



P.S. 222

2008-09

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DRAFT NOVEMBER 18, 2008
UPDATED: 3/20/2009, 3/23/2009-3/27/2009

SCHOOL: 22K222
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. 222 **SCHOOL NAME:** Katherine Snyder

DISTRICT: 22 **SSO NAME/NETWORK #:** Integrated Curriculum and
Instruction Learning Support
Organization

SCHOOL ADDRESS: 3301 Quentin Road, Brooklyn, NY 11234

SCHOOL TELEPHONE: 718-998-4298 **FAX:** 718-339-2107

SCHOOL CONTACT PERSON: Theresa Olivieri **EMAIL ADDRESS:** tolivie@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON

Dawn Gallagher

PRINCIPAL

Louise Blake

UFT CHAPTER LEADER

John Salvio

**PARENTS' ASSOCIATION
PRESIDENT**

Mary Nolan

STUDENT REPRESENTATIVE
(Required for high schools)

**COMMUNITY SCHOOL DISTRICT
SUPERINTENDENT**

Marianne Ferrara

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: There should be one School Leadership Team (SLT) for each school. As per the *Chancellor's Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (*Refer to Chancellor's Regulations A-655 on SLT's; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>*). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Louise Blake	*Principal- Administration	
Kathleen Snow	Assistant Principal- Administration	
Dawn Gallagher	SLT Chairperson	
John Salvio	*UFT Chapter Chairperson – Teacher	
Mary Nolan	*PA/PTA President or Designated Co-President	
Lucille Grilli	DC 37 Representative, if applicable	
Jeanmarie Sigismondi	Teacher	
Stephanie Tasso	Teacher	
Ann Drimmer	Paraprofessional	
Melissa Barr	Parent	
Mary Ann Auteri	Parent	
Rochelle Camche	Parent	
Maryann Locicero	Parent	
Mardie Sheiken-Henry	Parent	
Lorraine Calafiore	Parent	
Charlene Morales	Parent	

* Core (mandatory) SLT members.

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Mission Statement –

At PS 222 we celebrate cultural, ethnic and academic diversity. We believe that maintaining high expectations for all of our students including English Language Learners and Special Education students is critical to their success. We are dedicated to the education of the whole child and strive to create an atmosphere in which all students are nurtured emotionally and receive the support necessary to excel academically. We recognize that all children bring their own templates of individual talents and learning styles.

At P.S. 222, we incorporate the Principles of Learning into every area of the curriculum in order to foster academic excellence in all of our students. It is our firm belief that by maintaining academic rigor in a respectful and nurturing environment, we will help all of our children to reach their fullest potential.

Narrative Description:

P.S. 222 is a pre-kindergarten through fifth grade school located in a middle class, ethnically diverse neighborhood within Marine Park in Brooklyn, NY. There are approximately 856 children attending the school who come from various ethnic, cultural and economic backgrounds.

At P.S. 222, we celebrate that each child is unique and our approach provides for flexible grouping and individualized instruction. Our goal is to teach children to be active participants in their own learning while showing respect for the differences of others. In addition to our general education program, which has 10 Gifted and Talented classes and 18 Regular Education classes, our school includes 8 Collaborative Team Teaching classes and 4 Self-contained Special Education classes. During the 2008-2009 school year, we will continue to implement the ASD-Nest program. This specialized CTT program includes high functioning autistic children with general education peers.

Our school has served as a model for the Least Restrictive Environment Initiative and the Collaborative Team Teaching Program. P.S. 222 is a barrier-free school that serves physically challenged students in both general and special education. Public School 222 will continue to implement the New Continuum. Student Support Services include: English as a Second Language, Speech Therapy, Occupational Therapy, Physical Therapy, Hearing and Vision Education, School Assessment Team, and Guidance Counseling. We also offer support through Academic Intervention Services, Inquiry Team, SETSS, before and After School Programs.

P.S. 222 strives to provide all students with a rigorous school experience that includes academic challenges, enrichment opportunities and character education. We are pleased to have partnerships with many agencies including Brooklyn Philharmonic, Legal Lives, Madison Law, TASC, and Working Parents Alliance. We promote critical thinking in all subject areas. We recognize that data-driven instruction is essential for success and we use findings to drive instruction. In an effort to increase student achievement, teachers assess students, guide students in goal setting, and plan lessons based on needs. We provide our staff with high quality differentiated professional development. In addition, teachers use Professional Teaching Standards to set goals and to assess their own growth.

At P.S. 222 we believe parents are partners in their children's education. Through an open line of communication, we inform parents of their children's goals and their progress towards meeting those goals. In addition, we invite parents to share their insights and concerns regarding their children's education.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Preliminary Version - June 2008)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:	P.S. 222 Katherine R. Snyder									
District:	22	DBN:	22K222	School BEDS Code:	332200010222					
DEMOGRAPHICS										
Grades Served:	Pre-K	√	3	√	7		11			
	K	√	4	√	8		12			
	1	√	5	√	9		Ungraded	√		
	2	√	6		10					
Enrollment					Attendance - % of days students attended:					
(As of October 31)	2005-06	2006-07	2007-08	(As of June 30)	2005-06	2006-07*	2007-08			
Pre-K	53	53	56		94.0	94.3	94.3			
Kindergarten	146	140	119							
Grade 1	138	153	144	Student Mobility - % of Enrollment:						
Grade 2	128	143	149	(As of June 30)	2005-06	2006-07	2007-08			
Grade 3	131	127	132		95.1	96.8	95.6			
Grade 4	138	126	127							
Grade 5	110	134	125	Poverty Rate - % of Enrollment:						
Grade 6	0	0	0	(As of October 31)	2005-06	2006-07	2007-08			
Grade 7	0	0	0		40.8	42.4	44.0			
Grade 8	0	0	0							
Grade 9	0	0	0	Students in Temporary Housing - Total Number:						
Grade 10	0	0	0	(As of June 30)	2005-06	2006-07	2007-08			
Grade 11	0	0	0		1	2	3			
Grade 12	0	0	0							
Ungraded	14	12	12	Recent Immigrants - Total Number:						
Total	858	888	864	(As of October 31)	2005-06	2006-07	2007-08			
					1	5	1			
Special Education Enrollment:				Suspensions (OORS Reporting) - Total Number:						
(As of October 31)	2005-06	2006-07	2007-08	(As of June 30)	2005-06	2006-07	2007-08			
# in Self-Contained Classes	54	56	47	Principal Suspensions	11	6	11			
# in Collaborative Team Teaching (CTT) Classes	43	52	54	Superintendent Suspensions	2	1	2			
Number all others	51	57	57							
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
				(As of October 31)	2005-06	2006-07	2007-08			
				CTE Program Participants	0	0	0			
				Early College HS Program Participants	0	0	0			
English Language Learners (ELL) Enrollment:				Number of Staff - Includes all full-time staff:						
(As of October 31)	2005-06	2006-07	2007-08	(As of October 31)	2005-06	2006-07	2007-08			
# in Transitional Bilingual Classes	0	0	0	Number of Teachers	59	64	72			
# in Dual Lang. Programs	0	0	0							
# receiving ESL services only	41	37	24							

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Preliminary Version - June 2008)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	10	10	1	Number of Administrators and Other Professionals	39	10	40
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	21	TBD	22
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2005-06	2006-07	2007-08	(As of October 31)	2005-06	2006-07	2007-08
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	62.7	57.8	63.9
				% more than 5 years teaching anywhere	62.7	53.1	52.8
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2005-06	2006-07	2007-08		90.0	86.0	82.0
American Indian or Alaska Native	1.4	1.1	1.3	% core classes taught by "highly qualified" teachers (NCLB/SED definition)			
Black or African American	16.9	19.8	20.4				
Hispanic or Latino	11.9	11.2	12.4				
Asian or Native Hawaiian/Other Pacific Isl.	13.0	13.5	13.8				
White	56.8	54.4	52.2				
Male	52.0	51.9	51.0				
Female	48.0	48.1	49.0				
2008-09 TITLE I STATUS							
	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
√	Non-Title I						
Years the School Received Title I Part A Funding:	2005-06	2006-07	2007-08	2008-09			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	No	If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2007-08) Based on 2006-07 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
√							
√							

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Preliminary Version - June 2008)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	IGS			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native		-	-	-			
Black or African American		√	√	-			
Hispanic or Latino		√	√	-			
Asian or Native Hawaiian/Other Pacific Islander		√	√	-			
White		√	√	√			
Other Groups							
Students with Disabilities		√	√	-			
Limited English Proficient		-	-	-			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		7	7	3			
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2007-08				Quality Review Results – 2007-08			
Overall Letter Grade:	A			Overall Evaluation:	W		
Overall Score:	70.9			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	11.7			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:	21.3			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	35.6						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	2.3						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◊ = Outstanding			
* = 2006-07 Progress Report Attendance Rate(s). If more than one attendance rate given, it is displayed as K-8/9-12.							
<i>Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.</i>							

SECTION IV: NEEDS ASSESSMENT

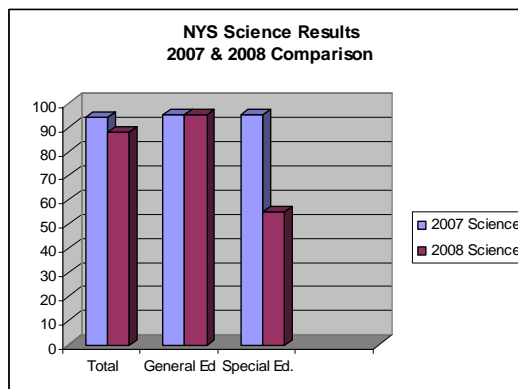
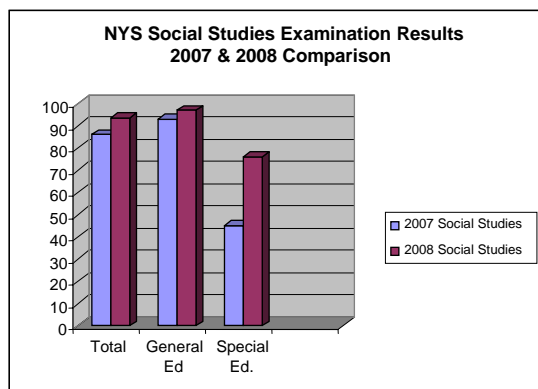
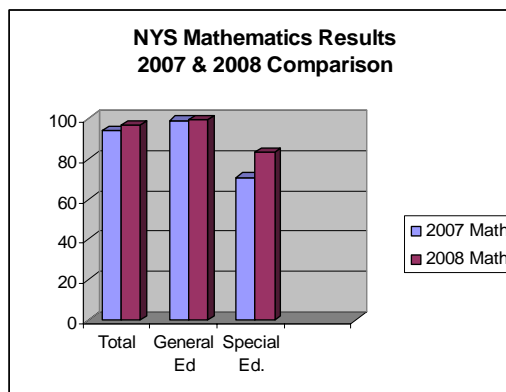
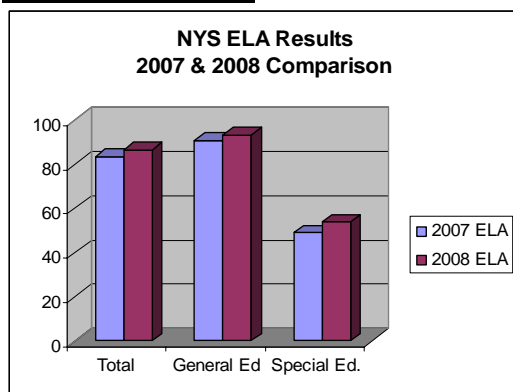
Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New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

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

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

P.S. 222 conducted a comprehensive review of the most current data available regarding student performance and progress. This review included an analysis of NYS exam results which included a comparison of the 2007 and 2008 results. We also analyzed the results from the Periodic Assessments, Instructionally Targeted Assessments, and informal assessments. Information was also gathered from the Demographics and Accountability Snapshot, the NYS School Report Card, the NYC Progress Report, the Quality Review and Inquiry Team meetings.

NYS Test Results:



SECTION IV: NEEDS ASSESSMENT
CONTINUED

After a comprehensive review of all available data, P.S. 222 notes the following strengths:

ELA:

- **On the 2008 NYS English Language Arts Examination 86.6% of all tested students** scored in Levels 3 and 4, which is a 2.9% increase from 2007.
- **On the 2008 NYS English Language Arts Examination 93.4% of all general education students** scored in Levels 3 and 4, which is a 2.4% increase from 2007.
- **On the 2008 NYS English Language Arts Examination 74.1% of the school's lowest 1/3** made one year of progress.

Mathematics:

- **On the 2008 New York Mathematics Examination, 96.6% of all tested students** scored in Levels 3 and 4, which is a 2.5% increase from 2007.
- **On the 2008 New York Mathematics Examination, 99.4% of all general education students** scored in Levels 3 and 4, which is a 0.4% increase from 2007.
- **On the 2008 New York Mathematics Examination, 83.3% of our special education students** scored in Levels 3 and 4, which is a 2.5% increase from 2007.
- **On the 2008 New York Mathematics Examination, 81.8% of ELL students** tested scored in Levels 3 and 4, which was a 54.5% increase from 2007.
- **On the 2008 New York Mathematics Examination, 77.7% of the school's lowest 1/3** made one year of progress.

Social Studies:

- **On the 2008 New York Social Studies Examination, 93.7% of all tested students** scored in Levels 3 and 4. This is a 0.1% increase from 2007.
- **On the 2008 New York Social Studies Examination, 99.0% of all general education students** scored in Levels 3 and 4. This is a 0.1% increase from 2007.
- **On the 2008 New York Social Studies Examination, 76.9% of all special education students** scored in Levels 3 and 4. This is a 0.8% increase from 2007.

Science:

- **On the 2008 New York Science examination 95% of all general education students** scored in Levels 3 and 4.

After a comprehensive review of all available data, P.S. 222 notes the following challenges:

- A comparison of 2007 and 2008 ELA test scores indicates that **55.4% of students made at least one year of progress** on the NYS ELA.
- **On the 2008 New York Science examination 88% of all students** scored in Levels 3 and 4, which is a 6% decrease from 2007. The decrease was caused by a 45% drop in the number of special education students who scored in Levels 3 and 4.
- A comparison of 2007 and 2008 NYS Mathematics Examination scores indicates that **75.3% of students made at least one year of progress.**
- *Student Attendance for the 2007-2008 school year was 94.6%. This is 2.4% lower than the Peer Horizon maximum.*

SECTION IV: NEEDS ASSESSMENT
CONTINUED

After a comprehensive review of all data, P.S. 222 notes the following trends:

- Special Education students need to make greater progress in English Language Arts, Science and Social Studies.
- English Language Learners need to make greater progress in English Language Arts, Science and Social Studies.
- While the majority of our students achieve in Levels 3 and 4 in ELA and Mathematics, some do not make one year of progress.

The greatest accomplishments of P.S. 222 are:

- Receiving a “Well Developed” rating on the 2007-2008 School Quality Review.
- Receiving “A” in all categories on the 2007-2008 Progress Report.
- Closing Achievement Gap School—Recognized by New York State in 2005-2006 and 2006-2007.
- ASD Nest Program
- Making Adequate Yearly Progress

The most significant aid to our school’s continuous improvement:

- The vast majority of our staff members have a shared vision of success for every child.
- Our staff members are knowledgeable, dedicated and collaborative.
- We have implemented many research-based programs and continue to investigate new academic programs.
- We offer many models to provide additional small group instruction. They include Before/After school Reading and Math, prep and lunch time tutoring, cluster teacher push in, and tutoring by administrators.
- We encourage parent involvement by hosting informative and timely workshops and by inviting parents to social events and celebrations. In addition we have a very active Parents Association and School Leadership Team.
- We use the latest technology to support, enrich and expand the educational opportunities of our students. We have a state of the art computer lab as well as laptops and desktops in every classroom. In addition, we have a Smart Board that is used to enhance instruction.

The most significant barriers to our school’s continuous improvement:

- Budget cuts have forced our school to cut down on the number of out of classroom support personnel to address the needs to our at risk students.
- Budget cuts have forced us to shorten the before and after school programs.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2008-09 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

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

Annual Goal	Description
By June 2009, 231 out of 400 students (57.9%) in Grades 3, 4, and 5 will demonstrate at least 1 year of progress in English Language Arts. This is a 2.5% increase from 2008 when 55.4% of students made at least one year of progress. This represents 10 addition children. This progress will be evidenced by a variety of assessments including Acuity, DRA, Running Records, Reading Indicators, Performance Indicators and the NYS ELA exam.	Evidence from the 2007-2008 Progress Report and NYS ELA examination results indicate the need to address the year to year progress of students from third to fourth grade and fourth to fifth grade. Year to year ELA progress was 55.4% in 2008.
By June 2009, 312 out of 402 students (77.8%) in Grades 3, 4 and 5 will demonstrate at least 1 year of progress. This is a 2.5% increase from 2008 when 75.3% of students made at least one year of progress. This represents an additional 10 students. This progress will be evidenced by a variety of assessments including Acuity, Chapter and Unit tests, Performance Indicators and the NYS Mathematics exam.	Evidence from the 2007-2008 Progress Report and NYS Math examination results indicates the need to address the year to year progress of students from third to fourth grade and fourth to fifth grade. Year to year Mathematics progress was 75.3% in 2008.
By June 2009 there will be a 3%-5% increase in the number of fourth grade students who demonstrate proficiency in Science as evidenced by performance on school based assessments, projects and the NYS Science exam.	Evidence from the 2008 NYS Science Examination indicates the need to increase proficiency in Science. The 2008 results indicate that 88% of the students scored in Levels 3 and 4. This was a decline from the previous year.
By June 2009, the whole school attendance rate will improve to 95%, as indicated by the school’s annual attendance report.	Evidence from the 2007-2008 Progress Report and the Annual Attendance Report indicates that the attendance was 94.6%. Comparison to our Peer Horizon and City Horizon indicates the need to address attendance of all students.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary.

Reminder: Schools designated for improvement (SINI/SRAP/SURR or received a D or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): ELA

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2009, 231 out of 400 students (57.9%) in Grades 3, 4, and 5 will demonstrate at least 1 year of progress in English Language Arts. This is a 2.5% increase from 2008 when 55.4% of students made at least one year of progress. This represents 10 addition children. This progress will be evidenced by a variety of assessments including Acuity, DRA, Running Records, Reading Indicators, Performance Indicators and the NYS ELA exam.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Require teachers to implement NYS Literacy Standards and to site them in plan book and on bulletin boards • Make expectations for Literacy improvement clear through P.S. 222 Handbook and faculty meetings • Implement Spotlight 5 • Implement Strategy of the Month to improve reading comprehension • Continue to develop comprehension through Skill of the Week • Require all teachers to use Guided Reading planning sheets and Guided Reading Conference notes • Set a schedule for administration of DRA • Implement the use of Wilson Reading as an academic intervention tool with at risk students • Continue to provide targeted intervention for at risk students in reading • Expand the scope of the Inquiry Team by sharing best practices and implementing successful strategies in grade 5 • Form a Grade 5 Inquiry group in addition to the 4th grade group • Purchase research based materials to support literacy (ie., Exploring Non Fiction – Time for Kids, Renzulli Learning, Schooltime Writing) • Continue to support the implementation of Lucy Calkin's Units of Study for Teaching Writing across the grades • Provide professional development in reading comprehension strategies using Mosaic of Thought, 2nd ed. as a foundation • Provide professional development through model lessons by expert teachers • Use Professional Teaching Standards to help teachers assess their own growth • Hire an F-status teacher to provide targeted literacy instruction to 3, 4, and 5 grade students • Schedule common grade preps on all grades ➢ Encourage children to set goals in Reading and Writing ➢ Share goals with parents ➢ Teachers will complete and update Student Assessment Records which reflect student growth ➢ Provide small group tutoring sessions

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary.

Reminder: Schools designated for improvement (SINI/SRAP/SURR or received a D or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): **ELA CONTINUED**

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Resources: Classroom Teachers, Early Childhood Academic Intervention Specialist, Two Academic Intervention Specialists, 1 F-Status Teacher, Early Intervention Cluster Teacher, I.E.P Coordinator, Wilson Providers (ESL Teacher, Health Coordinator), Materials, Staff:</p> <p><u>Classroom Teachers:</u> TL Fair Student Funding, TL ASD, EGCSR. <u>Academic Intervention Specialists:</u> TL Fair Student Funding, C4E, TL General Hold Harmless, TL Children First <u>Cluster Teachers:</u> TL Fair Student Funding, TL Children's First, One Time Allocations <u>Early Intervention Cluster Teacher:</u> TL ASD <u>F-Status:</u> TL Fair Student Funding <u>ESL Teacher:</u> TL Fair Student Funding <u>I.E.P Coordinator:</u> TL IEP Coordinator <u>Health Coordinator:</u> TL ASD, TL Children's First Funding</p> <p><u>Early Morning/After school Support Program:</u> (Teacher Per Session): TL Fair Student Funding <u>Inquiry Team:</u> (Teacher Per Session): TL Children's First Inquiry Team</p> <p>Materials: <u>Textbooks, Foundations, Wilson:</u> NYSTL Textbooks <u>Trade Books:</u> NYSTL Library, Legislative Grant 08 <u>Reading Software Programs:</u> NYSTL Software: <u>ELA Support Materials:</u> TL Fair Student Funding</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>From September 2, 2008 through June 26, 2009, the following indicators will be used to assess progress:</p> <ul style="list-style-type: none"> ➤ Teachers will continue to use grade specific Performance Indicators and the NYS Standards as guidelines in determining student progress ➤ Data from Reading Indicators, Predictive/ITA Examinations, DRA, Skill of the Week quizzes, Reading and Writing conference notes ➤ Results of the NYS ELA ➤ Students meeting grade appropriate guided reading benchmarks ➤ Students meeting standards and benchmarks as per report card grading rubric and gifted/talented rubric ➤ Formal and informal teacher observations ➤ Examination of student work samples by administrators ➤ Bulletin board work ➤ Collection of DRA results for all students, including participants in AIS and before/after school programs ➤ Meetings with Inquiry Team and AIS providers to discuss student progress ➤ 8-week tracking sheets for AIS providers ➤ Progress reports from Reading Plus Fluency computer program ➤ Inventory of literacy materials ➤ Purchase order binder ➤ Table of organization from Galaxy ➤ Minutes of meetings ➤ Spotlight 5 Conferences ➤ Student Assessment Record results <p>Interim Goal/Projected Gains: By December 2008, 2.5% of students in the identified group will show progress toward meeting the June ELA benchmark, as evidenced by performance on Acuity, DRA, Running Records and Reading Indicators.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary.

Reminder: Schools designated for improvement (SINI/SRAP/SURR or received a 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.

Mathematics

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009, 312 out of 402 students (77.8%) in Grades 3, 4 and 5 will demonstrate at least 1 year of progress. This is a 2.5% increase from 2008 when 75.3% of students made at least one year of progress. This represents an additional 10 students. This progress will be evidenced by a variety of assessments including Acuity, Chapter and Unit tests, Performance Indicators and the NYS Mathematics exam.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Require teachers to implement NYS Mathematics Standards and to site them in plan book and on bulletin boards • Implement enVision Mathematics in all General Education and CTT classes for grades 2-5 • Provide a pacing calendar to coincide with administration of NYS Mathematics exam • Provide professional development on the implementation of enVision Mathematics • Provide professional development on the use of comprehension strategies in Mathematics • Provide professional development through model lessons by expert teachers • Implement Spotlight 5 to target students who are at risk for mathematics • Continue to provide targeted intervention in math for at risk students • Use Professional Teaching Standards to help teachers assess their own growth • Schedule common grade preps on all grades • Encourage children to set goals in Mathematics • Share goals with parents • Provide extra support through before and after school programs • Provide small group tutoring by administrators and other support personnel ➤ Implement flexible scheduling to allow cluster teachers to push-in during the mathematics block ➤ Teachers will complete and update Student Assessment Records which reflect student growth ➤ Provide small group tutoring sessions

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary.
Reminder: Schools designated for improvement (SINI/SRAP/SURR or received a 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.

Mathematics CONTINUED

Subject/Area (where relevant): _____

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Resources: Classroom Teachers, Academic Intervention Mathematics Specialists, 1 F-Status Teacher, Early Intervention Cluster Teacher, I.E.P Coordinator, Wilson Providers (ESL Teacher, Health Coordinator), Materials, Staff: <u>Classroom Teachers:</u> TL Fair Student Funding, TL ASD, EGCSR. <u>Academic Intervention Specialists:</u> TL Fair Student Funding, C4E, TL General Hold Harmless, TL Children First <u>Cluster Teachers:</u> TL Fair Student Funding, TL Children's First, One Time Allocations <u>ESL Teacher:</u> TL Fair Student Funding <u>I.E.P Coordinator:</u> : TL IEP Coordinator <u>Health Coordinator:</u> TL ASD, TL Children's First Funding</p> <p><u>Early Morning/After school Support Program:</u> (Teacher Per Session) TL Fair Student Funding <u>Inquiry Team:</u> (Teacher Per Session): TL Children's First Inquiry Team</p> <p>Materials: <u>Textbooks(Envision/Every Day Math):</u> NYSTL Textbooks <u>Trade Books</u> NYSTL Library <u>Software Mathematics Programs</u> NYSTL Software: <u>Attendance at Math Conference:</u> TL Fair Student Funding <u>Math Support Materials:</u> TL Fair Student Funding</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>From September 2, 2008 through June 26, 2009, the following indicators will be used to assess progress:</p> <ul style="list-style-type: none"> ➤ Teachers will continue to use grade specific Performance Indicators and the NYS Standards as guidelines in determining student progress ➤ Data from quizzes, tests, Predictive/ITA Examination ➤ Data from class work and small group instruction ➤ Results of the NYS Mathematics exam ➤ Students meeting standards and benchmarks as per report card grading rubric and gifted/talented rubric ➤ Formal and informal teacher observations ➤ Examination of student work samples by administrators ➤ Bulletin board Mathematics work ➤ Meetings with AIS providers to discuss student progress ➤ 8-week tracking sheets for AIS providers ➤ Inventory of mathematics materials ➤ Purchase order binder ➤ Table of organization from Galaxy ➤ Minutes of meetings ➤ Spotlight 5 Conferences <p>Interim Goal/Projected Gains: By December 2008, 2.5% of students in the identified group will show progress toward meeting the June Mathematics benchmark as evidenced by performance on Acuity, weekly math quizzes and Chapter and Unit Tests.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary.
Reminder: Schools designated for improvement (SINI/SRAP/SURR or received a 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):

Science

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2009 there will be a 3%-5% increase in the number of fourth grade students who demonstrate proficiency in Science as evidenced by performance on school based assessments, projects and the NYS Science exam.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Require teachers to follow NYS Standards for Science instruction and to site the standards in plan book and on bulletin board. • Set guidelines in P.S. 222 Handbook outlining NYS requirements regarding instructional time for science • Require all teachers to create a Science Center that reflects current science concepts and vocabulary. • Require teachers in Grades 2-5 to involve students in research related to grade appropriate science topics • Require teachers to plan a minimum of three non-fiction Shared/Guided reading lessons each week. • Schedule common planning time for science cluster teachers. • Schedule fourth grade classes for a minimum of three prep periods with Science Teachers. • Conduct learning walks • Provide grade specific professional development on science topics. • Implement core curriculum Harcourt Science in grades 3 and 4. • Create a pacing calendar for Science instruction in all grades. • Set school and grade wide science goals • Encourage teachers to create science bulletin boards • Implement use of Exploring Non Fiction-Time for Kids and Renzulli Learning to support Science instruction • Purchase big books and guided reading books to support Science instruction • Use Professional Teaching Standards to help teachers set professional goals and assess their own growth. • Hold a Science Fair for all students in K-5, including Special Education and English Language Learners. • Provide small group tutoring sessions for students in target population

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary.
Reminder: Schools designated for improvement (SINI/SRAP/SURR or received a 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):

Science

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Resources: Three Science Cluster Teachers, Classroom Teachers, ESL Teacher, IEP Coordinator, Materials <u>Staff:</u> <u>Science Cluster Teachers:</u> TL Fair Student Funding <u>Classroom Teachers:</u> TL Fair Student Funding, TL ASD, EGCSR. <u>ESL Teacher:</u> TL Fair Student Funding <u>I.E.P Coordinator:</u> TL IEP Coordinator <u>Materials:</u> <u>Harcourt Science Textbooks & Materials:</u> NYSTL Textbooks <u>Science Big Books & Trade Books:</u> NYSTL Library, Leg Grant 08 <u>Science Support Materials:</u> TL Fair Student Funding</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>From September 2, 2008 through June 26, 2009, the following indicators will be used to assess progress:</p> <ul style="list-style-type: none"> • Performance of fourth grade students on the NYS science exam • Performance of all students on school-based Science tests • Formal and informal observations • Examination of student work samples by teachers and administrators • Research projects • Collection of plan books • Science Fair Projects • Notes from learning walks • Cluster Teachers' schedules • Spotlight 5 Conference Notes • Bulletin Board Science Work • Purchase Order Binder • Table of Organization from Galaxy • Minutes, agendas and attendance from meetings • Personnel responsible include Paraprofessionals, Teachers, School Administrators <p>Interim Goal/Projected Gains: By January 2009, 85% of fourth graders will demonstrate progress in Science by achieving 65% or higher on scheduled chapter tests. This represents 109 out of 129 students.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary.
Reminder: Schools designated for improvement (SINI/SRAP/SURR or received a 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.

Attendance

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009, the whole school attendance rate will improve to 95%, as indicated by the school’s annual attendance report.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Implementation of the School Attendance Plan • The Attendance Coordinator generates a list of all absent students each morning. Members of the School Attendance Committee call the homes of absent students on the first day of absence. • Doctors’ notes are kept on file in the nurses’ offices. Parent notes are kept in the teachers’ attendance folders. • Generation of the R4RR report on a weekly basis to identify patterns. • School administration will work with the Attendance Coordinator to reach out to families of at risk students. • The Attendance Coordinator will generate and provide outreach for 407 cases. • We have established re-entry procedures for students returning from long-term absences. • Our ELL Teacher works closely with the classroom teacher and attendance committee to promote good attendance among ELLs. • Our IEP Coordinator and Health Teacher work closely with classroom teachers and attendance committee to promote good attendance among students with special needs. • Our Parent Coordinator is a member of the Attendance Committee and promotes good attendance. • Our Parent Coordinator and Technology teacher have created attendance motivating posters which are displayed throughout the school. • Each morning during the morning announcements, the classes with excellent attendance the previous school day are acknowledged. The classes are honored on the bulletin board outside the main office. • When a class has 100% attendance, a sign is proudly displayed on the door to celebrate. • A monthly contest is held for the class with the best attendance on each grade. Each winning class receives a free snack. • Students with excellent attendance receive individual incentives. • Students with 100% attendance for a month are celebrated on a bulletin board outside the main office. • Students who have 100% attendance by the 100th Day of School receive an award certificate and are invited to an Ice-Cream Sundae Party with the Principal. • Students who have 100% attendance recorded on a school report card receive a note from a school administrator. • Students who have 100% attendance for an entire school year are celebrated in June and receive an award. • The attendance committee identified attendance trends and we have planned special events and incentives on school days that are at risk for poor attendance, such as half days or school days before/after a holiday.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Resources: Classroom Teachers, Secretaries, School Aides, Parent Coordinator, <u>Classroom Teachers:</u> TL Fair Student Funding, TL ASD, EGCSR. <u>ESL Teacher:</u> TL Fair Student Funding <u>I.E.P Coordinator:</u> TL IEP Coordinator <u>Health Coordinator:</u> TL ASD, TL Children’s First Funding <u>Parent Coordinator:</u> TL Parent Coordinator <u>Secretaries:</u> TL Fair Student Funding <u>School Aide:</u> TL Fair Student Funding</p> <p><u>Materials/Incentives:</u> TL Fair Student Funds, School Funds</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary.

Reminder: Schools designated for improvement (SINI/SRAP/SURR or received a 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.

Attendance Continued

Subject/Area (where relevant):

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>From September 2, 2008 through June 26, 2009, the following indicators will be used to assess progress:</p> <ul style="list-style-type: none">➤ Daily attendance report to identify attendance percentages by class and school➤ Analysis of weekly attendance reports to identify patterns➤ Analysis of monthly attendance report to identify patterns➤ Analysis of daily parent communication log completed by attendance committee members➤ Completion of 407 Forms➤ Comparison of attendance patterns on at-risk days to previous year's data➤ Monthly meeting of the attendance committee➤ Analysis of school's annual attendance report➤ Discussions with classroom teachers about attendance
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REQUIRED APPENDICES TO THE CEP FOR 2008-2009

Directions: All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS

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

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to 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	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	20	0	N/A	N/A	0	0	1	0
1	16	0	N/A	N/A	0	0	0	0
2	18	14	N/A	N/A	2	0	1	0
3	22	22	N/A	N/A	2	0	0	0
4	43	17	10	8	2	1	1	0
5	51	17	3	12	1	1	2	0
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	We use the following programs to provide Academic Intervention in the area of English Language Arts: Foundations, Wilson, Great Leaps, Headsprout, Reading Plus Fluency, Earobics, Sprint, Soar to Success, New Heights, Lexia Phonics, and Imagine Learning. During the School Day: Small group instruction with intervention program matched to the needs of students Early Morning: Grade 1 and 2 Guided Reading Early Morning: Grade 4 Test Prep After School: Grades 3 and 5 Literacy and Test Prep
Mathematics:	We use the following programs to provide Academic Intervention in the area of Mathematics: Envision Intervention Kits, Envision, Every Day Mathematics, Silver Burdett and Ginn, Math Steps, The Comprehensive Approach to Mathematics, The Problem Solver, Center Stage Math, and manipulative materials. During the School Day: Small group instruction with intervention program matched to the needs of students Early Morning: Grade 4 Test Prep After School: Grades 3 and 5 Mathematics Review and Test Prep
Science:	Fourth and Fifth Grade students who do not meet the NYS Science Standards will receive small group remediation three times per week by the classroom or cluster teacher.
Social Studies:	Fourth and Fifth Grade students who do not meet the NYS Social Studies Standards will receive small group remediation three times per week by the classroom or cluster teacher.
At-risk Services Provided by the Guidance Counselor:	Students identified as at-risk will receive services from the guidance counselor based on the needs of the student.
At-risk Services Provided by the School Psychologist:	Students identified as at-risk will receive services from the school psychologist based on the needs of the student.
At-risk Services Provided by the Social Worker:	Students identified as at-risk will receive services from the social worker based on the needs of the student.
At-risk Health-related Services:	Students identified as at-risk will receive health related services based on the needs of the student.

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 (2008-2009) LAP narrative to this CEP.

P.S. 222 Language Allocation Policy

LAP Committee Members in the 2008-2009 School Year

LOUISE BLAKE, Principal	THERESA OLIVIERI Assistant Principal
MARY NOLAN, P.A. President	KATHLEEN SNOW, Assistant Principal
KELLI LEARY, Reading Staff Developer/AIS	MOIRA WALSH, Math Staff Developer
CHRISTINE KEARNEY, ESL Teacher	SETH GOLD, Guidance Counselor
CHRISTINA O'NEILL, Parent Coordinator	

Teacher Qualifications

Our ESL teacher is licensed and TESOL certified, following full service mandates. She and the other teachers on staff are highly qualified. All teachers participate in professional development throughout the school year to improve and refine teaching practices.

ELL Demographics

There are 856 students in the school, 37 of which are English Language Learners, comprising 4.3% of the population. Currently the 37 students are broken up into five groups: Kindergarten, 1st grade, 3rd grade, a 4th/5th grade split and a Special Needs Group. The Special Needs group is made up of five children, three of whom are alternate assessment students; one child is in an alternate bilingual placement setting.

Twenty-eight of our 37 students are in their first, second or third year of ESL instruction, and the remaining nine students are either in their fourth, fifth or sixth year of instruction. Currently we do not have any SIFE or Long-Term ELLs. Out of the 37 English Language Learners, nine students are in special education. Fourteen students are Spanish speakers, five Chinese and Russian speakers, four Urdu and Arabic speakers, three Punjabi speakers, one Bengali and one Indonesian speaker. Fourteen of our students are of Hispanic ethnicity, five Asian, five White and thirteen students of other backgrounds.

UPDATED – OCTOBER 2008

Instruction:

P.S. 222 has a freestanding English as a Second Language Program in grades Kindergarten through Fifth Grade. The organizational model is a Pull-Out Program, with heterogeneous grouping. In addition, the ESL teacher works in collaboration with the classroom teacher and provides push in support when needed.

All instruction is provided in English while using ESL methodology and instructional strategies. Instruction is aligned to the New York State ESL Standards, as well as the New York State Learning Standards. Teachers closely align instruction and adhere to all mandates directed by the NCLB requirements. Instruction adheres to a Balanced Literacy approach with emphasis on fluency and comprehension development. Skills/Strategy instruction is integrated into the literacy block. Classroom teachers focus on a specific reading skill every two weeks. In addition, students learn a new comprehension strategy each month. The skills and strategies are modeled for students by the classroom teacher and additional support is provided for ELLs through the ESL program.

Academic excellence is strived for through rigorous learning and performance tasks. The ELLS are encouraged to think critically, solve problems and engage actively in standards-based academic curriculum. Instruction is geared to prepare the newcomers to fully participate in all academic endeavors. P.S. 222's ESL program provides language instruction that dually supports and benefits our ELL population by helping them attain English proficiency while working towards proficiency on grade appropriate academic standards.

Program Parent Choice

Our ESL Teacher, pupil accounting secretary, and school administrators work closely to ensure that the parents of all newly admitted students complete a Home Language Survey. Based on these results, identified students will be given the LABR assessment within ten days of admission to determine program eligibility.

Our ESL teacher meets with the parents of new admits each fall to review the parent survey form and parent choice selection forms. The meetings are scheduled to align with grade level orientation sessions that occur within the first two weeks of school. The three program choices are discussed with the parents and literature is provided in their native languages. The ESL teacher records the return of the parent survey and selection forms and calls parents when a

form is not returned. The selection choices have been consistently aligned to the free-standing program offered at P.S. 222.

Assessment Results

Out of our 37 students, fifteen are **beginners**: seven kindergarteners, one first grader, five third graders and two fifth graders. Ten students are **intermediates**: six kindergarteners, two first graders, one second grader and one fifth grader. The beginner and intermediate students receive two units of ESL instruction per week, which equals 360 minutes per week. Our **advanced** level students are made up of three first graders, three third graders, four fourth graders and two fifth graders. These advanced students receive one unit of ESL instruction or 180 minutes.

Assessment data are reviewed carefully to analyze the progress and needs of our students. Our ESL teacher keeps an individual exam review report for each student and shares it with the student's classroom teacher. The exam report includes the LABR entrance score and breaks down the total NYSESLAT score into the four modality scores, while giving the conversion scores and corresponding proficiency levels. If applicable, standardized grades scores are recorded. The purpose of this report is to present a student's exam history in a comprehensive manner that can be used by the ESL teacher as well as the classroom teacher. The ESL teacher and classroom teacher collaborate to use these reports to drive their focus of instruction.

P.S. 222 participates in Harcourt's Interim Assessment exams. Our third, fourth and fifth grade students are given the assessments periodically and the results are attained electronically. After careful examination of the data, instruction is designed and directed to address the needs of the students. Results are shared with the classroom teachers and parents.

Student Resources and Support

P.S. 222 offers support to at risk students in literacy, mathematics, science and social studies. We offer before school, after school, push in and pull out support programs including AIS and Inquiry Team. Student participation is based on academic need, and ELLs may participate in these programs. In addition, we have a self contained ELL Early Morning Support Program. Beginner level ELLs in grades 3-5 meet three times a week for 45 minute for intensive instruction.

UPDATED – OCTOBER 2008

Our ESL room stores an assortment of bilingual dictionaries, glossaries and thesaurus'. In addition, our ESL teacher has a wealth of trade books that reflect the many cultures from around the world. The ESL room is a print rich environment that is filled with authentic charts, and labels. We utilize technology to support our ELLs by implementing Leap Frog and Imagine Learning programs.

Parent Support:

Parent support and parent involvement is an integral part of all academic programs and endeavors. We recognize that effective communication between parents and the school is vital to the success of our ELLs. Therefore, we have implemented a Translation and Interpretation Policy. All key documents including letters, flyers and brochures are translated in a parent's native language. Bilingual personnel are available to assist the parents during the enrollment process, and for all parent-school meetings. When parents are interested, we provide our parents with a listing of neighborhood-based ESL instructional adult programs

P.S. 222's Language Allocation Policy has been implemented to ensure that our English Language Learners receive a high quality educational program. We strive to provide a rigorous, standards-based curriculum that promotes critical thinking, effective communication, and active engagement. In addition, we are sensitive to the social and emotional needs of our ELLs and provide many opportunities to celebrate cultural heritage throughout the school year.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)
NCLB/SED requirement for all schools

Part B: CR Part 154 (A-4) Bilingual/ESL Program Description

Type of Program: ___ Bilingual x ESL ___ Both **Number of LEP (ELL) Students Served in 2007-08:** 27
(No more than 2 pages)

I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:

P.S. 222 has a freestanding English as a Second Language Program in grades Kindergarten through Fifth Grade. The program is divided into four groups of classes, Grades K/1, Grade 3 and Grades 4/5 and a Special Needs group. A licensed and certified TESOL teaches the students. Academic subject area instruction is provided in English while using ESL methodology and instructional strategies. It is a comprehensive and challenging program that takes into account the English Language Learner's social, educational, and personal background. Instruction is aligned to the New York State ESL Standards, as well as the New York State Learning Standards. Instruction adheres to a Balanced Literacy Approach. In addition, our ESL Teacher has been trained in the Wilson Reading System. She works with selected English Language Learners who have difficulty with decoding and spelling. Wilson is an interactive, multi-sensory phonics program that systematically teaches struggling students to internalize sounds and word structure. The ESL teacher tracks monthly data by attaining itemized skill analyses in both math and reading. Close monitoring allows the ESL teacher to collaborate with the classroom teachers to design instruction to best meet the needs of our English Language Learners. Our ESL room has a leveled library and a resource of bilingual dictionaries and thesauruses. We use technology to support our ELLS by implementing Leap Frog and Imagine Learning programs. Academic excellence is strived for through rigorous learning and performance tasks. The ELLS are encouraged to think critically, solve problems and engage actively in standards-based academic curriculum.

A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).

Our English Language Learners are learning in classrooms alongside their English speaking peers. P.S. 222 uses a Balanced Literacy approach for all students including ELLs. All students are trained in using comprehension strategies. In Grades Pre-K through Grade 1, Every Day Mathematics is utilized. In Grades 2-5, Envision Mathematics is utilized. All classrooms implement a hands-on approach to learning mathematics, with an emphasis on problem solving. Our students learn science in Grades K-2 utilizing the SCIS curriculum and with NYC Harcourt in Grades 3-5. In Social Studies, geography and map skills are integrated into the curriculum in all grade levels. P.S. 222 provides all students with a rigorous academic experience that is aligned with NYS Standards. P.S. 222 offers support to at risk students in literacy, mathematics, science and social studies. We offer before school, after school, push in and pull out support programs including AIS and Inquiry Team. Student participation is based on academic need. Many of our ELLs have been selected for a support program in addition to ESL.

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.

P.S. 222 offers a variety of extracurricular activities and many of our ELLs participate in these programs. These programs include School Band, School Chorus, Recorder Group, Percussion Group, Art Club, Student Council, Drama/Theater, Legal Lives, Lego Innovations, Storytelling Contest, Field Day, Kickball Tournament, Volley Ball Tournament, Spelling Bee, Science Fair, New Adventures After School, and Millennium After School. Our ELL students are continually encouraged to take full advantage of the many extracurricular activities that we offer at P.S. 222.

II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.

We encourage the participation of the parents of our English Language Learners. All parent letters, invitations, and notices are translated into the home language. We have hired our bilingual paraprofessionals at per-session rate to offer one-to-one translations during workshops, Parent Teacher Conferences and Parents' Association meetings. In addition, we have purchased interpretation equipment that is used to translate large meetings into multiple languages through the use of translators, transmitters and headsets.

Our ESL Teacher meets with the parents of new admits throughout the year to welcome them into our school community and to inform them of the procedures and policies embedded within our school and set forth by the New York City Department of Education. Orientations are conducted each fall for the parents of our newcomers to describe program options and to give parents their selection forms. Throughout the year, workshops are held on topics of interest to our ELL parents. In addition, our Parent Coordinator holds a monthly breakfast meeting for parents to discuss topics of interest.

III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school. N/A

IV. Staff Development (2008-2009 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

Our ESL Teacher and classroom teachers will receive ongoing training in best practices throughout the school year. Our staff will participate in professional development workshops offered centrally or through our network, in addition to in house staff development. Topics for the 2008-2009 school year include:

- Comprehension strategies to increase understanding for all students including ELLS and Special Ed students
- Using data to drive instruction
- Differentiating instruction to meet student needs
- Utilizing technology to support ELLS including Leap Frog and Imagine Learning
- Wilson techniques
- Renzulli Learning

V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

Our ELLs receive the following support services:

- Academic Intervention Services
- Wilson Pull Out Group
- Before/After school Programs
- Inquiry Team
- Reading Plus Fluency
- Imagine Learning

VII. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program. **NOT APPLICABLE.**

Part C: CR Part 154 – Number of Teachers and Support Personnel for 2007-08

School Building: 222 District 22

List the FTEs in your school in the Bilingual Education and ESL programs in the appropriate column.

Number of Teachers 2007-2008				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**				
Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program	
0	1	0	0	0	0	1

* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

** Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

*** Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

Part D: CR Part 154 – Sample Student Schedules

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning, Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

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

School District: 22

School Building: 222

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:30 am To: 9:15 am	Subject (Specify) Shared Reading	Subject (Specify) Social Studies	Subject (Specify) Shared Reading	Subject (Specify) Shared Reading	Subject (Specify) Science
2	From: 9:20 am To: 10:05 am	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) Guided Reading	Subject (Specify) Gym	Subject (Specify) Shared Reading
3	From: 10:10 am To: 10:55 am	Subject (Specify) Writing	Subject (Specify) Guided Reading	Subject (Specify) Science	Subject (Specify) Guided Reading	Subject (Specify) Guided Reading
4	From: 11:00 am To: 11:45 am	Subject (Specify) Math	Subject (Specify) Writing	Subject (Specify) ESL	Subject (Specify) Writing	Subject (Specify) Writing
5	From: 11:50 am To: 12:40 pm	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
6	From: 12:40 To: 1:25	Subject (Specify) ESL	Subject (Specify) Computers	Subject (Specify) Writing	Subject (Specify) ESL	Subject (Specify) Math
7	From: 1:30 To: 2:15	Subject (Specify) Art	Subject (Specify) ESL	Subject (Specify) Math	Subject (Specify) ESL	Subject (Specify) ESL
8	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
9	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
10	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

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

School District: 22

School Building: 222

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:30 am To: 9:15 am	Subject (Specify) Shared Reading	Subject (Specify) ESL	Subject (Specify) Shared Reading	Subject (Specify) Writing	Subject (Specify) Art
2	From: 9:20 am To: 10:05 am	Subject (Specify) ESL	Subject (Specify) Guided Reading	Subject (Specify) Guided Reading	Subject (Specify) Shared Reading	Subject (Specify) Shared Reading
3	From: 10:10 am To: 10:55 am	Subject (Specify) ESL	Subject (Specify) Writing	Subject (Specify) Writing	Subject (Specify) Guided Reading	Subject (Specify) Guided Reading
4	From: 11:00 am To: 11:45 am	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
5	From: 11:50 am To: 12:40 pm	Subject (Specify) Math	Subject (Specify) Social Studies	Subject (Specify) Math	Subject (Specify) Gym	Subject (Specify) ESL
6	From: 12:40 To: 1:25	Subject (Specify) Social Studies	Subject (Specify) Science	Subject (Specify) Science	Subject (Specify) ESL	Subject (Specify) Math
7	From: 1:30 To: 2:15	Subject (Specify) Science	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) Social Studies	Subject (Specify) ESL
8	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
9	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
10	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

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

School District: 22

School Building: 222

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:30 am To: 9:15 am	Subject (Specify) Shared Reading	Subject (Specify) Shared Reading	Subject (Specify) ESL	Subject (Specify) Shared Reading	Subject (Specify) Social Studies
2	From: 9:20 am To: 10:05 am	Subject (Specify) Guided Reading	Subject (Specify) Guided Reading	Subject (Specify) Guided Reading	Subject (Specify) Guided Reading	Subject (Specify) Shared Reading
3	From: 10:10 am To: 10:55 am	Subject (Specify) Writing	Subject (Specify) Science	Subject (Specify) Writing	Subject (Specify) ESL	Subject (Specify) ESL
4	From: 11:00 am To: 11:45 am	Subject (Specify) Social Studies	Subject (Specify) Science	Subject (Specify) Science	Subject (Specify) ESL	Subject (Specify) Guided Reading
5	From: 11:50 am To: 12:40 pm	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
6	From: 12:40 To: 1:25	Subject (Specify) Math	Subject (Specify) ESL	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math
7	From: 1:30 To: 2:15	Subject (Specify) Independent Reading	Subject (Specify) Independent Reading	Subject (Specify) Read Aloud	Subject (Specify) Art	Subject (Specify) Independent Reading
8	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
9	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
10	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2008-2009

Form TIII – A (1)(a)

Grade Level(s) K-5 **Number of Students to be Served:** 37 **LEP** **Non-LEP**

Number of Teachers 1 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

There are currently 856 children attending the school who come from various cultural and economic backgrounds. The English Language Learner (ELL) population comprises 4.3% of the school's population and is increasing year to year. All of our parents complete a Home Language Survey (HLIS) at registration. This is a form used to identify the children who speak a language other than English at home. These students are then identified for English support through the administration of the LAB-R examination. Students who score below minimum proficiency are targeted for service. Parents are notified, invited to an orientation and given a program selection form. Each year, identified children are reassessed in the spring using the NYSESLAT. Currently there are 37 ELLS in the school, K-5, inclusive of general and special education students. These students' academic and linguistic needs are met through a freestanding ESL program. The students are taught by a licensed and certified TESOL. Academic subject area instruction is provided in English using ESL methodology and instructional strategies. All students receive the required units of study specified in Section 154.2 (d) and (e) of CR Part 154. Beginner and Intermediate ELLS receive eight 45 minute sessions per week, and our Advanced ELLS receive four 45 minute sessions per week. Academic excellence is strived for through rigorous learning and performance tasks. Our ESL program provides language instruction support. The program serves our ELL population by assisting our LEP students to attain English proficiency and by encouraging them to achieve their maximal potential across the curriculum.

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.

Our ESL Teacher receives high quality professional development, which is both inclusive and exclusive to the ESL program. She has attended workshops on Preparation for NYSESLAT, Academic English, Imagine Learning, Scaffolding the Reading of a Story, Incorporating Language and Culture in a Learning Experience, Balanced Learning Experiences, and Effective ESL Activities. She attended a three day training on the Wilson program. In addition, she has received training in Comprehension Strategies, Data Driven Instruction, Balanced Literacy and other school wide initiatives.

**Form TIII – A (1)(b):
Title III LEP Program
School Building Budget Summary**

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$3554	Early morning Title III program 3 days a week.
Purchased services such as curriculum and staff development contracts	\$3000	Imagine Learning Software & Curriculum.
Supplies and materials	\$8446	Books, tapes to support ESL instruction.
Travel	0	
Other	0	
TOTAL	\$15000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Our ESL Teacher and Pupil Accounting Secretary reviewed Home Language Surveys of all students currently in our school. Informal interviews are conducted by pedagogues. Translation services are implemented when necessary. As new students are admitted into the school, it is determined if the student's parents may need language assistance. Each family was contacted to verify the need of translation services.

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.

After surveying the needs of the school, we found that we needed to translate documents into the following languages: Spanish, Russian, Punjabi, Urdu, Chinese, Arabic Bengali and Haitian Creole. After it is determined that a student's family needs translation services, this information is listed in ATS and on the student's blue card. In addition, a list that identifies our school's translation needs is compiled and updated throughout the year. This list is distributed to all administrators, teachers, secretaries and school aids responsible for communicating with the families of ELLS and those who are responsible for reproducing documents. We also provide written notification to parents in their native language to inform them of their rights to interpretation and translation services.

Part B: Strategies and Activities

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

All critical Department of Education documents are translated centrally, downloaded from the NYC DOE website and distributed. All school-wide written letters and documents are prepared in advance and sent to the NYC DOE's Translation Department, a free service. In addition to letters, we have sent the following types of documents to be translated: invitations, flyers to parent functions and the graduation program. We also use outside vendors to translate individual translations, which are not covered by the free service, such as translating our QSR parent reports and report card comments.

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.

We have several paraprofessionals who are able to offer translations in the languages needed by our parent population. Our paraprofessionals have been paid per-session rate for providing oral translation services outside of their work hours. We have paraprofessionals on staff who are able to provide oral translations in the following languages: Spanish, Russian, French, Haitian Creole, and Urdu.

During Parent Teacher Conferences and informal parent meetings, we provide oral translation services by in-house school personnel. During Parent Teacher Conferences, we coordinate parent appointments with paraprofessional/translator's schedules. During informal parent meetings, a translator is assigned to a parent to provide one-to-one translations. If school personnel are not available to translate for a particular language, teachers will call the translation and interpretation phone line.

During large parent meetings and our graduation ceremony we use translation equipment. We purchased Translation Equipment from C.S.G. that includes headsets for parents and a microphone and transmitter for our translators. Our parents are able to sit in the audience wearing the headset as the event is being translated in their native language through the use of this equipment.

We hire Simultaneous Translators from L.I.S. for our graduation ceremony for any languages that we do not have a staff member who can offer these services (for example, Chinese and Punjabi).

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>.

P.S. 222 is committed to fulfilling Chancellor's Regulation A 663. We have read the regulation and are in compliance. We distribute parent letter A-663 to all parents in September or upon admittance in the school year. We determine the need for translation services. After it is determined that a student's family needs translation services, this information is listed in ATS and on the student's blue card. In addition, a list that identifies our school's translation needs is compiled and updated throughout the year. This list is distributed to all administrators, teachers, secretaries, the parent coordinator, and school aids who are responsible for communicating with the families of ELLS and those who are responsible for reproducing documents. All important documents, including letters, notifications, invitations and report card documents are translated in the necessary languages and distributed to the appropriate students.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS: [NOT APPLICABLE TO P.S. 222](#)

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

1. Enter the anticipated Title I allocation for the school for 2008-2009 NA
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program NA
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified NA
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year NA
5. If the percentage of high quality teachers during 2007-2008 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

School-Parent Compact - Attach a copy of the school's Parent Involvement Policy. [NOT APPLICABLE TO P.S. 222](#)

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

NOT APPLICABLE TO P.S. 222

3. Instruction by highly qualified staff.
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.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
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.
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.
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.
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.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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NOT APPLICABLE TO P.S. 222

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

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)
NOT APPLICABLE TO P.S. 222

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

NCLB/SED Status: NA **SURR¹ Phase/Group (If applicable):** _____

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

1. For each area of school improvement identification (indicated on your pre-populated School 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.
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.

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

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 quality and address the academic area(s) identified.
 - (a) Provide the following information: 2008-09 anticipated Title I allocation = \$_____ ; 10% of Title I allocation = \$_____.
 - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
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.

¹ School Under Registration Review (SURR)
UPDATED – OCTOBER 2008

Appendix 6: SED Requirements for Schools Under Registration Review (SURR).
[NOT APPLICABLE TO P.S. 222](#)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: NA

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

– **English Language Learners**

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

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

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

A committee made up of administrators, out of classroom support personnel, and the ESL Teacher convened to assess student performance and instructional alignment to New York State Standards. The committee met to discuss effective instructional practices, interventions and materials. The committee also studied student work and made comparisons on each grade level and across the grade levels. One of the responsibilities of the committee members is to expand their professional knowledge regarding current educational research. The committee then disseminates best practices to the staff. During the committee meeting, we discussed each key finding and how it applied to our school and discussed the evidence to support our conclusions.

- The committee reviewed our Progress Report and our Quality Review results. The committee analyzed the testing data for the 2007-2008 school year. We found that 86.6% of all tested students scored in Levels 3 and 4 on the 2008 NYS ELA. Upon examination of our testing data; we conclude that the findings of the study are not applicable to our school.

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?

Gaps in Written Curriculum:

- Every year, school administrators revise and disseminate the P.S. 222 Handbook to teachers, therapists, and paraprofessionals.
- Every year, the NYS Standards and the Performance Indicators are distributed to teachers.
- Standards are sited on the classroom and hallway bulletin boards and in plan books.
- Academic Intervention and test prep materials are research-based and are aligned with the standards.
- All teachers are familiar with and have copies of the NYS Standards and Grade Level Performance Indicators. All lessons are aligned with these standards as indicated in teachers' plan books.

- English Language Arts Standards are posted in the classroom, sited in teacher plan books, and posted next to student work on bulletin boards.

Curriculum Maps:

- Students set personal goals in literacy.
- Guided reading conference notes outline reading skills to be mastered at every guided reading level.
- We use the following to ensure that the curriculum is aligned to the standards.
- Pacing Calendars
- Grade Specific Performance Indicators
- Report Card grading rubrics
- Guided Reading Benchmarks
- ECLAS and DRA Assessments are scheduled throughout the year.
- P.S. 222 Handbook outlines specific instructional expectations for all areas of Balanced Literacy.
- Science and Social Studies Teachers distribute a Pacing Calendar to all classroom teachers so that they can support content level topics during the literacy block.
- There is an emphasis on improving reading comprehension as all classrooms are implementing The Strategy of the Month, based on Mosaic of Thought 2nd Ed by Ellin Oliver Keene. Parents receive a monthly newsletter explaining the current strategy so that they can support the strategy instruction at home.
- IEPs reflect specific skills and expected student outcomes that are parallel to the NYS Standards.

Taught Curriculum:

- All of our students, including English Language Learners and Special Education Students are immersed in activities that promote Reading, Listening, Speaking and Writing.
- Our literacy block includes Balanced Literacy instruction (Shared Reading, Guided Reading, Read Aloud, Independent Reading), Phonics Instruction through Foundations, Wilson, Phonics Lessons or Word Study. The Principles of Learning are incorporated throughout the day.
- Students are encouraged to engage in Accountable Talk throughout the day.
- Students sit in a circle to promote eye contact and high level discussions.
- Teachers are required to use Guided Reading Planning sheets in order to formulate questions that reflect the range of Bloom's Taxonomy. All teachers are also required to take conference notes during guided reading. The notes are used to plan mini-lessons that address student needs.
- There is an emphasis on improving reading comprehension as all classrooms are implementing The Strategy of the Month, based on Mosaic of Thought 2nd Ed by Ellin Oliver Keene. Parents receive a monthly newsletter explaining the current strategy so that they can support the strategy instruction at home.
- We also provide focused instruction on comprehension skills, which include: Main Idea, Drawing Conclusions, Making Predictions, Inferring, and Identifying Cause and Effect.

- Writing Instruction is taught in the format of Writer's Workshop which is based on the Units of Study curriculum by Lucy Calkins. Teachers are required to create a schedule in which they meet with individual students to discuss their writing. Teachers keep conference notes, which drive their instruction.
- All classroom teachers have copies of Units of Study in their classroom. In addition, supplemental materials that are available on each grade include trade books to support Units of Study and Fundamentals in Primary Writing.
- Each grade uses a pacing calendar to ensure that the Writing Standards are met each year.
- All classroom teachers are required to keep separate writing notebooks for their students.
- Writing Portfolios are maintained to show student progression in meeting the writing standards.
- Students are assisted in identifying goals in reading and writing. Those goals are shared with parents.
- Student writing is assessed through the use of rubrics to ensure that students are meeting the standards.
- There is a formalized system for data collection and analysis. Class item analysis sheets are completed in order to identify trends within classes and across classes on a grade. Both strengths and weaknesses are identified.
- Students participate in various writing contests throughout the year as well as the Storytelling Festival.
- Reading, fluency and listening skills are enhanced through the use of audio books and programs such as New Heights.

ELA Materials:

- Our school is fortunate to have an extended literacy collection that supports Guided Reading, Shared Reading, Independent Reading, and Literacy Centers.
- Our vast collection has a wide range of books including high interest/low readability books that are appropriate for special needs students and ELLs. These materials are stored in room 202, 207 and the school library.
- Parents are invited to borrow books from the school library. Our early childhood teachers send home bags with books and activities for parents to support instruction at home.
- The Early Childhood Resource Center houses materials for teachers to use in their classroom. These materials include Standard based centers and guided reading materials.
- Our Reading Room houses hundreds of guided reading books on each guided reading level from Level A-W. We also have a collection of books for book clubs, high interest magazines, and Time for Kids kits.
- Our at-risk, special education and ELLs are using the following Standards-based materials: Foundations, Wilson, Spire, Headsprout, Earobics, Reading Plus Fluency, New Heights, Imagine Learning, Leap Frog and Great Leaps.
- Teachers in Grades 3-5 utilize the ARIS and Acuity websites to gather data on student performance and create practice materials to meet the specific needs of their students.
- The following materials are stored in the ESL room and used primarily with our ELLs: English in My Pocket (Rigby), Backpack Series (Longman Pearson), Foundations, Great Strides (Ridby), STARS, Wilson, Vocabulary Advantage for Social Studies (Steck-Vaughn), Quick Reads (Pearson Learning), Getting Ready for NYSESLAT, Leap Frog, Imagine Learning, and Rigby ELL Primary TESOL kit. In addition, our ESL Room is stocked with many high interest/low readability books, trade books, big books as well as bilingual glossaries and dictionaries.
- A school wide survey was disseminated to determine whether or not there are adequate materials to meet the needs of all learners. Teachers indicated that materials were more than sufficient.

- Each school year, we survey the teacher to create a material wish list. Materials are purchased based on availability of funds and appropriateness of materials requested.

English Language Learners:

- NYESLAT data with proficiency levels are analyzed and shared with classroom teachers.
- Our ESL teacher works with school administration to analyze the results of the NYSESLAT and identifies areas of strengths and weakness for each student—Listening, Speaking, Reading, and or Writing.
- Our ESL Teacher employs a Balanced Literacy Approach, and supports the Strategy and Skills instruction.
- Our ESL Teacher has received training in the Learning Standards for ESL.
- Our ESL Teacher refers to the Learning Standards for English as a Second Language when planning lessons.
- Our ESL Teacher attends workshops given by the network. The ESL Compliance/Performance Specialists keeps her informed of citywide trends.
- Our ESL Teacher uses informal assessments and periodic assessments to tailor instruction.
- Our ESL Teacher is trained in the Wilson reading program.

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

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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

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

A committee made up of administrators, out of classroom support personnel, and the ESL Teacher convened to assess student performance and instructional alignment to New York State Standards. The committee met to discuss effective instructional practices, interventions and materials. The committee also studied student work and made comparisons on each grade level and across the grade levels. One of the responsibilities of the committee members is to expand their professional knowledge regarding current educational research. The committee then disseminates best practices to the staff. During the committee meeting, we discussed each key finding and how it applied to our school and discussed the evidence to support our conclusions. The committee reviewed our progress report and our Quality Review results. The committee also analyzed the testing data for the 2007-2008 school year. We found that 96.6% of all tested students scored in Levels 3 and 4 on the 2008 NYS Mathematics examination. Upon examination of our testing data; we conclude that the findings of the study are not applicable to our school.

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?

Specific Math Alignment Issues:

- o All teachers are familiar with and have copies of the NYS Standards and Grade Level Performance Indicators. All lessons are aligned with these standards.
- o Our students in Grades K-1 are using Every Day Mathematics and students in Grades 2-5 are using Envision. Both programs are aligned to the NYS Standards.
- o The curriculum is supplemented with problem solving activities that emphasize verbal and written explanations and sharing of strategies.

- All teacher-made assessments, including weekly quizzes include extended response questions in which students are required to solve mathematical word problems and explain the steps they take to arrive at their solution.
- We use the Star Facts program to reinforce basic facts.
- Students are engaged in Accountable Talk during the mathematics lessons to share strategies and explain their thinking.
- Supplemental materials include: Puddle Questions, The Problem Solver, and The Write Math.
- To, With, By Instructional Model is used during all math lessons.
- Teachers use a Mathematics Concept Checklist in order to assess which students need small group instruction.
- Cooperative Learning is incorporated into daily math lessons so that children can work together to solve difficult problems and engage in related discourse.
- Manipulative materials are used, as needed, to support instruction.
- We provide professional development for teachers on current topics such as Using Comprehension Strategies in Mathematics, Getting Children to explain their Thinking through Writing in Mathematics, and Problem Solving Strategies.
- Children sit in a circle to promote eye contact and lively discussions.
- In grades K & 1, each Friday is “Exploration Friday”, where children have an opportunity to explore a variety of concepts through Every Day Math Games.
- Students set personal goals in mathematics, and these goals are shared with parents.

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

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

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

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

A committee made up of administrators, out of classroom support personnel, and the ESL Teacher convened to assess student performance and instructional alignment to New York State Standards. The committee met to discuss effective instructional practices, interventions and materials. The committee also studied student work and made comparisons on each grade level and across the grade levels. One of the responsibilities of the committee members is to expand their professional knowledge regarding current educational research. The committee then disseminates best practices to the staff. During the committee meeting, we discussed each key finding and how it applied to our school and discussed the evidence to support our conclusions. The committee reviewed our Progress Report and our Quality Review results. The committee also analyzed the testing data for the 2007-2008 school year. We found that 86.6% of all tested students scored in Levels 3 and 4 on the 2008 NYS ELA. The committee met to discuss the findings, upon examination of our testing data; we conclude that the findings of the study are not applicable to our school.

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?

- We utilize the Workshop Model for Instruction in English Language Arts. This Model begins with a 10-15 minute mini-lesson. During the mini-lesson, the teacher develops the students' schema/background knowledge. The teacher explicitly models/demonstrates using the Think Aloud technique how a good reader employs strategies and skills. Active Engagement is followed where the students are guided in a discussion related to the skills/strategy being taught. Independent Practice allows students to apply what they learned during the mini-lesson. Each lesson concludes with a Share session to allow students to discuss how they applied the strategy during independent practice.
- Book Clubs are encouraged at all grade levels so that children can work together to discuss literature.
- Independent Reading is a mandated component to the literacy block. Students select a book of interest from a well stocked classroom library at an appropriate guided reading level.
- Shared and Guided Reading engages children in rich discussion about literary elements.
- Students are seated in a circle during Shared Reading to promote discussion which may include text to self connections, strategy use, character analysis, genre characteristics etc.
- Reading is brought to life through Readers' Theater and Role Playing.
- Teachers and students share the pen during Interactive Writing lessons.
- Students are encouraged to share their writing pieces with their peers throughout the writing process.

- Teachers received professional development on Improving their Questioning Techniques through the use of The Art of Questioning (Hannal). They employ the Question-Response-Question technique to encourage children to elaborate on their thinking.
- Inquiry Team Best Practices are shared through a published newsflash and faculty conference notes.
- On Professional Development Days, each grade takes a “Best Practices Walk” guided by a school administrator. Teachers walk around to visit each classroom. Each teacher has an opportunity to share successful practices.
- Guided Reading provides for differentiated instruction as children are flexibly grouped according to ability level. These groups consist of no more than six students.
- Content area reading materials are often modified for ELL and special education students.
- Paraprofessionals are trained in Shared Reading, Guided Reading, Read Aloud, and in the use of support materials. They conduct small group lessons under the guidance of the classroom teacher.
- Computer-based programs such as Earobics and Reading Plus Fluency provide teachers with print-outs reflecting student progress.
- We use the item analyses on assessments to monitor progress and differentiate instruction.
- Academic Intervention Support Personnel use research based program such as Sprint and Quick Reads. They are required to complete a progress tracking report for each student every eight weeks.

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

2B – Mathematics Instruction

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

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

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

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

A committee made up of administrators, out of classroom support personnel, and the ESL Teacher convene regularly to assess student performance and instructional alignment to New York State Standards. The committee meets to discuss effective instructional practices, interventions and materials. The committee also studies student work and makes comparisons on each grade level and across the grade levels. One of the responsibilities of committee members is to expand their professional knowledge regarding current educational research. The committee then disseminates best practices to the staff. During committee meetings, we discussed each key finding and how it applied to our school and discussed the evidence to support our conclusions. The committee reviewed our Progress Report and our Quality Review results. The committee also analyzed the testing data for the 2007-2008 school year. We found that 96.6% of all tested students scored in Levels 3 and 4. Upon examination of our testing data; we conclude that the findings of the study are not applicable to our school.

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?

- At P.S. 222, we employ the To, With, and By Approach to Mathematics Instruction. All lessons are in the following format:
 - To: Each lesson begins with a teacher-directed mini-lesson. The teaching is succinct as the teacher demonstrates the concept through problem solving. Teachers are encouraged to make the connection to real life by teaching through word problems during this teacher-directed part of the lesson. (10 minutes)
 - With: The teacher and students work together to complete a few problems related to the concept. The teacher guides the students and gradually releases responsibility to the students. This is a continuation of the directed teaching portion of the lesson, but it allows for more interaction with students. (10 min.)
 - By: This component of the lesson allows students an opportunity to practice the concept. Students can work independently, in pairs or small groups. During this time, the teacher should walk around the room, assess understanding and re-teach the concept to small groups, as needed. Teachers will use the *Mathematics Concepts Checklist* to keep track of how students are doing. Once it is determined which children need further instruction, they are brought to the carpet for a re-teaching lesson.
 - Extended Response: Teachers require students to explain in writing the strategies used to solve a problem.
 - Share: After the independent portion of the lesson, the students share the solutions and the strategies they used. Accountable Talk is promoted throughout the lesson.

- Cooperative Learning opportunities are provided during mathematics instruction so as to involve children in discussion and collaboration around mathematics concepts.
- The use of manipulative materials is integral to mathematics instruction in all grades. Teachers receive professional development on the appropriate use of manipulative materials.
- Teachers are encouraged to use the overhead projector with overhead manipulatives to demonstrate math concepts such as decimals, fractions, time and money.
- NYSTL software funds are used to purchase current instructional technology and software which is used on our classroom computers or in our state of the art computer lab.
- Our math coach has shared a list of websites that support and reinforce math concepts.
- Our CTT classes utilize the Four Point Rotation Model. The teachers and paraprofessionals each meet with groups to review a different mathematics concept. Every 15 minutes, each group rotates to a different educator. After one hour, all students have received small group instruction lessons on four different concepts.

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

A committee of administrators and support teachers met to assess whether this finding is relevant to our school's educational program. We reviewed school organization sheets over the past few years and personnel files. We also reviewed Teacher Turnover Data found in the Annual School Report Card and School Demographics Statistics. Upon examination of our data, we conclude that this finding is not applicable to our school.

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

Applicable Not Applicable

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

- According to the NYS Annual School Report Card, the average turnover rate for all teachers in our school during the period of 2003-2006 is 12.6%.
- Most cases of Teacher Turnover are related to maternity leaves.
- When new teachers are hired, they are highly qualified. New teachers receive mentoring from an onsite master teacher, differentiated professional development and meet with an administrator for support on a regular basis.
- New teachers are provided with opportunities to observe master teachers as they conduct lessons and share their best practices.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

A committee made up of administrators, out of classroom support personnel, and the ESL Teacher convened to assess student performance and instructional alignment to New York State Standards. The committee met to discuss effective instructional practices, interventions and materials. The committee also studied student work and made comparisons on each grade level and across the grade levels. One of the responsibilities of the committee members is to expand their professional knowledge regarding current educational research. The committee then disseminates best practices to the staff. During the committee meeting, we discussed each key finding and how it applied to our school and discussed the evidence to support our conclusions. We reviewed our Professional Development binders.

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?

1. Our ESL Teacher attends professional development workshops on the best practices related to ELL instruction, curriculum and progress monitoring. She turnkeys information back to the classroom teachers.
2. Our ESL Teacher pushes into classrooms to offer classroom teachers support in modifying instruction to meet the needs of our ELLs.
3. Classroom Teachers are sent to network sponsored workshops related to ELL strategies and techniques.
4. During Professional Development days, school administration and support staff plan and conduct workshops to meet the needs of our staff and students. Many of these workshops were geared towards improving ELL instruction. These workshops include: How to Effectively Use Data to Drive Instruction, How to Differentiate Lessons to Meet Student Needs, Creating Differentiated Learning Centers, Using Technology, Using Periodic Assessments to Drive Instruction, Effective Questioning.
5. The ESL Teacher and the classroom teacher have open communication to monitor the progress of the students. Our ESL teacher provides customized staff development to teachers based on needs. She offers instructional strategies and materials that will support the individual students.

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

A committee of administrators, support teachers and our ESL Teacher meet to assess whether this finding is relevant to our school's educational program. The ESL Teacher has created a spreadsheet for disaggregating NYSESLAT data by proficiency level, and the data were analyzed and discussed with classroom teachers. We reviewed the ATS reports that our Pupil Accounting Secretary generates on

NYSESLAT and LABR results. The committee met to analyze this information. Based on this data, we conclude that this finding is not applicable to our school.

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?

- LAB-R scores are shared with classroom teachers when they become available in ATS.
- NYSESLAT scores with proficiency levels are shared with teachers when they become available.
- Our ELLs participate in the NYC Periodic Assessments. Test results are shared with the classroom teachers.
- Our ESL Teacher records all NYSESLAT information on a Student Assessment Record. This information is analyzed to identify areas of strengths and weakness in the tested areas of Listening, Speaking, Reading and Writing.
- All ELL data is disaggregated by proficiency level and time in the U.S.
- P.S. 222 only offers a Freestanding ESL program. All teachers are aware of this.
- ELL status is identified on school wide exam item analyses.

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

A committee made up of administrators, out of classroom support personnel, and the IEP Coordinator convene regularly to assess student performance and instructional alignment to New York State Standards. The committee meets to discuss effective instructional practices, interventions and materials. The committee also studies student work and makes comparisons on each grade level and across the grade levels. One of the responsibilities of committee members is to expand their professional knowledge regarding current educational research. The committee then disseminates best practices to the staff. During committee meetings, we discussed each key finding and how it applied to our school and discussed the evidence to support our conclusions. The committee reviewed our progress report and our Quality Review results. The committee analyzed the school handbook and special education procedures and protocols. Upon examination of our data, we conclude that this finding is not applicable to our school.

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?

- P.S. 222 offers our teachers ongoing professional development in instructional strategies to support special education students.
- Our AIS Teachers/Staff Developers demonstrate model lessons in literacy and math
- P.S. 222 arranges for inter-class and inter-school visitations to learn the best approaches in special education.
- Our special education or CTT teachers attend citywide or District 75 Professional Development workshops.
- Our Therapists push in to classes to model strategies and offer workshops throughout the year.
- In compliance with Chapter 408, all teachers, paraprofessionals and therapists have copies of IEPs. All teachers have read and are familiar with the IEPs of the students they teach, as evidenced by a signed form.
- All teachers are familiar with the accommodations and modifications of their students. This is evidence by the testing modification chart that all teachers complete and update throughout the year. Administration checks the chart against information found in CAP.
- P.S. 222 has been recognized as a model CTT program by the Office of Teaching and Learning. Our CTT teachers were selected to present their successful strategies during a City-wide CTT Forum. Our school was also asked to submit best practices that will be published on the Office of Teaching and Learning's CTT website that will be a resource for all New York City teachers.
- Based on student IEPs, classroom teachers create a testing modification form that is shared with all cluster teachers. Testing modifications are given for all assessments according to IEP mandates.
- Based on the students' IEPs, classroom teachers create a schedule of their students' therapy sessions to ensure that all mandates are met.
- Our IEP Coordinator conducts ongoing training to all teachers and therapists on using IEP Pro to produce quality IEPs.

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

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

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

Please respond to the following questions for Key Finding 7:

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

A committee made up of administrators, out of classroom support personnel, our IEP Teacher, and the ESL Teacher convened to assess student performance and instructional alignment to New York State Standards. The committee met to discuss effective instructional practices, interventions and materials. During the committee meeting, we discussed each key finding and how it applied to our school and discussed the evidence to support our conclusions. The committee reviewed our Progress Report and our Quality Review results. The committee analyzed the school handbook and special education procedures and protocols. Upon examination of our procedures, we conclude that the findings of the study are partially applicable to our school.

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?

We find the following statement to be applicable: *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.* Our school stands behind the IEPs written by our staff. Our teachers and School Assessment Team know our students' best. IEP goals and objectives are based on each student's cognitive functioning and academic abilities. Many students who are several years below grade level do not meet the criteria for NYSAA, or do not have parent support for alternate assessment. Therefore, many special education students are taking grade-level state examinations, despite the fact that they are functioning at a lower grade level.

We find the remainder of the finding to be Not Applicable to our school. Please note the following evidence to support this position:

- All testing accommodations are implemented in the classroom setting for all assessments including quizzes, in-house exams and city/state examinations.
- Classroom teachers work in collaboration with cluster teachers, therapists, the IEP Coordinator, the Health Coordinator and administrators to ensure that all IEP mandates are met.
- Our IEP Coordinator, teachers, and therapists use the Grade Level Performance Indicators when formulating IEP goals.
- A Behavior Intervention Plan is created in conjunction with the classroom teacher and guidance counselor as needed.

- Classroom and cluster teachers provide differentiated instruction within the CTT and self-contained classes.
- Classroom and cluster teachers adapt lessons and modify grade level content to students' instructional levels.
- In compliance with Chapter 408, all therapist, teachers and paraprofessionals receive a copy of the IEP for any student with whom they work.
- Classroom teachers use the Performance Indicator checklist to ensure that students are meeting their modified promotional criteria.
- All therapists write in the classroom therapy log each time they provide services. This system ensures that IEP mandates are being met.
- An administrator prints the SEC Report weekly to ensure that providers have called in first attend dates. This is evidence that student mandates are being met.
- Our IEP Coordinator conducts a weekly internal audit of special education reports to monitor compliance and implementation of mandated services.
- Three times a year, therapists complete "Therapy Update Forms" to share goals with classroom teachers and parents.

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.

P.S. 222 will continue to offer our teachers staff development opportunities in modifying curriculum for our special needs students to ensure that grade level content is taught at the students' instructional levels. In addition, we will offer self-contained special education teachers and cluster teachers opportunities to collaborate on lesson planning. We realize we must follow state and federal regulations regarding age/grade level testing.

CEP Appendix 8: Contracts for Excellence

This electronic version of the CEP Appendix 8 allows you to submit details about your proposed 2008-09 Contracts for Excellence spending within the six eligible program areas.

1. This form must describe your preliminary plans to use the total amount of funds allocated to your school in the Contracts for Excellence allocation category in Galaxy. If you do not know this amount, please refer to Galaxy.
2. The sum of the allocations you list in each program area must match the total amount allocated to you in Galaxy.
3. Please provide all of the information requested for each of the program strategies to which you've allocated funds, as per SED requirements.

This survey must be completed by Tuesday July 15 at 6pm.
Thank you!

Submit date: **Jun 23, 2008** Email address: **lblake@schools.nyc.gov**

Please provide the following information about your school. You must complete all of the fields on this page in order for your survey to be valid.

School DBN	22k222
School Name	Katherine Snyder
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 70,427
Principal Name	Louise Blake
Principal Email	lblake@schools.nyc.gov
Principal Phone	7189984298

Does your school plan to use FY09 C4E funding to reduce class size?

- Yes
 No

Does your school plan to use FY09 C4E funding to increase student time on task?

- Yes
- No

How much do you plan to allocate for each of the following program strategies?

Before- and After-School Programs

Summer School Programs

Dedicated Instructional Time **\$ 70,427**

Individualized Tutoring

Does your school plan to use FY09 C4E funding to support new or expanded before- or after-school programs?

- Yes
- No

Does your school plan to use FY09 C4E funding for new or expanded summer school programs?

- Yes
- No

Does your school plan to use FY09 C4E funding for new or expanded efforts to increase dedicated instructional time (e.g., instructional blocks for core academic subjects, additional instructional periods for areas of greatest student need, Response to Intervention (RTI) and/or intensive individual intervention, etc.)?

- Yes
- No

Please describe the program.

P.S. 222 was allocated \$70,427 in C4E resources. This amount paid for 75% of the salary for our C4E-AIS Provider. She will provide an intensive reading comprehension and/or mathematics intervention with small groups of students who have been identified as at risk.

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
- Students with Disabilities

- Students in Poverty
- Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program Expansion

Please indicate how the program/strategy will be expanded for school year 2008-09.

The program is being expanded to target students who are at risk for not meeting the standards or who did not make a year of progress on their 2008 ELA/Mathematics examination. Based on the success of our Inquiry Team students, this program will use many of the techniques and materials that were used with the IT students. Our C4E-AIS provider will use the IT materials and techniques to teach the seven comprehension strategies. For math intervention, the C4E provider will use support materials from Envision to target the specific needs of our at-risk students. This teacher will work in collaboration with classroom teachers to assess and address specific learning needs of our targeted population.

Does your school plan to use FY09 C4E funding for new or expanded efforts to offer individualized tutoring (provided by highly qualified staff as a supplement to general curriculum instruction and targeted to students not meeting State standards)?

- Yes
- No

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

- Yes
- No

Does your school plan to use FY09 C4E funding for middle and high school restructuring efforts?

- Yes
- No

Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand an existing pre-kindergarten program at the school?

- Yes
- No

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for English Language Learners (ELLs)?

Yes

No

CEP Appendix 8: Contracts for Excellence