TFA corps members). In grades 2 through 6 the same unit development process and assessment practices were developed for the teaching program of a full-time dedicated science

specialty teacher. One of our major successes of this past school year was the development of three different “science rooms” outfitted and dedicated to the teaching of elementary and middle school science. Classroom teachers may “sign out” the use of the elementary science classroom and one of the middle school science rooms is a fully outfitted middle school science lab.

The most significant barriers to this year’s continuous improvement in science are: 1) the loss of our lead science teacher to a charter school in early September; 2) the lack of a content / pedagogical mentor for our new science and second year science teachers. While we have a highly qualified first year teaching mentor for the elementary level science instructor, all four of our science specialty teachers need an experienced elementary and/or middle school science mentor. We will address this with inter-visitations to network schools and with our Network 19 professional development. Our continuing problem is the consistency with which science is taught and the depth to which it is developed in the self-contained and team teaching classrooms which have limited access to these science rooms. If science instruction is not “even” with a consistent approach, rigorous standards based lessons and effective assessment of learning, the data that is produced for school-wide review and comparison is unreliable. Since more curricular units having been developed (written with assessments and materials obtained) school administration is monitoring the frequency with which science is taught as well as the pedagogy of these lessons. Vocabulary must be developed explicitly, graphic literacy must constantly be reinforced in every science lesson and process skills must be modeled, re-taught and assessed on a regular basis. Similarly, student outcomes must be systematically assessed and discussed on each grade level. Our CEP science goal for this year will be to expand the unit/lesson development, assessment, data collection and pedagogical practices found in our specialty science classes to the science lessons taught in self-contained and team teaching classrooms.

**Social Studies** – With a year of student assessment data on standards-based units available to review, our progress with social studies instruction and student mastery of content has advanced to a status similar to that of science. Using introductory data from this fall, performance trend analysis of the seventh and eighth grades reveals that students taught with last year’s seventh grade American History curriculum show significantly greater base knowledge on the initial eighth grade assessment. Seventh grade students show similar low levels of base knowledge for early American history as compared with last year’s cohort. As with science, preliminary data indicates that when given six periods of social studies instruction per week, students in middle school greatly improve their content knowledge and performance on simulated state assessments as measured by our 7<sup>th</sup> and 8<sup>th</sup> grade social studies instructors. In the elementary grades, 3<sup>rd</sup> to 6<sup>th</sup>, social studies knowledge and process skills still mirror the rate of growth for non-fiction literacy. Over this past year we have enhanced our non-fiction classroom library selections, providing hundreds more high-interest, social studies titles at lower reading levels. We have maintained consistent weekly instruction in social studies by the self-contained classroom teacher, as well as the departmentalized literacy teacher on grades three to six. The units and books used to teach social studies have been updated and enhanced with a greater variety of trade books and the use of literacy classroom structures (book clubs/ lit circles). Over the past year, work on a school-wide social studies scope and sequence has begun and will be finished by late fall of this school year. However there is still not a consistent assessment structure for each unit nor are there rigorous assessments which simulate state tests for each unit on grades three through eight. Again, without a uniform and consistent stream of data resulting from weekly unit teaching in social studies, we will not be able to plan, identify patterns with reliability and modify instruction to address some common problem. We still need to establish the practices of differentiated social studies instruction, test preparation for NYS tests, and relevant annual student learning goals for this content area.

The major accomplishments of the past year have been: 1) the development of some rigorous standards-aligned units with assessments on many grades; 2) the use of a computerized assessment / progress tracking program to measure student progress towards mastery of a standard; 4) the use of student unit test data to track performance and to inform the design and delivery of successive units of study to be taught across the school year. The most significant barriers to our school’s continuous

improvement in the area of social studies are: 1) the lack of a complete standards-aligned school-based scope and sequence document for grades K to 8; 2) the lack of available funds to designate a full-time teacher staff developer and instructional coach to work with all teachers of social studies. We plan to address this deficiency with through consistent participation in Network 19 Social Studies and literacy professional development; 3) the inconsistency of social studies instruction in self-contained or team teaching classes will be addressed through the supervision of staff, frequent classroom observations and use of the PS/MS 279 Teaching Framework by administration and coaching staff.

**Technology and the Arts** – Our major accomplishments in the area of technology have been to install five “SMART boards” in different classrooms throughout the elementary and middle school. We also not have two state-of-the art MAC labs – one for middle school and one for elementary classes, which teachers sign out for use. Teachers using SMART board classrooms were trained in their use and exposed to various lesson enhancements from the Internet or other captive software programs. The result is greatly enhanced student engagement as measured by a reduction in student removals from these rooms, vastly improved seventh and eighth grade math scores and the presentation of rigorous whole-class projects from these rooms. In the arts our accomplishments include music recitals with our Recorder Corps and Hand-bell Troupe at various assemblies. Our elementary level music instructor is in her sixth year at the school and now has a base of students with whom she has taught and offered instrumental instruction. This year’s goal will be to start an upper elementary (4<sup>th</sup> to 6<sup>th</sup>) clarinet ensemble with the instruments which were donated to the school and not used since 1996. We are currently in the process of fixing and restoring these musical instruments.

Our major challenges to progress with technology integration are: 1) providing adequate professional development and coaching to classroom teachers in the use of SMART boards and other technology implements available to our school (“clicker” technology, podcasts, i-movies, etc.) 2) lack of any surplus funds to continue purchasing SMART boards and upgraded classroom computers. 3) inability to find and replace the art teacher who resigned early last school year with a qualified and certified visual arts or performing arts teacher. This was created due to the hiring freeze placed on this license area. We did not find any qualified candidates for middle school visual arts nor a certified elementary art teacher willing to take such a position. We do have a common branch teacher teaching visual arts to grades 1 to 3. When the hiring freeze is lifted we will have a larger candidate pool and better qualified candidates.

An analysis of the student performance trend in the areas of technology and the arts again requires us to observe anecdotal data and various student learning outcomes in the form of middle school exit projects, class or grade-wide publishing celebrations as well as conversations with students to get a sense of a pattern of success or stagnation. PS/MS 279 has offered visual arts instruction on grades 6 to 8 in four of the past six years. Visual arts as a separate academic discipline has not been taught on grades 3 to 5 for the past six years and in grades K to 2 it has been offered five of the past six years. Finding a willing and qualified visual arts teacher for our school remains our number one goal and obstacle to program development. CBO programs have been considered, but we have had large budget cuts which preclude any significant interventions by LeAp or other arts groups. Turn over in the visual arts seems to correlate with the lack of a concrete instructional framework – developed unit plans – and the inconsistent exposure to art that our students have by the time they enter middle school. Many students express great interest in art that goes on un- or under- developed. Our matriculation rate into performing or visual arts high schools has been very low at less than 7% for the past six years. Visual art is made more difficult to teach because of the need to take art on a cart to many different classrooms. A proposed CEP goal is to make the former arts room – now teacher resource room – back into a full fledged arts classroom. This will be done when we find and retain a qualified visual arts instructor and have the funds to re-stock and outfit the classroom.

## SECTION V: ANNUAL SCHOOL GOALS

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

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

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**Goal 1: (SINI Status and Literacy)** By August 31, 2010 we will be removed from the SINI list for elementary and middle level literacy by ensuring that all students with IEP's and ELL students have scored sufficiently well on the 2010 ELA test to meet their sub-group targets of 135 and 136 respectively. To accomplish this our school community will select, purchase, develop, train staff members, schedule and implement comprehensive RTI supports for all struggling readers below a 3.2 proficiency rating or a reading level .5 years or greater from the current grade level. During-the-school-day (Tiers I and II) RTI supports will be targeted for students with IEP's who are not making progress, long term ELL students (> 3 years) and general education, monolingual students below 3.2 who demonstrate need of extra support as measured by the trend in their ELA state test scores and/or periodic assessment data.

**Goal 2: (Mathematics)** By May, 2010, we will organize and execute a school-wide inquiry team for mathematics for the purpose of identifying teaching and learning attributes of classroom environments, lesson structures and assessment practices which produce high numbers (> 6) of level 4 math students. Identified attributes will be shared with all staff and such planning, teaching and assessment structures will be implemented and supported through a peer coaching model on grades three through eight.

**Goal 3: (Science and Social Studies)** By May 2010 we will complete the development of all K to 8 science and social studies units with assessments for content standards and process skills. Each unit will outline the process skills to be taught (through graphic literacy instruction) on each grade in the social studies class / period. Developed assessment tools will also create a data stream from each unit in order to begin to build a data base of student performance and understanding of content on state simulated social studies and science assessments at the elementary (4<sup>th</sup>/5<sup>th</sup> grade) and middle school (8th grade) levels.

**Goal 4: (School and Community Relations)** By May 2010 we will improve the Learning Environment Survey results in the Communication and Engagement categories a minimum of 2 points each (6.8 to 7.8 and 6.9 to 8 respectively) along with an .7% improvement in attendance (to reach 93.5) for an overall score of 12.5 (or higher) out of 15 possible points.

**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):**                     **SINI Status and Literacy**                    

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To be removed from the SINI list for elementary and middle level literacy by ensuring that all students with IEP’s and ELL students score sufficiently well on the 2010 ELA test to meet their sub-group targets of 135 and 136 respectively. To accomplish this our school community will select, purchase, develop, train staff members, schedule and implement comprehensive RTI supports for all struggling readers below a 3.2 proficiency rating or a reading level .5 years or greater from the current grade level. During-the-school-day (Tiers I and II) RTI supports will be targeted for students with IEP’s who are not making progress, long term ELL students (&gt; 3 years) and general education, monolingual students below 3.2 who demonstrate need of extra support as measured by the trend in their ELA state test scores and/or periodic assessment data.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Actions/Strategies/Activities:</b> Target student groups will be identified and formulated over a variety of time formats – during the literacy block, 37.5 minutes of extended day, pull-out programs, etc. Literacy teacher book clubs and inquiry groups will be formed by the literacy team on various grade levels. Literacy Coaches, Wilson Reading Coordinator and Guided Reading teacher will conduct an inventory of Tier I and II intervention materials and needed items will be purchased to support RTI on grades K to 8 for literacy. All-staff training in the use of Tier I programs – Great Leaps, Voyager, Words Their Way – will be conducted systematically for any relevant teachers and paraprofessionals. School-wide Tier I implementation will take place by December, 2009. Necessary materials for Tier II programs – Read 180, WRS, ESL pull-out groups, Voyager Passport, Neufeldt Math, Reading Recovery – will be purchased with related training for teachers and paras. Schedules for Tier II interventions will be completed by December 2009 (WRS, ESL pullout, and Reading Recovery were started in early October 2009). Tracking of Tier I work and associated student data will be collected every six weeks (12/22, 2/12, 4/2, 5/14, 6/18). Supervision and assessment of Tier II work with small groups will be done through data collection and instructional observations by school administration.</p>

	<p><b>Target Population:</b> Students with IEP's and ELL's performing below level three or who did not make more than 1.1 year's progress on the ELA test in the 2008 – 2009 school year. General education students with a proficiency rating below 3.2 or who are .5 year's or greater below grade level on their Rigby / Running Record assessment and who demonstrate need of extra support as measured by their daily school attendance, the trend in their ELA state test scores or periodic assessment data.</p> <p><b>Staff Members Responsible:</b> Principal, Assistant Principal, Literacy coaches, guided reading teachers, reading recovery teachers, classroom teachers of literacy, middle school teachers with Circular Six administrative periods, Wilson Reading System teacher, IEP teacher, Data Specialist and paraprofessionals</p> <p><b>Implementation Timeline:</b></p> <p><b>Oct/Nov</b> – analyze base-line data from September, identify students and organized into instructional groups – inter-classing as necessary, organize and purchase materials for effective Tier I and II supports in literacy</p> <p><b>Dec/Jan</b> – train teachers in the use of specific RTI (Tier I and II) programs. Train staff in data collection and completion of paper work. Implement Tier I instruction for designated programs in grades K to 6. Set up and begin Tier II schedules for middle school teachers and other out of classroom staff members. Collect and analyze data for currently operating Tier II programs. Form Inquiry Teams for ELL's, Special Education Literacy, Mathematics, and Guidance.</p> <p><b>Feb/Mar</b> – Collect data from all functioning Tier I and II programs. Feed data to associated Inquiry Team for analysis and make instructional and group membership adjustments. Run simulation and analyze results for test preparation sessions which begin in mid-March.</p> <p><b>Apr/May</b> – Maintain instruction, collect data, evaluate instructional effectiveness and debrief problems with schedules, and teacher efficacy. Prepare students for the May ELA test.</p> <p><b>May/June</b> – Administer final assessments and re-group students accordingly. Make recommendations for continuance, referral or removal from programs. School removal from the SINI list.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Allocation of \$15,288 in C4E funds</b> for professional development of staff in the implementation of ESL language development strategies and Tier I and II implementation and oversight. (AUSSIE contract for 12 days of Mardi Gorman)</p> <p><b>Allocation of \$32,300 in SINI Grant funds</b> for Tier I and II materials purchases (Great Leaps kits, additional WRS supplies, Read 180 implementation, and Words Their Way) and for Teacher Per Session pay for before school and after school Tier II interventions.</p> <p><b>Coordination and scheduling</b> of middle school teachers to provide Tier II reading intervention during their Circular Six administrative periods (13 teachers at 3 periods / week = 39 periods per week of Tier II intervention).</p> <p><b>Scheduling and recruitment</b> of special education and ELL students to a two-times-a-week after school and Saturday program in language development and literacy support.</p>

	<p><b>Training of all (70) classroom</b> and out of classroom pedagogues in the effective use of both Tier I and II intervention programs (Great Leaps, WRS, Words Their Way, Read 180, Neufeldt Math, and supplemental components of the Pearson/SForesman anthology). This training will cost the price of the related trainers, consultant and the substitutes to cover programs for training periods. (<b>\$20,991 of Title I SWP funds</b> for PD contracts and services a portion of which will be devoted to Per Diem coverage – approx. \$6000)</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Schedules for Tier II interventions</b> will be completed by December 2009 (WRS, ESL pullout, and Reading Recovery were started in early October 2009). <b>Tracking of Tier I</b> work and associated student data will be collected every six weeks (12/22, 2/12, 4/2, 5/14, 6/18). <b>Supervision and assessment of Tier II work</b> with small groups will be done through data collection and instructional observations by school administration.</p>

**SECTION VI: ACTION PLAN**

**Subject/Area:**

**Mathematics**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By May 2010, we will organize and execute a school-wide inquiry team for mathematics for the purpose of identifying teaching and learning attributes of classroom environments, lesson structures and assessment practices which produce high numbers (&gt; 6) of level 4 math students. Identified attributes will be shared with all staff and such planning, teaching and assessment structures will be implemented and supported through a peer coaching model on grades three through eight.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Actions/Strategies/Activities:</b> <b>Review</b> the student achievement data for mathematics from last school year. Identify the classes and teachers with greater than six level four students (4). <b>Invite</b> a minimum of six math teachers to join this professional development focused inquiry group. <b>Design</b> a teacher and learner attributes rubric to be used for low-inference classroom observations by members of the inquiry team. <b>Conduct</b> at least 5 classroom observations and collect student work samples from lessons observed. <b>Collect preliminary</b> math achievement data from these classes. Debrief and discuss the observations and interview the teachers observed. <b>Draft a list of</b> teacher and learner attributes as well as classroom environmental factors that suggest potential “level 4” learning. <b>Design a professional development</b> cycle to be conveyed through school-day workshops and grade/math department meetings. <b>Using the services of a PD consultant</b>, conduct school-day workshops (12) on “Reaching Level Four Learning” for all teachers of mathematics on grades 3 to 5 and 6 to 8 (21 total). <b>Track implementation</b> of these best practices using the PS/MS 279 Teaching Framework, frequent classroom observations and associated rubrics. <b>Provide feed back to teachers</b> on pedagogy and on the student learning outcomes as observed in periodic assessment data.</p> <p><b>Target Populations:</b> Third through eighth grade math students performing at or above grade level and their mathematics teachers.</p> <p><b>Staff Members Responsible:</b> School Data Specialist, mathematics teachers, Assistant Principal for grades 5 to 8, principal,</p> <p><b>Implementation Timelines:</b> <b>Oct/Nov</b> – Review of previous year’s data; identify classroom environments that produced high numbers of level 4 math students; Convene Math / PD – focused Inquiry Team and design a classroom observation rubric <b>Dec/Jan</b> – Conduct at least five observations of teaching and learning in identified classrooms;</p>

	<p>Analyze the data from the collected observations, as well as the student achievement data and draft a list of observed teacher and learner attributes; With the assistance and coordination of PD consultants, implement workshop series during the school day to disseminate and model best practices</p> <p><b>Feb/Mar</b> – Continue on going workshop series and conduct frequent classroom observations to provide on-going feedback to teachers on their effective implementation.</p> <p><b>Apr/May</b> – Collect test preparation data on NYS math simulation exams and re-focus student test prep according to identified learner attributes that could lead to a level 4 math performance on the May test.</p> <p><b>May/Jun</b> – evaluate the effectiveness of the inquiry team focus and the PD provided to teachers; document findings and draft into preliminary version of the 2010-2011 CEP</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Allocation of \$18,000 of Title I</b> funds to contract the services of a Math PD consultant (hired through the Network 19 Math PD initiative with CUNY)</p> <p><b>Allocation of \$3500 of per diem</b> money to cover teachers for school day training sessions / inter-visitations</p> <p><b>Training of all (21)</b> target math teachers in the lesson structures, pedagogy and management practices which lead to level 4 learning in math classrooms.</p> <p><b>Revision of annual administrative supervisory calendar</b> to reflect the observations that will need to be conducted using the “Level 4 Teaching and Learning” rubric developed by the inquiry team.</p> <p><b>Modifications on ARIS</b> made to track these target students and their peers.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Results of teacher evaluations</b> in January to May.</p> <p><b>Implementation of PD concepts</b> and understanding of conditions which produce Level 4 Learners.</p> <p><b>Student achievement data</b> on math simulations given in March through May.</p> <p><b>Student test scores</b> on the May 2010 NYS math test.</p>

**SECTION VI: ACTION PLAN**

**Subject/Area (where relevant):**           **Science and Social Studies**          

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By May 2010, we will complete the development of all K to 8 science and social studies units with assessments for content standards and process skills. We will outline the process skills to be taught in each unit through graphic literacy instruction on each grade in the social studies class / period. We will also create a data stream from each unit test to begin to build a data base of student performance and understanding of content on state simulated social studies and science assessments at the elementary (4<sup>th</sup>/5<sup>th</sup> grade) and middle school (8<sup>th</sup> grade) levels.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Actions/Strategies/Activities:</b> Convene a science and social studies inquiry team for unit writing and data analysis (at least five teachers of social studies). Review the state science social studies assessments for 4<sup>th</sup>, 5<sup>th</sup> and 8<sup>th</sup> grades over the past five years. Identify most frequently tested standards and topics. Correlate student performance on these tests in light of these frequently tested standards for the past two years. Identify specific process skills (literacy skills) that are key to student comprehension of test questions and passages. Complete the unit development for all grades across the entire school year. Chunk concepts to be taught for exposure and mastery according to this test analysis and set unit targets for content information and process skills. Design unit assessments for content and process skills. Publish and disseminate units at a staff-wide professional development workshop that unpacks these units and assessments which produce student learning data. Set and adjust student learning goals for each unit taught and assessed. Evaluate the effectiveness of unit contents and assessment design using student performance on these assessments and comparing it to the performances on the state assessments in 4<sup>th</sup>, 5<sup>th</sup> and 8<sup>th</sup> grades.</p> <p><b>Target Populations:</b> All K to 8 teachers of science and social studies, all students of social studies and science – especially on 4<sup>th</sup>, 5<sup>th</sup> and 8<sup>th</sup> grades.</p> <p><b>Staff members responsible:</b> Principal, assistant principals, middle school science and social studies teachers, classroom teachers of science and social studies. School administration will convene the inquiry teams and direct the test and data analysis. Lead teachers for each content area will lead planning teams and all teachers will contribute to unit development and assessment design. AUSSIE consultant will support the development of rigorous, standards-based units with valid assessment tools.</p> <p><b>Implementation timeline:</b> Oct/Nov – Science and Social studies inquiry teams will be convened by school administrators. A review of tests and student achievement data will be conducted by November 30<sup>th</sup>. Specific content and process skills appropriate to each grade level and necessary for high achievement on the state tests will be identified as a list of skills to</p>

	<p>be taught and mastered by students. A backwards design process will assist with pacing the introduction of skills on earlier grades and the timing of when students are expected to demonstrate mastery.</p> <p>Dec/Jan – Continue delineating list of process skills and content knowledge to be mastered at each grade level. Continue the development of science and social studies unit development. Continue collecting data from unit pre-tests and post assessments. Form and modify student learning goals by unit of science and social studies.</p> <p>Feb/Mar – Publish and disseminate final units and their assessments at a staff-wide professional development workshops.</p> <p>Apr/May – Analyze the effectiveness and usefulness of the designed assessment tools so that adjustments could be made and new assessment methods can be piloted for the next school year.</p> <p>May/June - evaluate the effectiveness of the inquiry team focus and the PD provided to teachers; document findings and draft into preliminary version of the 2010-2011 CEP</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Allocation of per session funds</b> for teacher planning and after school work of the five member inquiry team.</p> <p><b>Scheduling of common planning</b> time at least once a week for test review, data analysis and unit development.</p> <p><b>Allocation of funds for a PD consultant</b> to coordinate the workshop delivery of unit plans and assessments to staff in late winter and early spring 2010.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Unit plan development</b> and published plans on all grades K to 8</p> <p><b>Consistent use of assessment tools</b> as measured by classroom observation, hall bulletin boards and teacher assessment binders</p> <p><b>A data stream of student achievement</b> towards mastery of process skills (rubric) and content knowledge (standardized test)</p> <p><b>Group goals are set</b> for high, medium and low level science and social studies students in all classes grades three through eight.</p>

**SECTION VI: ACTION PLAN**

**Subject/Area (where relevant):** School and Community Relations

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve the Learning Environment Survey results in the Communication and Engagement categories a minimum of 2 points each (6.8 to 7.8 and 6.9 to 8 respectively) along with an .7% improvement in attendance (to reach 93.5) for an overall score of 12.5 (or higher) out of 15 possible points.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b><u>Student Engagement</u></b></p> <ul style="list-style-type: none"> <li>• Student – teacher town hall meetings will give students input into what is taught and how for all core subject areas (grades 4 to 8) fall to spring 2010</li> <li>• Students will receive a <u>minimum</u> of twice monthly conferences in reading and writing to support their individualized development in these academic pursuits.</li> <li>• Student government will be funded appropriately for trips outside of school and to conduct community action projects for student service learning. Trips will include further work with Alley Pond, Men of Strength, GRACE and Start Strong Bronx</li> <li>• PBIS rewards will be instituted on a daily, weekly and monthly basis including use of the school store to “buy” items with PBIS bucks.</li> <li>• Incentive trips connected to curriculum will take place to various museums of specific interest to social studies and science teachers.</li> </ul> <p><b><u>School-wide Communication</u></b></p> <ul style="list-style-type: none"> <li>• Google Pages comprehensive school calendar is revised weekly – all staff have g-mail accounts to receive updates.</li> <li>• All important evaluation documents and rubrics are posted on the Google Pages for the school site.</li> <li>• Administrative open door policy extended to all administrators using one office location</li> <li>• Frequent classroom observations of teaching and learning will be debriefed with administration, the teacher and the instructional support team to continue to clarify clear expectations.</li> <li>• Data discussions at grade meetings convened by peers and administration</li> </ul>

	<ul style="list-style-type: none"> <li>• Weekly Staff Reminders bulletin will continue to disseminate important school news and information on events and professional learning activities.</li> <li>• K to 8 meetings in literacy will disseminate important literacy curriculum information to all literacy staff from <u>one source</u>.</li> <li>• Morning announcements to students and staff will focus on specific aspects of school functioning that work well and the individuals who support them to do so.</li> <li>• Occasional staff, student and parent surveys – paralleling the Learning Environment Survey – will be run throughout the school year, followed by focus group or open house debriefings with the principal.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b><u>Principal Leadership</u></b></p> <ul style="list-style-type: none"> <li>• Principal blocks time weekly to maintain an open door policy for students, parents and staff</li> <li>• Principal meets weekly with the guidance staff to monitor the development of the advisory curriculum, and the implementation of social emotional learning initiatives provided by outside agencies.</li> <li>• Principal meets with staff to review and assist in the development of the teacher professional development plans with interim benchmarks.</li> <li>• Weekly informal and formal observations with teachers monitor the communication of academic expectations between students and teacher.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• A school-wide attendance rate of 92.5% or better.</li> <li>• Agendas and sign off sheets for parent – student attendance meetings</li> <li>• Family worker outreach logs</li> <li>• Morning announcements for shout outs and staff recognition will be documentation for communication support</li> <li>• Reduced elementary level principal suspensions to less than 20 for the school year. (as measured mid-way in January and finally in June 2008)</li> <li>• Reduced principal's and superintendent's suspensions for grades 6 to 8 from over 55 to less than 40. (as measured mid-way in January and finally in June 2009)</li> <li>• Daily use of middle school student section sheets for individual students and conferences around behavioral goals and targets.</li> <li>• Student learning centers, tasks and work products organized around the needs of intervention, strategic and benchmark level students. (beginning December</li> </ul>

2009 through June 2010 on grades K to 5, spring 2010 in grades 6 to 8)

- Student writing and teachers conference logs and binders
- Principal's Staff Reminders bulletins for every week of school.
- Interim student, parent and teacher surveys and their results
- Principal's daily schedules for coaching and office days.
- Agendas from guidance and Zone meetings.
- Principal's Open family forum meeting agendas and sign in sheets.

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

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

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

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

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

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	85	10	0	0	15	0	0	0
1	105 + 30 (READ)	10 (SES)	0	0	20	0	5	0
2	75	25	0	0	15	0	0	0
3	110	20	0	0	18	0	0	1
4	115	18			22	0	5	0
5	65	16			25	0	1	0
6	75	14			25	0	12	0
7	60	21			10	0	0	0
8	60	24			12	0	1	0
9								
10								
11								
12								

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

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

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p><b>ELA:</b></p> <p><b>Foundations ( K-1</b></p> <p><b>Wilson Reading Program (SPED 3-8)</b></p> <p><b>Great Leaps ( 6 )</b></p> <p><b>Guided Reading ( 1-8)</b></p> <p><b>Read ( 1st grade)</b></p> <p><b>ESL AIS</b></p> <p><b>ELA AIS</b></p> <ul style="list-style-type: none"> <li>- <b>SES Providers</b></li> <li>- <b>IEP and Kaplan SES Program (2-8)</b></li> <li>- <b>Super Saturday Program</b></li> </ul>	<p><b>Foundations</b> is an Orton-Gillingham based program targeting K-1 which focuses on phonemic awareness and enhancing basic reading skills. This is a 30 minute program three days a week conducted by classroom teachers for small group instruction. <b>Wilson Reading System</b> is a reading program for students at academic risk in grades 3-8 during the day, which is an intervention model developed for students with deficits in decoding, encoding, writing, fluency, and comprehension. This small group program takes place for 45 minutes, at least three days per week. <b>Guided Reading</b> instruction is provided in class for approximately 45 minutes for three to five days per week. <b>Read</b> is an after school program designed for first grade students that have literacy deficiencies. <b>ESL AIS</b> provides small group instruction for second language learners, during the day and after school. Instruction is guided to develop speaking, listening, and writing English language skills through the use of visuals and modeling. <b>ELS AIS</b> provides small group instruction after school for students at risk for failure, as well as students targeted as slip-ables and push-ables. The program enhances test taking strategies, building reading skills, and strategies to improve reading comprehension. <b>After school and Saturday programs</b> provide small group instruction for grades 1-8 to students with rigorous intervention services for a total of four hours after school and three hours on Saturdays.</p>
<p><b>Mathematics:</b></p> <p><b>Math Intervention</b></p> <p><b>Guided Math</b></p>	<p><b>Guided Math &amp; Math Intervention</b> provides small group instruction guided by the identified academic needs of the students. Both academic intervention programs are provided by classroom teachers during the day for 35 minutes, two to three times a week.</p> <p><b>Math AIS- Small Group Instruction</b> is provided after school for students that have demonstrated a need to increase basic math skills or other identified areas through the IEP</p>

<b>AIS Small Group Instruction</b>  <b>- Investigations (K-2)</b>  <b>-Scott Foresman online resources(1-5)</b>	or Kaplan SES programs
<b>Science:</b> <b>Small Group Instruction (1-8)</b>	<b>Small Group Instruction is provided during class with students grouped according to academic needs. If required, instruction will provide one-to-one tutoring for identified students. The TASC after school program offers students a science-based curriculum to support instruction and improve academic achievement in science.</b>
<b>Social Studies:</b> <b>Small Group Instruction</b>	<b>Small Group Instruction is provided during class with students grouped according to academic needs.</b>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>Small Group Counseling or One to One Counseling</b> is offered to students "at risk" for academic failure as a result of exhibiting inappropriate or challenging behaviors. If the student persists with these behaviors, a referral will be made to the appropriate Child Study Team. If deemed necessary, the SBST will conduct an initial review or re-open the case to add counseling to the student's IEP.
<b>At-risk Services Provided by the School Psychologist:</b>	<b>N/A at this time.</b>
<b>At-risk Services Provided by the Social Worker:</b>	<b>N/A at this time.b</b>
<b>At-risk Health-related Services:</b>	<b>One to One Health Related Services will be provided if the student exhibits a new medical condition which warrants a health paraprofessional until budgetary approval can mandate services. Services will also be provided for any new transfer student that the school deems necessary, until budgetary approval can mandate services.</b>

**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.

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REGION: 1, District 10

SCHOOL: THE CAPTAIN MANUEL RIVERA JR. / SCHOOL PSMS 279

### Part 1: School ELL Profile

#### A. Language Allocation Policy Team Composition

James Waslawski, Principal  
Andrea Decena, Parent Coordinator  
Elba Perez, Coach  
Lilian Lasanta, ESL Teacher  
Marilyn Valle, ESL Teacher  
Delba Puello, Bilingual Teacher

#### B. Teacher Qualifications

Staffs serving English Language Learners include four (4) certified bilingual teachers (English/Spanish), three (3) certified ESL teachers, two (2) Content Areas Teachers with Bilingual Extensions, two (2) Special Education Teachers with Bilingual Extensions, one (1) teacher of ELLs without ESL/Bilingual certification 1. All teachers' licenses are on file.

#### C. School Demographics

There are 953 students attending PS/MS 279 this year. Out of these 953 students 291 are English Language Learners which represent the 30% of the population.

### Part II: ELL Identification Process

1. At PS/MS 279, we follow the guidelines for program placement procedure as delineated under CR Part 154. The steps under these guidelines include screening, initial assessment, parent orientation, program placement and annual assessment. With the screening procedure we classify students who may possibly be ELL, gifted or who may have a possible handicapping condition. Parents or guardian of new applicants complete the Home Language Survey, which is provided in the language parent best understand. Both the screening and the Home Language Survey are administered by a qualified or trained staff that is competent to communicate with the parent and the student in English and the student's native language if necessary. If the HLS determines that a language other than English is spoken in the child's home, the child is administered a Language Assessment Battery- Revised (LAB-R). Spanish students that score below proficiency on the LAB-R are administered a Spanish LAB to determine language command. Students' placement in an appropriate program is primarily guided by the

parent/guardian surveys and program selection. These surveys are completed following the parents' attendance at orientation for newly enrolled English Language Learners. If parents do not select a program, the students are placed in the corresponding program according to the LAB-R test results. Annually, students are retested with the NYSESLAT and parents are notified of the students' NYSESLAT result and program choices.

2. LAB-R test is provided within the first ten days of school, and without delay parents are informed of the LAB-R result with the notification of entitlement letter, which provides specific information about ELL programs. At the same time, parents are invited to participate in an orientation session where description of the program models and placement program option are presented. In the parent orientation meeting we use the material supplied by the Office of ELLs, translated material, brochures and DVDs. For parents or guardians that do not attend the Parent Orientation, Parent Coordinator or ESL teachers schedule one-on-one meeting or phone conversations.
3. If parents do not select a program, the students are placed in the corresponding program according to the LAB-R test results. Annually, parents are notified of the students' NYSESLAT results, their entitlement and their program choices. If students have not reached the proficient level, and parents do not select a program, the students remain in the same program as before.
4. Students who score below proficiency level in the LAB-R are entitled for Bilingual or ESL instructional programs. Students who score at or above proficiency level on the LAB-R are not entitled for bilingual or ESL programs.
5. Reviewing the program selection forms for the past year, we found out that one hundred fifty five (150) parents selected an ESL program, followed by one hundred twenty five (125) parents who selected a bilingual program. To pursue with the parents demand, we are providing both programs.

### **Part III: ELL Demographics**

#### **A. ELL Programs**

PS/MS 279 is a kindergarten to eight grade school that houses one kindergarten, one first grade, one second grade, one third grade, one fourth grade, one fifth grade transitional bilingual (Spanish) class, one eighth grade Special Education self-contained bilingual class, a freestanding departmentalized ESL sixth grade, a freestanding ESL departmentalized seventh grade and a pull-out/push-in ESL program. We provide services to approximately one hundred five in a push-in/ pull out ESL program.

#### **B. ELLs years of Service and Programs**

There is a total of 291 English Language Learners. They are classified as follow: Newcomers (ELLs receiving service 0-3 years 202; ELLs receiving service 4-6 years 67; long term completed 6 years 22;

Special Education 29, and SIFE 24.

Number of ELLs receiving service from 0 to 3 years in a Transitional Bilingual Class are 108, SIFE 17, Special Education 4. Number of ELLs receiving service from 0 to 3 years in an ESL Class are 94, SIFE 0, Special Education 8.

Number of ELLs receiving service from 4 to 6 years in a Transitional Bilingual Class are 31, SIFE 7, Special Education 0. Number of ELLs receiving service from 4 to 6 years in an ESL Class are 36, SIFE 0, Special Education 10.

Long Term ELLs that have completed 6 years or more in a Bilingual Class are 7, SIFE 0, Special Education 7. Long Term ELLs that have completed 6 years or more in a ESL Class are 15, SIFE 0, Special Education 0.

### **C. Home Language Breakdown and ELL Programs**

The numbers of ELL students by grade in a Transitional Spanish Bilingual Program are as follow: grade k-1, grade 1-24, grade 2-25, grade 3-17, grade 4-20, grade 5-21, grade 6-0, grade 7-0, grade 8-12.

The numbers of ELL students by grade in each language group in an ESL Program are as follow: Spanish grade K-10, grade 1-10, grade 2-5, grade 3-12, grade 4-12, grade 5-10, grade 6-25, grade 7-23, grade 8-18.

Bengali grade K-1, grade 1-0, grade 2-2, grade 3-1, grade 4-4, grade 5-1, grade 6-1, grade 7-2, grade 8-2.

Other Language grade K-0, grade 1-1, grade 2-1, grade 3-2, grade 4-2, grade 5-0, grade 6-1, grade 7-0, grade 8-0.

1. Our ELLs' programs include a self contained transitional bilingual (Spanish) class in grades K to 5, a self contained 8 grade Special Education Class, a freestanding departmentalized ESL sixth grade, a freestanding ESL self-contained seven grade and a pull-out/push-in ESL program. In our Pull-out model, which are generally the beginning level students, we assure that the mandated number of instructional unit is provided according to the proficiency level, teachers will include short-long term lessons planning to develop and support the instructional needs of the beginner, intermediate, and advanced students. We will ensure that the ESL units of instruction are aligned to the mandated units required for the CR Part 154 Regulations. Self contained classes are blocks of mixed proficiency levels. Push-in/Pull-out model are grouped by levels.
2. The students receive the required amount of NL, ESL and ELA everyday. All bilingual classes receive Spanish instruction, English as a second language and/or English Language Arts according to the language level.

Level / All Programs	B	I	A
<b>ESL</b>	360 minutes per week	360 minutes per week	180 minutes per week
<b>ELA</b>	-	-	180 minutes per week
TBE Programs			
<b>Native Language Art</b>	90 minutes daily	90 minutes daily	45 minutes daily

3. Content Area instruction in both instructional Programs is aligned to citywide comprehensive core curriculum. Content Area instruction in the Bilingual Program is taught in the native language and in English. The amount of time for each language will depend on a profile of student language proficiencies in both languages. Content Area instruction in a Freestanding ESL Education Program is taught using ESL methodologies. The ESL based content area instruction helps to develop English Language skills and to comprehend what is being taught.

4.

- Plan for SIFE students

After collecting data and creating a profile for each student an individualized plan will be generated. Students will receive one to one or small group instruction according to their academic needs. Also, these students will participate in an after school and/or a Saturday program.

- Plan for ELL students with less than three (3) years

Primarily, provide the students with literacy skills and content knowledge in the native language while learning the second language, English. Create a supporting environment with multiple opportunities for growth and become ready for a transition to an only English setting. Students will participate in small group instruction, and an after school and/or a Saturday program.

- Plan for ELL students with more than six (6) years

To accelerate literacy skills and content knowledge in English, we provide them with first language support as they develop academic English. Provide them with Saturday and after school Tutoring Program for additional support, using the NYSESLAT data analysis in listening, speaking, reading and writing to provide additional support in the modality that reflects a need to improve.

- Plan for ELL students identified as having special needs

The population that has special needs will receive additional resource room; their needs will be continually addressed by closely reviewing the students' Individualized Educational Plans (IEP). A reading intervention program (Wilson) will be integrated in the literacy program along with the Literacy Balanced Approach.

5.

- Plan for ELA, Math and other content area

In ELA, we provide a curriculum that addresses the needs for our ELL students through collaborative learning techniques. In reading workshop there will be a strong emphasis on strengthening reading comprehension skills and increasing vocabulary. Emphasis will also be placed on developing critical thinking skills. In writing workshop students will practice all aspects of writing including assessment writing.

In math, effort is put in building a strong foundation in basic math skills, reinforcement and practice of important skills in order for them to accomplish the core topics of their respective grade. We differentiate instruction addressing students' needs and performance. Particularly, for level 1 and 2 students, teachers generate manipulative-based lessons to support them effectively.

In all subjects, ELA and content areas, we build an understanding of vocabulary words through context reading or direct teaching. We make data-driven decisions for whole group, small group or one-to-one instruction.

6

- Plan for transitional support for students reaching proficiency on the NYSESLAT-

With parental consent, we will provide an additional year of ESL instruction that is student centered and create independent learners and thinkers. We also use authentic and formal assessment for data analysis to guide instructional needs. Transitional support for former ELL students will also include tutoring, additional ESL instruction, if needed, and cultural awareness activities.

7.

- For grades k-2 the school is launching Macmillan/McGraw-Hill Treasures Chest for English Language Learners; Treasure Chest is a comprehensive program for language acquisition that offers differentiated instruction. We are introducing seven grades into our already offered Longman Keystone Program. Longman Keystone Program is a comprehensive core series for English Language Learners and struggling readers.

8.

- N/A

9.

- School offers additional instructional programs to help students in all grades and programs, including bilingual/ESL students. Programs offered are announced by sending letters/flyers at home, and in our monthly calendar that is sent to every student's house. We also use our parent coordinator to contact parents of students that we did not get any respond. Particularly for ELL students, we offer Title III after school/Saturday tutor programs in the subject and language of the students' need.

10.

- Instructional materials used for ELL students are quality standards-based aligned to citywide core curriculum. In the content areas, text books are used in both English and native language. In literacy, we use a variety of genres and leveled books in both languages. Books are meaningful literature, culturally susceptible and toward the interests and experiences of the ELL students. In technology, all students in the school, including bilingual/ESL students, have access to the current technology project.

11.

- In our Transitional Bilingual Program we support the academic and linguistic development of the students in the native language until students achieve a level of English that will allow them to function in an English only class. Although an ESL program does not provide instruction in the students' native language, our ESL program is sensitive to the first language and culture of the students.

12.

- In servicing and supporting ELL students we consider not only the student's level, but also the student's age and the grade. We draw on the student's age to select books with a topic of interest for a particular student or group of students.

13.

- For newly enrolled ELL students, we provide ESL and bilingual services during summer school program.

## Professional Development and Support for School Staff

1.

A series of workshops will be conducted for monolingual, bilingual/ESL teachers, and paraprofessionals. Professional development will emphasize on literacy, mathematics, planning aligned to ESL, ELA and NL standards. Participants will be introduced to ESL methodologies and successful instructional strategies.

2.

Teachers are supported by modeling lessons, coaching, and team teaching, and by establishing continuing meetings for ELL teachers, and Inter-visitation opportunities.

## Parent Involvement

1.

Parental involvement takes place through the Parent Coordinator, The Parent-Teacher Association (it offers parents and teachers an opportunity to share ideas and work collaboratively), The School Leadership Teams (parents, teachers, and administration work together on School Leadership Teams to make important decisions about our schools). Parent-Teacher Conferences are held at minimum twice per year – once during the fall term and once during the winter term. Also, Saturday classes are offered to parents of ELL students.

2.

The school partner with different Community based Organizations which are providing different services to our parents. Example: workshops, family counseling services, parenting skills, improving communication, etc.

3.

We evaluate the needs of parents through SLT Surveys, data from School Environment Survey, Parent Teacher Association meetings etc.

4.

By translation of important documents or information sent to parents such as the Home Language Survey, the Emergency Cards, and all letters and brochures.

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

1.

-Examining the results in the four modalities -listening, speaking reading and writing -, we noticed that students are more proficient in listening and speaking in all grades. In the reading and writing modality most of the grades fall in the advanced level with the exception of the Kindergartens that fall in the beginning level.

2.

Such a pattern will be used to provide the required units of language instruction, and to determine which instructional standards teachers must focus. Furthermore, we will continue developing the four modalities of the language with close attention to the reading and writing modality, specially, to the kindergarten grades.

3.

a. Examining the ELA results from grades 3 to 8, the predominant rank is level 2 with 97 students. 26 students fall in level 3, and 13 students in level 1.

b. Teachers are using the results of the Periodic Assessments to mix ability grouping where students work together, relying on each others' strengths.

c. Periodic assessment gives comprehensive information about how well students are developing the reading, writing and listening skills. It gives idea about items and skills analysis linked to NYS ESL and ELA standards. It gives points of reference to appropriate instructional resources.

4.

We evaluate the success of the program according to how the students develop in the language acquisition, along with how they performance in the overall areas, by students getting higher scores in the Periodic Assessment, improving their NYSESLAT levels moving to a higher level, or a proficient grade.

## **Part V: LAP Team Assurances**

**The instructional time allocated for both languages in the Bilingual Program– English and Spanish- is as follow:**

### **Literacy**

For all grades (k-8<sup>th</sup>) students at a **beginning** level will have **60%** of the **literacy** instructional time in the **native language**. By the 2<sup>nd</sup> or 3<sup>rd</sup> trimester if the students have shown development in the second language, time allocated for native language will start decreasing, **individually**, until they get to **the mandated required time of native language instruction - 45 minutes daily, and two periods of ESL, daily.**

For all grades (k-8<sup>th</sup>) students at an **intermediate** level will have **50%** of the **literacy** instructional time in the **native language**. By the 2<sup>nd</sup> or 3<sup>rd</sup> trimester if the students have shown development in the second language, time allocated for native language will start decreasing, **individually**, until they get to **the mandated required time of native language instruction- 45 minutes daily, two periods of ESL, daily.**

For all grades (k-8<sup>th</sup>) students at an **advanced** level will have **45 minutes** of the **literacy** instructional time in the **native language**, daily, **one period of ESL and one of English Language Arts.**

### **Content Areas**

#### **Math**

For grades (k-2<sup>nd</sup>) **all language level students**, the first trimester will have **60%** (3 days per week) of the math instructional time in the **native language**. Mini lessons will be conducted in Spanish with the

**summary in English (ESL).** If the students have shown development in the second language, the time allocated for the native language will be decreased over a period of time. Teachers will be teaching mostly in English (ESL) with the summary in Spanish, if necessary. However, if there is a concept too hard for the students to get, the teacher can revert to Spanish for that specific lesson.

For grades (3<sup>rd</sup> -8<sup>th</sup>) **all language level students**, the first trimester will have **40%** (2 days per week) of the math instructional time in the **native language**. Mini lessons will be conducted in Spanish with the summary in English (ESL). If the students have shown development in the second language, the time allocated for the native language will be decreased over a period of time. Teachers will be teaching mostly in English (ESL) with the summary in Spanish, if necessary. However, if there is a concept too hard for the students to get, the teacher can revert to Spanish for that specific lesson.

### **Science/Social Studies**

For grades (k-2<sup>nd</sup>) **all language level students**, the first trimester will have **60%** (3 days per week) of the instructional time in the native language. Mini lessons will be conducted in Spanish with the summary in English (ESL). If the students have shown development in the second language, the time allocated for the native language will be decreased over a period of time. Teachers will be teaching mostly in English (ESL) with the summary in Spanish, if necessary. However, if there is a concept too hard for the students to get, the teacher can revert to Spanish for that specific lesson.

For grades (3<sup>rd</sup> -8<sup>th</sup>) **all language level students**, the first trimester will have **40%** (2 days per week) of the Science/Social Studies instructional time in the **native language**. Mini lessons will be conducted in Spanish with the summary in English (ESL). If the students have shown development in the second language, the time allocated for the native language will be decreased over a period of time. Teachers will be teaching mostly in English (ESL) with the summary in Spanish, if necessary. However, if there is a concept too hard for the students to get, the teacher can revert to Spanish for that specific lesson.

**The instructional time allocated for both languages in the ESL Program is as follow:**

### **Literacy**

For all grades (k-8<sup>th</sup>) students at a **beginning** and **intermediate** level will receive instruction with the use of ESL methodology. By the 2<sup>nd</sup> or 3<sup>rd</sup> trimester if the students have shown development in the second language, time allocated for ESL methodology will start decreasing, **individually**, until they get to the **mandated required time of ESL instruction, two periods of ESL, daily.**

For all grades (k-8<sup>th</sup>) students at an **advanced** level will receive instruction with the use of ESL methodology and one period of ELA. By the 2<sup>nd</sup> or 3<sup>rd</sup> trimester if the students have shown development

in the second language, time allocated for ESL methodology will start decreasing, **individually**, until they get to **the mandated required time of ESL instruction, two periods of ESL, daily.**

**Content Areas**

For all grades (K-8<sup>th</sup>) students at a **beginning, intermediate and advanced** level will receive instruction in English through ESL methodologies. If the students have shown development in the second language, time allocated for ESL methodology will decrease, **individually** according to the students' language development.

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Principal

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Coach

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Teacher

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Teacher

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Parents Coordinator

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Other

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

SSO/District	School <b>PS/MS279</b>
Principal <b>James Waslawski</b>	Assistant Principal
Coach <b>Elba Perez</b>	Coach
ESL Teacher <b>Lilian Lasanta</b>	Guidance Counselor
Teacher/Subject Area <b>Marilyn Valle</b>	Parent <b>Magdalena Flores</b>
Teacher/Subject Area <b>Delba Puello</b>	Parent Coordinator <b>Andrea Decena</b>
Related Service Provider	SAF <b>Deena Abu-Lughod</b>
Network Leader <b>Elvira Barone</b>	Other

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>4</b>	Number of Certified Bilingual Teachers	<b>10</b>	Number of Certified NLA/FL Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>1</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>1</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>1</b>

### C. School Demographics

Total Number of Students in School		Total Number of ELLs		ELLs as Share of Total Student Population (%)	<b>%</b>
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## Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
- Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

## Part III: ELL Demographics

### A. ELL Programs

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

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	1	1	1	1	1	1			1	7
<b>Dual Language</b> (50%:50%)										0
<b>Freestanding ESL</b>										
<b>Self-Contained</b>							1	1		2
<b>Push-In/Pull-Out</b>	1	1	1	1	1	1	1	1	1	9
<b>Total</b>	2	2	2	2	2	2	2	2	2	18

### B. ELL Years of Service and Programs

#### Number of ELLs by Subgroups

<b>All ELLs</b>	291	<b>Newcomers (ELLs receiving service 0-3 years)</b>	202	<b>Special Education</b>	29
<b>SIFE</b>	24	<b>ELLs receiving service 4-6 years</b>	67	<b>Long-Term (completed 6 years)</b>	22

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	108	17	4	31	7	0	7	0	7	146
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	94	0	8	36	0	10	15	0	0	145
<b>Total</b>	<b>202</b>	<b>17</b>	<b>12</b>	<b>67</b>	<b>7</b>	<b>10</b>	<b>22</b>	<b>0</b>	<b>7</b>	<b>291</b>

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	25	24	25	17	21	24	0	0	12	148
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
<b>TOTAL</b>	<b>25</b>	<b>24</b>	<b>25</b>	<b>17</b>	<b>21</b>	<b>24</b>	<b>0</b>	<b>0</b>	<b>12</b>	<b>148</b>

Dual Language (ELLs/EPs)																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian Creole																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both \_\_\_\_\_)

Number of third language speakers: \_\_\_\_\_

languages): ____	
Ethnic breakdown of EPs (Number)	
African-American: ____	Asian: ____
Hispanic/Latino: ____	
Native American: ____	White (Non-Hispanic/Latino): ____
Other: ____	

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	10	10	5	12	12	10	24	22	18	123
Chinese										0
Russian										0
Bengali	1	0	2	1	4	1	1	2	2	14
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Other	0	1	0	2	2	0	1	0	0	6

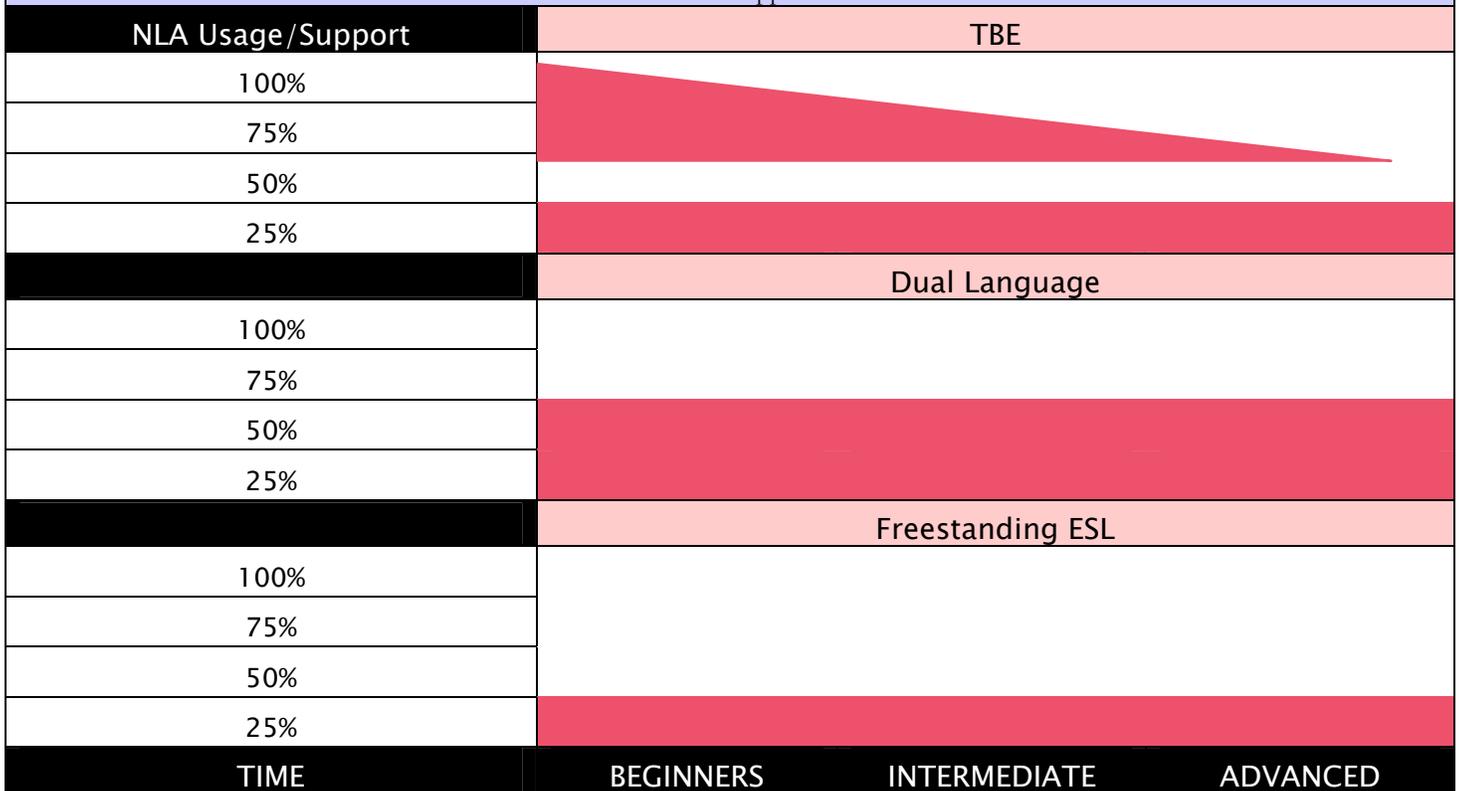
Programming and Scheduling Information										
<p>1. How is instruction delivered?</p> <ol style="list-style-type: none"> <li>What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? If pull-out, specify the length of time, group, and plans for moving these students into a push-in model.</li> <li>What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?</li> </ol> <p>2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?</p> <ol style="list-style-type: none"> <li>How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?</li> </ol> <p>3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.</p> <p>4. How do you differentiate instruction for ELL subgroups?</p> <ol style="list-style-type: none"> <li>Describe your instructional plan for SIFE.</li> <li>Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.</li> <li>Describe your plan for ELLs receiving service 4 to 6 years.</li> <li>Describe your plan for Long-Term ELLs (completed 6 years).</li> <li>Describe your plan for ELLs identified as having special needs.</li> </ol>										
<b>TOTAL</b>	<b>11</b>	<b>11</b>	<b>7</b>	<b>15</b>	<b>18</b>	<b>11</b>	<b>26</b>	<b>24</b>	<b>20</b>	<b>143</b>

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

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

**Native Language Arts and Native Language Support**

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



## Programming and Scheduling Information--Continued

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

## Schools with Dual Language Programs

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

## Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per Jose P.

## Parental Involvement

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

# Part IV: Assessment Analysis

## A. Assessment Analysis

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	12	22	10	2	8	9	2	4	9	78
Intermediate(I)	7	7	4	12	12	10	4	6	16	78
Advanced (A)	17	6	15	20	24	14	18	14	7	135
Total Tested	36	35	29	34	44	33	24	24	32	291



4	2	1	5	2	8	2	0	0	20
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	12	1	7	1	0	0	0	0	21
8									0
NYSAA Bilingual Spe Ed									0

ECLAS-2						
	Level I	Level II	Level III	Level IV	Level V	Level VI
K						
1						
2			n/a			
3						

EL SOL						
	Level I	Level II	Level III	Level IV	Level V	Level VI
K						
1						
2			n/a			
3						

NATIVE LANGUAGE READING TESTS		
	Percent of ELLs Passing Test (based on number of ELLs tested)	(For Dual Language) Percent of EPs Passing Test (based on number of EPs tested)
ELE (Spanish Reading Test)	26%	0.00%
Chinese Reading Test	%	%

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

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

2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
3. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
4. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
5. Describe how you evaluate the success of your programs for ELLs.

## Part V: LAP Team Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Assistant Principal		
Andrea Decena	Parent Coordinator		
Lilian Lasanta	ESL Teacher		
Magdalena Flores	Parent		
Marylin Valle	Teacher/Subject Area		
Delba Puello	Teacher/Subject Area		
Elba Perez	Coach		
	Coach		
	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
	Other		
	Other		

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

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**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-8 Number of Students to be Served: 150 LEP \_\_\_\_\_ - \_\_\_\_\_ Non-LEP

Number of Teachers 8 Other Staff (Specify) Literacy Coach

**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.**

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- PS/MS 279 provides students with a Transitional Bilingual Program, a Freestanding ESL Program, and ESL Pull-out/Push-in Program. Through a Saturday tutoring program, PS/MS 279 will use title III funds to improve English language proficiency, support native language development, and to advance math learning to a high performance. We will have small groups, and one to one instruction as needed using a variety of materials and techniques. We will provide explicit, intensive and focused instruction. Materials and activities may include picture files, graphic organizers, charts, flash cards, games and songs, listening centers, classroom library, dictionary thesaurus for ELLs, math manipulative, English at your Command and Math investigation books.
- We will serve one hundred fifty (150) students, K - 8<sup>th</sup> grades.
- Language of instruction: English and native language.
- Selection of the program is according to the students needs (students functioning below grade level, students with interrupted formal schooling, students that are not exempt from English Language Arts test.
- Program duration and time: 3 cycles of 10 Saturday, 3.00 hours each session. Ten teachers will participate in each cycle. Teachers will have group of 12 to 15 students. Each session will cover Math, English As a Second language and/or Native Language.
- Providers: Bilingual, ESL certified teachers.

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

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A series of workshops will be conducted for bilingual/ESL teachers and literacy coaches with emphasis on:

-Scaffolding strategies to facilitate the linguistic transition of ELLs.

-Reading, writing and Learning in ESL.

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**Form TIII – A (1)(b)**

**School: PS/MS 279 BEDS Code: 321000010279**

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

<b>Allocation Amount: \$46,220.00</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>Professional salaries (schools must account for fringe benefits)</b> <ul style="list-style-type: none"><li>- Per session</li><li>- Per diem</li></ul>	\$35,805.-	90 hours of per session for ESL and General Ed teacher to support ELL Students: 90 hours x \$49.89 (current teacher per session rate with fringe) = \$4,475.00 x 8 teachers
<b>Purchased services</b> <ul style="list-style-type: none"><li>- High quality staff and curriculum development contracts.</li></ul>	\$2,000.00	Consultant, Mardi Gorman, working with teachers, 2 days a week on development of literacy curriculum enhancements)
<b>Supplies and materials</b> <ul style="list-style-type: none"><li>- Must be supplemental.</li><li>- Additional curricula, instructional materials.</li><li>- Must be clearly listed.</li></ul>	\$3,135.-	Leveled Books, NL and English Phonic Workbooks, Cornerstone Workbooks, 1 Book on Tape, Notebooks, Folders, Writing Paper.
<b>Travel</b>	\$1,700.-	Trips to museums, Zoo, Performance Art (activities tie to curriculum)
<b>Other</b>	\$3,580.-	ESL classes for parents: 2 teachers, 12 sessions, 3 hours each session.
<b>TOTAL</b>	\$46,220.00	

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

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

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

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

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

PS/MS 279's alternate language population consists of 75.3% Hispanic and 6.4% Asian or other. All written communication distributed to parents is given out in both English and Spanish. Interpreters are available when required for meetings with parents and teachers, including parent teacher conferences.

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.

At PTA general meetings the policy of distributing material in two languages was discussed. We have determined from our experiences at parent open school nights that we would have need of Bengali translation services if they were ever available. We have hired two paraprofessionals that speak Bengali and use them for many translation situations.

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

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

A home language survey is distributed in the beginning of the year to all families. Based on the data received from that document, materials are then distributed to all families in English, Spanish and Bengali. Special documents are translated as needed by individual family need by school based staff and support service providers. At PTA general meetings the policy of distributing material in two languages (Spanish and English) was discussed. WE have set up a system of translating important school bulletins into Bengali using the services of a local mosque organization. Until further resources are available, this policy will remain in effect for the upcoming school year. We have determined from our experiences at the principal's open family forum that we need to notify in writing our Bengali families well in advance if we are to have their meaningful participation in our school and community meetings.

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.

At PTA and other general meetings, Spanish language translation is usually provided by our Parent Coordinator, and occasionally provided by our bilingual guidance counselor. A staff member fluent in Bengali is available and has provided translations at various meetings for our Bengali population.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

As above, home language is determined upon a student's entrance to our school, and that data updated based on the home language survey. All material is distributed in English and Spanish, and interpretations of that material created by the school is presented to families speaking languages other than English and Spanish at home. Upon approval, our school will request translation of our CEP into Bengali and French by the translation and Interpretation Unit.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete 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:	\$901,727	\$344,010	\$1,245,737
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$9,017		\$9,017
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$3,440	\$3,440
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$45,086		\$45,086
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$17,201	\$17,201
6. Enter the anticipated 10% set-aside for Professional Development:	\$90,172		\$90,172
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$34,400	\$34,400

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 98.5%
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.
- Utilize informal teacher networks to hire qualified and reliable teachers through the Open Market Transfer System
  - Attend hiring fairs sponsored by colleges and host student teachers in hard to hire areas of the school.
  - Utilize the mentor, lead teachers and coaches as a professional and personal support network for new teachers beginning their teaching career
  - Offer differentiated professional development aligned to target teacher’s individual professional goals established early in the school year
  - Offer new teacher workshops prior to the beginning of the school year, as well as throughout the school year, to help with support and orientation

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

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

#### **PS/MS 279**

### **SCHOOL PARENTAL INVOLVEMENT POLICY**

#### **PART I GENERAL EXPECTATIONS**

School Parental Involvement Policy must establish the school’s expectation for parental involvement based upon the DOE Parental Involvement Policy. [Section 1118-Parental Involvement- (a) Local Educational Agency Policy- (2) Written Policy of ESEA]

PS/MS 279 agrees to implement the following:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title 1 eligible students consistent with Section 1118- Parental Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 1111-State Plans of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A program(s) in decision about how the Title I, Part A funds reserved for parental involvement is spent.
- The school will carry out programs, activities and procedure in accordance with this definition of parental involvement.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that parents play an integral role in assisting their child’s learning.

Parents are encouraged to be actively involved in their child’s education at school.

Parents are full partners in their child’s education and— are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

Carrying out of other activities, such as those described in Section 1118- Parent Involvement of the ESEA.

## PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLEMENT POLICY COMPONENTS

School Parental Involvement Policy must include a description of how the school will implement or accomplish each of the following components. [Section 1118-Parental Involvement (a) Local Educational Agency Policy-(2) Written Policy of ESEA].

1. PS/MS 279 will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- Local Educational Agency Plans of the ESEA:

- Involve parents in discussions regarding the District Parental Involvement Plan at all PTA meetings.
- PTA Executive Board members will be involved with DOE personnel through PA organizations to provide further information and support.

2. PS/MS 279 will take the following actions to involve parents in the process of school review and improvement under Section 1116- Academic Assessment and Local Educational Agency and School Improvement of the ESEA:

- Parent members of the School Leadership Team will participate in the annual Review of the School
- Parents will be interviewed as part of the school's Quality Review
- Parent surveys will be a vital part of the School's Progress Report process

3. PS/MS 279 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies with all other programs in the school

4. PS/MS 279 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- An evaluation will be conducted by the SLT providing opportunity for parents to give feedback and suggestions on school improvement strategies. The survey will be the responsibility of the Parent Coordinator. Parents will have the opportunity to provide feedback on topics such as: instruction, school-to-home communication, guidance services, academic intervention services and security. The evaluation component will also be addressed through the annual PASS visit conducted by parent members of the school leadership team.

5. PS/MS 279 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the action described in this paragraph:

- the State's academic content standards;
- the State's student academic achievement standards;
- the State's and local academic assessments including alternate assessments;
- the requirements of Title I, Part A;
- how to monitor their child's progress; and
- how to work with educators.

- The School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by providing Parent workshops and courses dealing with computer training. Also included are special meetings with ESL staff designed to meet the specific literacy needs of parents of English Language Learners

- The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and the schools by:  
Providing teachers with professional development regarding the most effective techniques in involving parents through respectful conversations.  
Teachers will have daily access to phone messenger automated system to allow teachers to communicate with parents in a regular and easy manner

- The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as teachers Program and public preschool and other programs, and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:  
Involving parents in the regular activities of the school  
Involving parents in the Student Recognition activities

- The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language to parent can understand:

School letters are translated into two or three languages

Translation services information is posted in the school lobby and with our Parent Coordinator

### Part III DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

Other activities may include:

- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training.
- arranging school meetings at a variety of times, or conducting extra conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conference at school.
- The school is developing appropriate roles for community-based organizations through a number of involvement activities. These activities will bring together members of the local community in order to address the needs of individual students.

### PART IV ADOPTION

By the PS/MS 279 School Leadership Team on May 14, 2007

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

### **PS/MS 279 FAMILY SCHOOL COMPACT**

The following represents an agreement by all parties concerned regarding individual roles in improving student achievement. Every member of the PS/MS 279 school community has been made aware of the specific tasks assigned to them in this mission. The PS/MS 279 community believes that we must aspire to help each student achieve to the best of their ability. While our goals and aspirations are the same for all students, we must reach deeper and work better to help those who are not achieving as well as their peers to meet and exceed all learning standards.

#### **Students agree to:**

- attend school regularly
- arrive on time well equipped and ready for work
- respect school rules and policies
- complete all homework assignments
- always try to do my best work at home and in school
- assist others with their learning
- believe in myself and my own abilities
- respect others and recognize that everyone learns in different ways and at a different pace.

#### **Families/Parents agree to:**

- make every effort to send child(ren) to school on time every day ready to learn
- attend curriculum partnership nights to become more familiar with child(ren)'s learning
- maintain a home environment that allows a place and time for completion of homework every day
- review all homework assignments and sign completed homework every night
- encourage their child(ren) to read at least 30 minutes a day
- be available to assist child(ren) with homework and other inquiries
- provide enriching learning experiences for child(ren) at or away from home
- support the school uniform and discipline policies
- monitor child(ren)'s academic progress and attend school conferences
- communicate regularly with the school

- show patience and respect when addressing concerns or difficulties at school
- volunteer time at school whenever possible
- be their child(ren)'s strongest advocate, but always look critically at student work and progress.

**Teachers agree to:**

- provide an environment that is safe and conducive to learning
- develop interesting and challenging lessons that facilitate student achievement
- maintain high expectations for every child
- work to instill a love of learning in each child
- enforce school and class rules fairly and consistently
- communicate with families/parents regularly
- provide meaningful homework assignments in accordance with school policy that reinforce daily learning
- support family/parent involvement in student learning
- provide special learning activities to give students in need another chance at learning
- participate in professional development to be better equipped to meet the challenge of addressing individual student needs
- work to help each student progress toward meeting grade standards
- work to integrate efforts with grade teams and support school plans for standardizing content across the grades.

**Administration and School Support Staff agree to:**

- provide support to teachers in their daily work
- identify students with varying learning needs and develop plans to meet those needs
- allocate resources fairly and equitably to support achievement by all students
- enforce discipline and dress code policies
- open and maintain lines of communication with families/parents and students
- identify special family and/or community needs and create a plan to address those needs
- be proactive in research and planning to meet current needs and anticipate future trends.

**Agreed:**

\_\_\_\_\_, **Principal**

**Date** \_\_\_\_\_

\_\_\_\_\_, **Teacher**

**Date:** \_\_\_\_\_

\_\_\_\_\_, **Student**

**Date:** \_\_\_\_\_

\_\_\_\_\_, **for the family**

**Date:** \_\_\_\_\_

## 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 pages 9 to 13 above.**

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 section VI pages fifteen through twenty-five.**

- 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 day/year, before- and after-school and summer programs and opportunities. We have funded \$50,000 of Title I after school programming for our at-risk students, and our students in need of academic enrichment in math, literacy and science. \$38,800 of Title III funding for ELLs who have not yet passed the NYSESLAT.
- o Help provide an enriched and accelerated curriculum. Work of two literacy coaches and grade level lead teachers to assist staff with a data collection, analysis and curriculum writing processes grounded in state standards, multiple forms of assessment – performance and standardized and achievement data.
- o Meet the educational needs of historically underserved populations. Our programs are all catering to historically underserved populations as we are a predominantly Hispanic, African-heritage and poor school.
- 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 School-wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs. We employ a full-time middle school articulation counselor and provide the services of two mandated service counselors and 1 at-risk SAPIS counselor. We have developed our guidance staff into an operational team called “the Zone” that has lunch time interventions (small group) as well as in-class interventions.
- o Are consistent with and are designed to implement State and local improvement, if any. Our instructional design and goals as set this past school year and next are meeting with New York City’s overall plan to provide effective differentiated instruction in literacy, math, social studies and science using the data collection tools and analysis protocols we have worked to establish and make functional for our school community. In the pursuit of this great

goal we have developed assessment practices, purchased assessment programs and trained staff in the analysis of data to provide this real, differentiated, scaffold supported classroom learning experience in small groups everyday of school. This represents a “local” reform measure but has enormous implications for use direction of school human and physical resources.

3. Instruction by highly qualified staff.

**We currently have 98.5% of our core classes being taught by highly qualified staff and we have used the 5% set-aside to support acquiring the necessary credentials for the other 1.5% of the time.**

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.

**As part of our on-going professional development we will continue to engage all school personnel in differentiated professional development to support each content area. We will continue to support the development of quality curriculum units by content using New York State performance indicators to develop standards based, units, lessons, and assessments. Teachers will also continue to participate in regional workshops designed to familiarize them with grade specific standards and assessments. All teachers set and work towards the attainment of at least two professional goals each school year.**

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

- a. **Utilize informal teacher networks to hire qualified and reliable teachers through the Open Market Transfer System**
- b. **Attend hiring fairs sponsored by colleges.**
- c. **Utilize the mentor, lead teachers and coaches as a professional and personal support network for new teachers beginning their teaching career**
- d. **Offer differentiated professional development aligned to target teacher’s individual professional goals established early in the school year**
- e. **Offer new teacher workshops prior to the beginning of the school year, as well as throughout the school year, to help with support and orientation**
- f. **Assign each new teacher an informal buddy teacher to work alongside with throughout the year**

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

**Parent workshops, sponsored by the Parent Coordinator, throughout the school year to assist with literacy skills for both the parent and the child. These are done with instructional lead teachers during the school day or with our instructional coaches and also with after school on Saturdays during the family ESL classes with parents and students. Every opportunity to meet with families has this as an objective, whether principal to family open forum on the second Tuesday of the month or parent teacher conferences. Our after school program sponsored by The Committee for Hispanic Children and Families contains a significant component of family literacy development through their Family Literacy program that supported families to tell their stories and then published them into formal books.**

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.

**Child and parent interviews will be conducted to determine the student's level of readiness and based on these interview results we will invite at least thirty incoming K students to our four week summer transition program. Parents will also be provided with literature informing them of educational activities that they can engage their children in order to prepare them for Kindergarten. Parents will be invited to Kindergarten orientation workshops, as well as Open Houses, in order to help the child make a successful transition into Kindergarten or first grade, depending on whether their child attended K at PS/MS 279.**

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.

- a. **On-going professional development focusing on data driven instruction with teachers to ensure that instruction meets the needs of individual students; this work will be documented in the individual student goals that are set by each core content area teacher; teacher professional learning goals will be set according to the needs of each teacher's class and in consultation with each individual teacher**
- b. **Quality curriculum development will be ensured through the active support and development of our school leadership team's content sub-committees – literacy, math, social studies, science, the arts and technology.**

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.

- a. **The development of individual student goals in literacy, math, social studies and science will greatly aid in setting benchmarks for student progress throughout the school year. This data and performance information will be reviewed and new goals or strategies developed during the data discussions conducted with all staff at five points during our school year. Furthermore, academic intervention teams will align student's individual needs with certain academic intervention programs and Academic intervention providers. These providers will track student progress and make decisions for next steps in the child's academic future.**
- b. **Data collected from in class and formative assessments will be used to target students for the daily after school programs to help develop math and literacy skills to ensure grade level success – using a Tier II model of providing extra instruction but in the context of the regular daily curriculum and program.**

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The school guidance team, organized under the name the "Zone" will be responsible for coordinating violence reduction programs, family support classes, providing student recognition dinners and gifts and guiding the school curriculum on conflict resolution. We are currently collaborating with five different social support programs ranging from domestic violence awareness, drug and alcohol use resistance, sex education, healthy living and child – parent communication.

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

*This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.*

**NCLB/SED Status:** Restructuring Adv. Focused      **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.

All sub-groups for all accountability categories were satisfactorily met last school year. We were most recently cited for English language arts – for the students with disabilities and ELL sub groups but we made safe harbor for special education and our NYSESLAT progress also moved our ELLs subgroup to the AYP target. To maintain elementary level scores we identified the need to have our students work with text leveled at their independent reading levels and to provide weekly curricular support with the reading and writing connection similar to what is expected in the state ELA assessments. In middle school we have expanded our collection of frequent fluency and comprehension data / achievement by using the Fountas and Pinnell running records kit and some AUSSIE materials to conduct a minimum of five fluency and six comprehension assessments throughout the year. WE are also systematically training teachers this year in the use and coordination of Tier I and II literacy interventions as part of our comprehensive RTI approach. Formative assessment data is used to plan guided reading on the upper grades as well as the strategy lessons for reading comprehension. Again with eighth grade we noted the need for students to work daily with text at their independent reading level and to sustain this expectation we moved staff members around so that the most effective ELA teachers would be working daily with our 8<sup>th</sup> grade.

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

**Please see the needs assessment, goals page and action plans on pages 9 to 26 above.**

### **Part B: For Title I Schools Identified for Improvement**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high

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<sup>1</sup> School Under Registration Review (SURR)

quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement. 10% of our Title SWP funding allocation is \$90,172. this money was used to fund a full-time literacy coach for the elementary grades and a full-time mentor and staff developer for new teachers and teachers with only two to three years experience.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

We have a full-time professional mentor hired for our school. She uses the Santa Cruz model for teacher mentoring and has also been designated the Professional Teaching Standards coach for teachers and supervisory staff. All teacher observations and professional development conversations are organized around the ideas and language of the professional teaching standards and the work of our full – time mentor. All professional development activity is planned with the consultation of our mentor, who frequently facilitates PD for new and experienced teachers after school.

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

As with previous years, this will be done by our family worker collaborating with our Parent Coordinator to get the student notices out to all parents by the end of this school year, followed by a late July letter confirming our status or noting our removal from the SINI or Corrective Action lists. We will also hold a parent forum at our mid-July health fair and during the first two weeks of school next September. At this forum we will have translation services and describe the school's accountability status and what we are doing to address these issues.

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

*All schools must complete this appendix.*

**Background**

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

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

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

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

**Background**

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

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

### ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

Elementary and Middle School grade level teachers (bilingual, ESL, monolingual) implement the same math, literacy, science, social studies curricula that are each based on the New York State learning standards. Teachers (bilingual, ESL, monolingual) work in content and grade level teams to meet and plan instruction on a weekly basis. The "process" we engage in to assess the relevance of this finding is our collaborative planning and professional development time – as planned on the weekly schedule. Additionally, the school conducts monthly learning walks which always include the review and comparison of bilingual or ESL classrooms with monolingual.

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?

Notes from monthly learning walks; agendas from common planning meetings and professional development sessions; lesson plans of bilingual, ESL and monolingual teachers.

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

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**1B. Mathematics**

## Background

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

## Specific Math Alignment Issues:

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

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

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

We realigned our entire curriculum and received a waiver from implementation of the mandated curriculum three years ago when our scores went up 27% to 67% of our tested students being on grade level or above in mathematics. We use our own standards based school-wide scope and sequence for mathematics to teach each grade. The tools we use for this curriculum are Scott Foresman Investigations on grades K to 5 and CMP for grades 6 to 8. The process we have used to verify that the above finding does not apply to us is the data analysis of state test scores and the topical / curricular evaluation we conducted of EDM and Impact three years ago.

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 2008 and 2009 math test scores and our K to 8 standards-based mathematics scope and sequence document.

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.

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## **KEY FINDING 2: INSTRUCTION**

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

### ***2A – ELA Instruction***

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

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

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

Weekly informal observations and monthly learning walks were used to review the core pieces of required differentiated instruction – frequent assessment and generation of data, individual student and group learning goals for the year and the current unit, inter views with

students on their awareness of current learning goals and benchmarks. Curriculum cabinet meetings, admin cabinet meetings and content area meetings all debrief these practices which contradict the “one size fits all” model cited above.

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?

Our School Quality Review report for 2009 (proficient) and 2008 (well developed) noted great efforts and progress with the use of data to differentiate instruction by process, product and content in the areas of literacy and math. For social studies and science we have also have developed and implemented systems for data collection and analysis that are noted in this year’s SQR report. All of our monthly staff conferences are devoted to these initiatives.

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

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## **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM<sup>3</sup>)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

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 have discussed the above noted trend and taken action on it two years ago when we developed a technology integration specialist position to work with content area teachers to integrate tech use into everyday math and science lessons. We have a technology committee that sets policy, plans program use and development and conducts monthly trainings in this area.

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?

The extensive use of our eleven LCD projectors by math teachers, the overall focus and design of our constructivist math programs – SF Investigations and CMP; the high retention rate of our math teachers and the number (4) of math lead teachers pursuing instructional leadership development.

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

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### **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 have noted a declining turnover rate as a result of our hiring a full time school-based mentor three years ago (2007 – 2008). Our turnover rate was highest in the middle school grades, particularly in the area of literacy. We have supported these teachers differently by giving them additional tools (anthology series) with which they can design units and plan lessons. As evidence we are making progress we have held anonymous teacher surveys, posted results and worked with our school leadership team and curriculum cabinet to work out the stressors for teaching middle school literacy. We have also attempted to hire only experienced teachers for this grade and content area.

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?

A turnover rate of less than 5% for the 2009 – 2010 school year.

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

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

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

Please respond to the following questions for Key Finding 4:

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

There is a monthly professional development calendar published by the literacy assistant principal which includes any relevant workshop for ELLs instruction. In school professional learning sessions are set up in conjunction with the bilingual coordinator who also informs staff of workshops offered by the ISC. We also have a bulletin board outside of the teacher resource room (room 318) where we announce other workshops such as the ones offered by the office of English Language Learners.

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?

Professional development bulletins announcing PD opportunities, the attendance of various staff members (7) to workshops outside of the school. The focus of your inquiry team is on ELL's and reading comprehension.

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

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

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

Please respond to the following questions for Key Finding 5:

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

ELLs' data are disseminated to all teachers involved in instructing English Language Learners including bilingual, ESI, monolingual, resource room and counsel teachers. Teachers use data for each planning session.

Nyseslat data is given to teachers of ELL's in a format that isolates each section of the test with each child's score. This data is then used to generally focus on developing academic language, vocabulary and general writing skills – especially response to literature. This data has been distributed by the bilingual coordinator each year it has been made available to the school. In the past two years this data is ready for teachers' review the first week of school in September. We also distribute the Rigby data for ELL's to plan for small group instruction and we distribute the interim ELL assessment data as soon as it is available.

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

Applicable  Not Applicable

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

The significant progress our ELL students have made in literacy as measured by the extra credit on the NYC progress report.

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

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

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers,

and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

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

The Network 19 team is offering professional development trainings to support general education teachers on:

- Understanding the IEP Process
- Understanding Special Needs Students in a GE Setting
- Effective Academic Strategies for Special Education Students: Supporting Different Learning Styles
- How to Write a Quality IEP
- Conducting a Functional Behavior Assessment (FBA)
- Behavior Management Series

Collaborative Team Teaching (CTT) Study Group

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

Applicable  Not Applicable

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

The steady upward progress of our special education students in the areas of literacy and math and our increasing de-certification rates.

All general education teachers can identify IEP students in their class.

- They are aware of the students annual and triennial review dates
- They know which related services their IEP students are receiving including the frequency and duration of services.
- They are aware of the testing accommodations that must be provided to students when taking quizzes, unit tests, performance Acuity tests, and City-wide or State exams.
- They know the promotional criteria percentages for their students with disabilities.

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

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

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

Please respond to the following questions for Key Finding 7:

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

The IEP teacher provides the entire staff with guidelines for special education support provided at PS/MS 279 which specifically address the difference between accommodations and modifications and their application within the classroom.

To streamline pertinent data from the IEP an IEP Service Log was created by the Special Education Coordinator, and then discussed with each individual teacher, related service provider and SETSS teacher.

- The IEP Service Log informs each individual teacher in grades K - 8 of the IEP students placed in their classroom, their students annual or triennial review dates, their related services, their testing accommodations and their modified promotional criteria percentages.
- Support service providers received a copy of the log reflecting the students that they service.

Our Related Service Providers and SETSS Teachers align the student's IEP goals, objectives with appropriate resources to support instruction and vary assessments to monitor student progress three to four times a year utilizing the IEP Annual Student Progress Report.

It is school policy that any student that presents with behaviors that can not be maintained and/or controlled by classroom expectations and school regulations are evaluated by the teacher with a Functional Behavior Assessments (FBA); utilized to developed behavior contracts or Behavior Intervention Plans (BIP).

Future plans to develop a new school-wide system and method of grading IEP students to align goals, objectives and modified promotional criteria are currently being researched by the Special Education Coordinator.

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?

The Guideline for Special Education Support at PS/MS 279 specifies the difference between accommodations and modifications.

A monthly calendar for articulation between general education & special education teachers, related service providers, and SETSS teachers has been developed so that teachers can meet with support providers to discuss current academic performance levels, and appropriate annual & triennial goals and objectives.

The IEP Annual Student Progress Report utilized by support service providers align goals and objectives with support for student instruction through appropriate resources and varied assessments to evaluate student progress to meet their modified promotional criteria.

Several students have either Behavior Contracts or Behavior Intervention Plans as part of their IEP on file.

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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

1. Please identify the number of Students in Temporary Housing 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.)  
26 from the previous school year
2. Please describe the services you are planning to provide to the STH population.  
WE maintain a staff of three full time family workers to ensure that the STH population maintains a high rate of attendance. We maintain four full time guidance counselors to provide in-school supports to STH. We hold regular parent meetings with children of our STA population and work to maintain student enrollment at our school until matriculation into high school. We maintain after school programming for children on all grades K to 8 up through 6 pm five days a week.