



**ROBERT VERNAM**

**2008-09  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: (27Q 042)**  
**ADDRESS: 488 BEACH 66<sup>TH</sup> STREET**  
**ARVERNE, N. Y. 11692**  
**TELEPHONE: 718-634-7914**  
**FAX: 718-474-7591**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 42      **SCHOOL NAME:** Robert Vernam

**DISTRICT:** 27      **SSO NAME/NETWORK #:** Knowledge Network

**SCHOOL ADDRESS:** 488 Beach 66<sup>th</sup> Street

**SCHOOL TELEPHONE:** 718 634-7914      **FAX:** 718 474-7591

**SCHOOL CONTACT PERSON:** Riva Madden      **EMAIL ADDRESS:** Rmadden@  
Schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON**

Brian Wygand

**PRINCIPAL**

Riva Madden

**UFT CHAPTER LEADER**

Taneeka Jones

**PARENTS' ASSOCIATION  
PRESIDENT**

Queen Makkada

**STUDENT REPRESENTATIVE**  
*(Required for high schools)*

**COMMUNITY SCHOOL DISTRICT  
SUPERINTENDENT**

Michele Lloyd-Bey

## 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
Riva Madden	*Principal or Designee	
Taneeka Jones	*UFT Chapter Chairperson or Designee	
Queen Makkada	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Frentre Jones	DC 37 Representative, if applicable	
	Student Representative, if applicable	
Brian Wygand	Chairperson	
John Krattinger	Secretary	
Rukiya Gray	Financial Liaison	
JoAnn Smith- Skinner	Teacher	
Hemewattie Snell	Parent	
Kathy White	Parent	
Della Jackson	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.

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*The mission of P.S. 42 is to increase academic excellence for all children by providing programs which will nurture and support their strengths and needs. Our goal is to implement a school wide program that will meet the New York State and New York City Standards for Education and create a learning environment that will boost all of our students to grade level and above. Our purpose is to build and improve morale by instilling in our students, staff, and parents a sense of respect for themselves along with an appreciation for the diversity of the multicultural society in which we live, work, and learn.*

We are part of the Knowledge Network that is located in the center of the Rockaway Peninsula. Our school serves grades K-8 and provides students with an enriched experience. We are the recipients of several educational grants such as, Reading First – a research based reading program that provides systematic and explicit instruction in the five key areas of literacy in grades K-3 and Virtual Playground Grant Year 3 for technology. In addition, we have the N.Y. Junior Tennis League grant which is held after school and during holiday breaks.

We have several after school programs that are designated for the upper and lower school. 21<sup>st</sup> Century Grant which consists of enrichment activities as well as tutorial services. Our CHAMPS program which is a middle school recreation program. We also participate in the SPARK monetary incentive program in Grades 4,7 and 8.

To encourage parent and child activities we sponsor evening events. The school community (parents and students) participate in: a Halloween party, Movie Night, and Jazz Night. Our extended community support is evidenced through our RISO-A Grant which increases the use of technology in our school.

To support and enhance our instructional program we have reduced class size and our teachers are supported by two Literacy and two Math coaches. We also have a Special Education lead teacher. These professional allow us to differentiate our professional development. Our renovated Robin Hood library enhances our Literacy program and is the hub of our building. We also have READ 180 as the core of our Literacy academic intervention program. This computer lab uses technology to differentiate instruction for at risk readers.

As a way to enrich our school environment we have Career and College Week, Safety Week with a special assembly with NYPD and McGruff for elementary students and Violence Prevention Week for the middle school students with a Gang Awareness assembly. Aviator is our attendance and academic achievement incentive program.

Parents, teachers and students have an experience at PS/MS 42Q.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 1b - November 2008)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT								
<b>School Name:</b>	P.S. 042 R. Vernam							
<b>District:</b>	27	<b>DBN:</b>	27Q042	<b>School BEDS Code:</b>	342700010042			
DEMOGRAPHICS								
Grades Served:	Pre-K		3	√	7	√	11	
	K	√	4	√	8	√	12	
	1	√	5	√	9		Ungraded	√
	2	√	6	√	10			
<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>				
<i>(As of October 31)</i>	2005-06	2006-07	2007-08	<i>(As of June 30)</i>	2005-06	2006-07*	2007-08*	
Pre-K	36	0	0		89.5	90.0	88.8	
Kindergarten	72	69	64	<b>Student Stability - % of Enrollment:</b>				
Grade 1	102	95	92	<i>(As of June 30)</i>	2005-06	2006-07	2007-08	
Grade 2	94	70	83		89.3	85.1	84.3	
Grade 3	111	73	64	<b>Poverty Rate - % of Enrollment:</b>				
Grade 4	133	94	90	<i>(As of October 31)</i>	2005-06	2006-07	2007-08	
Grade 5	122	121	83		92.6	89.1	85.7	
Grade 6	118	104	95	<b>Students in Temporary Housing - Total Number:</b>				
Grade 7	114	122	106	<i>(As of June 30)</i>	2005-06	2006-07	2007-08	
Grade 8	0	105	109		13	11	24	
Grade 9	0	0	0	<b>Recent Immigrants - Total Number:</b>				
Grade 10	0	0	0	<i>(As of October 31)</i>	2005-06	2006-07	2007-08	
Grade 11	0	0	0		1	2	3	
Grade 12	0	0	0	<b>Special Education Enrollment:</b>				
Ungraded	1	0	3	<i>(As of October 31)</i>	2005-06	2006-07	2007-08	
Total	903	853	789					
<b>Special Education Enrollment:</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>				
<i>(As of October 31)</i>	2005-06	2006-07	2007-08	<i>(As of June 30)</i>	2005-06	2006-07	2007-08	
# in Self-Contained Classes	92	77	93	Principal Suspensions	6	29	74	
# in Collaborative Team Teaching (CTT) Classes	9	44	24	Superintendent Suspensions	14	35	39	
Number all others	26	40	51	<b>Special High School Programs - Total Number:</b>				
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2005-06	2006-07	2007-08	
<b>English Language Learners (ELL) Enrollment:</b>				CTE Program Participants	0	0	0	
<b>(BESIS Survey)</b>	2005-06	2006-07	2007-08	Early College HS Program Participants	0	0	0	
# in Transitional Bilingual Classes	0	0	0	<b>Number of Staff - Includes all full-time staff:</b>				
# in Dual Lang. Programs	0	0	0	<i>(As of October 31)</i>	2005-06	2006-07	2007-08	
# receiving ESL services only	29	26	29	Number of Teachers	63	70	74	

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 1b - November 2008)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	3	6	0	Number of Administrators and Other Professionals	9	9	11
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	6	N/A	6
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2005-06	2006-07	2007-08	(As of October 31)	2005-06	2006-07	2007-08
	8	7	6	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	50.8	44.3	62.2
				% more than 5 years teaching anywhere	50.8	47.1	47.3
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher			
(As of October 31)	2005-06	2006-07	2007-08		83.0	83.0	80.0
American Indian or Alaska Native	0.4	0.8	1.1	% core classes taught by "highly qualified" teachers (NCLB/SED definition)			
Black or African American	78.1	75.6	76.3				
Hispanic or Latino	17.0	18.8	17.9				
Asian or Native Hawaiian/Other Pacific Isl.	2.8	2.8	2.5				
White	1.7	2.0	2.2				
<b>Male</b>	51.5	52.6	53.4				
<b>Female</b>	48.5	47.4	46.6				
<b>2008-09 TITLE I STATUS</b>							
√	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
				√	√	√	√
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School (Yes/No)</b>	No	If yes, area(s) of SURR identification:					
<b>Overall NCLB/SED Accountability Status (2007-08) Based on 2006-07 Performance:</b>							
	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
√	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 1b - November 2008)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>Individual Subject/Area Ratings:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	Restructuring Y 2			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
		<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
<b>Student Groups</b>		ELA	Math	Science	ELA	Math	Grad Rate
<b>All Students</b>		√	√	√			
<b>Ethnicity</b>							
American Indian or Alaska Native		-	-				
Black or African American		√	√	√			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander		-	-	-			
White		-	-	-			
<b>Other Groups</b>							
Students with Disabilities		X	√	X			
Limited English Proficient		-	-	-			
Economically Disadvantaged		√	√	√			
<b>Student groups making AYP in each subject</b>		4	5	4			
<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2007-08</b>				<b>Quality Review Results – 2007-08</b>			
<b>Overall Letter Grade:</b>	D	<b>Overall Evaluation:</b>		√			
<b>Overall Score:</b>	30.1	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data		√			
School Environment:	4.8	Quality Statement 2: Plan and Set Goals		W			
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals		√			
School Performance:	7.4	Quality Statement 4: Align Capacity Building to Goals		√			
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise		W			
Student Progress:	17.9						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	0						
<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◊ = Outstanding			
* = For 2006-07 & 2007-08, the PAR Attendance Rate is listed for District 75 schools; and the Progress Report Attendance Rate(s) is listed for all other schools. If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							

## SECTION IV: NEEDS ASSESSMENT

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

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

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

**Student results for the 2007 and 2008 NYS English Language Arts Exams are as follows:**

### **All Students**

Grade	Level 1		Level 2		Level 3		Level 4	
	2007	2008	2007	2008	2007	2008	2007	2008
3	15.0	3.1	42.5	56.9	42.5	33.9	0	6.2
4	8.7	19.4	39.1	37.6	52.2	41.9	0	1.1
5	11.6	0	43.0	36.9	45.5	63.1	0	0
6	9.4	6.4	59.4	60.6	30.2	33.0	0.9	0
7	12.5	3.9	60.8	49.5	25.8	46.6	0.8	0
8	13.8	12.5	63.3	62.5	22.9	23.1	0	1.9

### **Students with Disabilities**

Grade	Level 1		Level 2		Level 3		Level 4	
	2007	2008	2007	2008	2007	2008	2007	2008
3	30.8	0	61.5	100	7.7	0	0	0
4	9.1	31.8	54.5	50.0	36.4	18.2	0	0
5	41.4	0	48.3	57.1	10.3	42.9	0	0
6	22.9	23.1	65.7	73.1	11.4	3.9	0	0
7	40.0	12.9	48.6	71.0	11.4	16.1	0	0
8	40.7	34.4	51.9	62.5	7.4	3.1	0	0

Student results for the 2007 and 2008 NYS Mathematics Exams are as follows:

**All Students**

Grade	Level 1		Level 2		Level 3		Level 4	
	2007	2008	2007	2008	2007	2008	2007	2008
3	7.5	4.5	15.0	23.9	53.8	62.7	23.8	9.0
4	1.1	14.4	23.3	22.7	64.4	44.3	11.1	18.6
5	13.5	2.3	26.2	23.3	50.0	64.0	10.3	10.5
6	15.1	14.9	21.7	26.6	45.3	54.3	17.9	4.3
7	12.4	5.8	50.4	34.6	34.7	55.8	2.5	3.9
8	20.2	16.5	57.7	49.5	22.1	34.0	0	0

**Students with Disabilities**

Grade	Level 1		Level 2		Level 3		Level 4	
	2007	2008	2007	2008	2007	2008	2007	2008
3	30.8	0	15.4	66.7	53.8	33.3	0	0
4	9.1	36.4	27.3	27.3	63.6	27.3	0	9.1
5	41.9	7.1	41.9	42.9	12.9	50	3.2	0
6	30.6	48.2	41.7	40.7	19.4	11.1	8.3	0
7	26.5	12.9	61.8	58.1	11.8	25.5	0	3.2
8	40.7	25.0	40.7	53.1	18.5	21.9	0	0

As a result of decreasing Level 1 students, we have an increase in Level 2. The data shows we made little progress in moving Level 2's to Level 3's and we experience maintaining Level 3 and Level 4 students.

There seems to be a correlation between students' attendance and student performance. Reviewing the data, it indicates that currently we are at 88.9%. After monitoring students' attendance, it shows that less than 25% of students attend school on a daily basis. Students make adequate yearly progress on the Mathematics Assessment, not on the English Language Arts Test.

From 2007 to 2008 the percentage of student making at least one year of progress in ELA as per the NYC Progress Report increased 4.3% from 53.5% to 57.8%. In Mathematics for this same time period there was a decrease on the Progress Report of the percentage of students making at least one year of progress. We went from 56.8 to 48.1%, which is a decrease of 8.7%.

There has been an increase in the English Language Learner population. Additional non-speaking English students have registered in test-taking grades. In addition, there is also an increase in the number of special education classes housed in our building that are on test-taking grades. With the K-8 paradigm, the middle school students' scores remain stagnant.

However, some accomplishments include:

- As life long learners, teachers participate in activities that continue to support and enrich their professional lives.

- The Penny Harvest is facilitated by the student council and decides on various charities who will receive donations in the form of a Common Cents Grant.
- The National Foundation for Teaching Entrepreneurship (NFTE) is a program facilitated by the art teacher enabling students to explore entrepreneurship as part of their academic experience.
- Before and after school activities which includes recreational sports such as basketball, tennis, art, newspaper, and Warrior's Way (grades 5-8), NYJTL, 21<sup>st</sup> Century, Library Clubs, Tai Chi, Character Building for Girls (grades 6 and 7), SOLDIER (self esteem program), student council
- Weekly planning Sessions
- We are recipients of several educational grants:
  - Reading First – A research based reading program that provides systematic and explicit instruction in the five key areas of literacy in grads K-3.
  - N.Y. Junior Tennis League
  - Virtual Playground Grant Year 3
- Think Quest After School Enrichment Program
- SPARK Grades 4,7 and 8
- Lead Teacher
- CORE Knowledge – Grades 4 and 5
- Increase of special education students in the mainstream

When we disaggregated school data, including standardized test scores, Quality Review, School Progress Report, Learning Environment Surveys and data obtained from ARIS, CEP goals and objectives were revisited and revised as we developed action plans and aligned them to meet these goals of raising our students levels of achievement in reading and mathematics. All of our school goals aim for student achievement and are informed by student data from ARIS, ed performance, student portfolios, Periodic Assessments, and Teacher Assessments. There is an academic Intervention Team that specifically works with grades 1-8 in reading and in grades 3-8 in math. The children are selected based on benchmarks for grade 3 and standardized test scores in grades 4-8. The Professional Development Team organizes monthly pacing calendars, strategy-based planning, demonstrates lessons, attend and facilitate grade conferences and progress monitor students selected by them by using data.

Significant aids or barriers to the school's continuous improvement:

- Over 20% of the testing population is special education students.
- There is an increase of English Language Learners who are non English speaking.
- The difficulty of hiring highly qualified middle school teachers.
- With a register of 760 children, only 100 parents participate in their child's school activities. This continues to be a major concern.

## 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.

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**By June 2009, there will be a 4% increase in number of students at Levels 3 and 4 making at least one year of progress on the 2009 NYS ELA Exam.**

**By June 2009, attendance will increase from 88.9% to 90%.**

**There will be a 5% decrease in Level 1's for students with disabilities and an increase of 10% Levels 3 & 4 on the NYS ELA Exam by June 2009.**

**By June 2009, there will be a 10% increase in students in grades 3-8 making at least one year of progress on the 2009 NYS ELA exam.**

**By June 2009, there will be a 10% increase in students in grades 3-8 making at least one year of progress on the 2009 NYS Math exam.**

**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 schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** English Language Arts

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>By June 2009, there will be a 4% increase in number of students at Levels 3 and 4 making at least one year of progress on the 2009 NYS ELA Exam.</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>90 minute ELA block</b>  <b>Reading First – K-3</b>  <b>Grades 6-8 – Mc Dougal Littell Basal Series</b>  <b>Literacy Coaches – Elementary and Intermediate</b>  <b>Common Planning</b>  <b>Core Knowledge curriculum – Grade 4- 5</b>  <b>Parent workshops to assist in understanding and supporting math instruction</b>  <b>Use of SmartBoard technology and Tabula Digital</b>  <b>Think Quest computer program</b>  <b>Teacher inter-visitations September-January, targeted population: teachers, administrators; increase professional development opportunities: Sept.- June; all teachers, administrators, curriculum specialists and AIS curriculum specialist, targeted groups, Sept. – June, Levels 1’s and 2’s, administration School administrators model lessons minimally once a month: targeted teachers, school administrators Sept. – March; paraprofessionals previews lessons to familiarize themselves with details of the lesson to assist with instruction; target population – students with disabilities, classroom paras, and alternate placement paras, teachers, school administration: Nov. – June; progress monitor the children that have scored below level on a <u>reading assessment</u>; targeted population: students, teachers, and school administration; extension of inquiry team to all grades: Nov. – June; students in each class, teachers specialists, administration; reduce the ratio of student to teacher during instruction: Sept. – June; targeted population: at-risk students, teachers, paras, and administration; parent/teacher conferences, parent workshops; administrators will model lessons for</b></p>

	<p><b>selected teachers</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Title I, Tax Levy, in-school professional development specialists, C4E money is budgeted for two curriculum specialists</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Bi-weekly assessments that are reviewed monthly, - 75% mastery rate</b>  <b>ED performance series – three time per year – scale scores to increase by 10%</b>  <b>Acuity Predictive Exams – increase of 10%</b>  <b>DIBELS – decrease of 5% of students scoring below the benchmark level</b>  <b>ECLAS 2 – increase of 5% in the number of students reaching grade level mastery</b></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 schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Attendance

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>By June 2009, attendance will increase from 88.9% - 90%</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Incentives for students with exemplary attendance</b> <b>Send letters to students’ homes if absent or late two or more days a week;</b> <b>Make telephone calls to homes for absent or late students; parent/teacher conferences;</b> <b>100% attendance awards for students and parents; target population: absent and late students; responsible staff: teachers, administrators, school aides; Timeline: Oct. - June</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Budgeting: AIDP Family Worker, Tax levy, Title 1</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Attendance percentages will be monitored monthly – 90%</b> <b>Attendance will increase to 90% by June 2009</b></p>

## SECTION VI: ACTION PLAN

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**Subject/Area (where relevant):** ELA/Students with Disabilities

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>There will be a 5% decrease in Level 1's for students with disabilities and an increase of 10% Levels 3 &amp; 4 on the NYS ELA Exam by June 2009.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>90 minute ELA block            Reading First – K-3            Grades 6-8 – Mc Dougal Littell Basal Series            Literacy Coaches – Elementary and Intermediate            Common Planning            Core Knowledge curriculum – Grade 4- 5            Parent workshops to assist in understanding and supporting math instruction            Use of SmartBoard technology and Tabula Digital            Teacher inter-visitation: Sept. – June; administrators will model lessons for selected teachers; professional development for staff; progress report to parents; twice weekly parent/teacher conferences, Curriculum Night, parent workshops            Think Quest computer program            All students with disabilities; lead teacher mentors special education teachers a minimum of twice a week; selected special education teachers are scheduled for inter-visitations for professional development; students who achieved a Level 2 in ELA are mainstreamed, reducing the teacher to student ratio in the self-contained classroom; special education teachers with bridge classes stream their students to other specific self-contained classes; i.e. 5/6 5<sup>th</sup> graders remain with teachers while 6<sup>th</sup> graders move to another class that house 6<sup>th</sup> graders; start date: Sept. 5 – June 2009; teachers and school administrators will be involved</p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Title 1, Tax Levy</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Bi-weekly assessments that are reviewed monthly, - 75% mastery rate</b>  <b>ED performance series – three time per year – scale scores to increase by 10%</b>  <b>Acuity Predictive Exams – increase of 10%</b>  <b>DIBELS – decrease of 5% of students scoring below the benchmark level</b>  <b>ECLAS 2 – increase of 5% in the number of students reaching grade level mastery</b></p>

## SECTION VI: ACTION PLAN

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

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>By June 2009, there will be a 10% increase in students in grades 3-8 making at least one year of progress on the 2009 NYS ELA exam.</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>90 minute ELA block</b>  <b>Reading First – K-3</b>  <b>Grades 6-8 – Mc Dougal Littell Basal Series</b>  <b>Literacy Coaches – Elementary and Intermediate</b>  <b>Common Planning</b>  <b>Core Knowledge curriculum – Grade 4- 5</b>  <b>Parent workshops to assist in understanding and supporting math instruction</b>  <b>Use of SmartBoard technology and Tabula Digital</b>  <b>Teacher inter-visitation: Sept. – June; administrators will model lessons for selected teachers; professional development for staff; progress report to parents; twice weekly parent/teacher conferences, Curriculum Night, parent workshops</b>  <b>Think Quest computer program</b>  <b>Parents of students will be notified if students progress is not maintained via Progress Report; these activities will begin Sept. and be maintained throughout the year: administration, teachers, and parents</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Title I, Tax Levy</b></p>

**Indicators of Interim Progress and/or Accomplishment**

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

**Bi-weekly assessments that are reviewed monthly, - 75% mastery rate**  
**ED performance series – three time per year – scale scores to increase by 10%**  
**Acuity Predictive Exams – increase of 10%**  
**DIBELS – decrease of 5% of students scoring below the benchmark level**  
**ECLAS 2 – increase of 5% in the number of students reaching grade level mastery**

## 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 schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Math

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>By June 2009, there will be a 10% increase in students in grades 3-8 making at least one year of progress on the 2009 NYS Math Exam.</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>90 Minute Math Use of Every Day and Impact Math Coaches – Elementary and Intermediate Common Planning Parent workshops to assist in understanding and supporting math instruction Use of SmartBoard technology and Tabula Digital Integrated Algebra Regents class Teacher inter-visitation: Sept. – June; administrators will model lessons for selected teachers; professional development for staff; progress report to parents; twice weekly parent/teacher conferences, Curriculum Night, parent workshops</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Title I, Tax Levy; in-school professional development specialists, C4E money is budgeted for two curriculum specialists</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Bi-weekly assessments that are reviewed monthly, - 75% mastery rate ED performance series – three time per year – scale scores to increase by 10% Acuity Predictive Exams – increase of 10%</b></p>

## **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	50	50	N/A	N/A	2	0	2	2
1	75	75	N/A	N/A	1	0	1	2
2	75	75	N/A	N/A	2	0	1	5
3	70	70	N/A	N/A	0	0	0	10
4	50	50	30	30	0	0	1	9
5	70	70	76	20	0	0	1	15
6	50	50	13	20	0	0	0	20
7	70	70	36	49	0	0	0	20
8	60	60	39	42	0	0	0	21
9								
10								
11								
12								

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

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

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<b>Extended Day Program – 37.5 minutes before school: Sept.- Dec. Push-In Model by an AIS provider during the school day Small group instruction through guided reading activities</b>
<b>Mathematics:</b>	<b>Extended Day Program – 37.5 minutes before school: Jan. - June Small group instruction during the lesson Push-In Model by an AIS provider during the school day</b>
<b>Science:</b>	<b>The cluster teacher provides academic intervention during class and classroom teachers provide intervention.</b>
<b>Social Studies:</b>	<b>The social studies teacher provides intervention as well as the classroom teacher during regularly scheduled classes.</b>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>Students designated “at-risk” are seen by the guidance counselor for a minimum of one time per week for ten weeks.</b>
<b>At-risk Services Provided by the School Psychologist:</b>	<b>Students designated “at-risk” are seen by the school psychologist for a minimum of 30 minutes per week for ten weeks.</b>
<b>At-risk Services Provided by the Social Worker:</b>	<b>Students designated “at-risk” are seen by the social worker for a minimum of 30 minutes per week for ten weeks.</b>
<b>At-risk Health-related Services:</b>	<b>At present, the health “at-risk” students are seen by the physical education teachers, who use the fitness program to assist students. If need be, all other health related issues would be seen by the nurse.</b>

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

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school's current year (2008-2009) LAP narrative to this CEP.

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**Language Allocation Policy (LAP) 2008-2009**

Robert Vernam School, PS/MS 42Q, has a LAP team consisting of Riva Madden, Principal; Barbara Levy, ESL Teacher; Rita Hurley, Literacy Coach, and Barbara Spivack, Math Coach.

PS/MS 42Q is currently a pre-K to 8<sup>th</sup> Grade school with 739 students enrolled, 43 of whom are eligible for ESL services pursuant to the diagnostic and evaluative procedures described elsewhere in this report. Of those 43 ELL students, 6 also receive Special Education service. Data from the 2007-2008 Annual School Report indicates that 76.3% of the students are Black; 19.2%, Hispanic; 3.3%, Asian and others, and 1.1%, White. In 2004, 5.6% of the student body were recent immigrants, with 1.7% born in Guyana; 2% born in Jamaica, and .7% in the Dominican Republic.

The ELL students are in the following grades:

K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8
8	3	4	4	2	4	8	3	6

The majority of ELL students ,24 , speak Spanish at home; 2 speak Bengali; 2, Haitian Creole, and 1, French, 9, Arabic, 3, Dutch, 2, Ibo . After students demonstrate eligibility for ESL pursuant to the diagnostic procedures described elsewhere, parents are contacted by letter and invited to attend a meeting at school where options are discussed and a video is shown regarding the programs available to ELL students in the NYC public schools. Over the past several years, parents have consistently chosen the free-standing ESL program, and PS/MS 42Q offers the free-standing ESL program consistent with parents' choice.

The following table indicates the number and percentage of ELL students at different proficiency levels:

	#	%
B	10	26
I	10	26
A	23	48

Looking at the pattern of scores, ELL students have been improving their Listening and Speaking skills each grade level by an average of 22 points. Scores for Reading and Writing skills, however, fluctuate up and down, between 1<sup>st</sup> and 3<sup>rd</sup> grades with an average decrease of 3 points. From 3<sup>rd</sup> to 4<sup>th</sup> grade and beyond, the Reading and Writing scores consistently increase each year by an average of 16.5 points.

Because of the fluctuation in Reading and Writing scores in the primary grades and an average increase in those scores 5.5 points less than the average increase in Listening and Speaking, Reading and Writing is the core emphasis for PS/MS 42Q's Language Allocation Policy and instruction. Furthermore, since the performance of the ELL students in content area tests has been below standard, the focus on reading and writing will assist students in strengthening their work in those areas as well. Throughout PS/MS 42Q, classroom teachers put emphasis on literacy skills. To help them support ELL students in their class, classroom teachers receive 7.5 hours of ESL training for monolingual teachers and are entitled and encouraged to attend regional conferences on issues in ESL or Bilingual education.

PS/MS 42Q offers a free-standing ESL program to the 3% of its student body who are ELLs. Because of the wide distribution of students across grade level and proficiency level, students are pulled out of their classroom for small group instruction at the three different proficiency levels for the mandated number of hours pursuant to CR Part 154. The ESL program is designed to provide ELLs additional support to help them perform at their grade level in all content areas, taking into consideration differing languages, cultures, length of time in English-speaking school systems, abilities, and economic backgrounds.

The instructional plan for academic language development stresses, in particular, development of vocabulary and higher-order thinking skills, using challenging content, in order to prepare students to use English to think critically, solve problems and communicate in their classes. This goal is pursued with all students in ESL, whether newcomers or long term ELLs, through the use of ESL strategies:

1. small group instruction with between 3 and 9 students per group;
2. differentiated instruction which allows for individual attention;
3. multi-sensory lessons to address all learning modalities;
4. use of realia and visual aids to support comprehension, and
5. scaffolding through the use of bilingual dictionaries (both picture and word), translation by other students, use of prior knowledge and visual/realia aids.

For Newcomers, ESL instruction emphasizes Listening and Speaking skills, in both academic and social discourse, so that the student will more quickly gain fluency in English, the language of instruction at PS/MS 42Q. For those students at the Advanced level or who are about to transition, the emphasis is completely on academic language, underscored through writing and reading. Newcomers and those students assessed to have English proficiency at the Beginner or Intermediate levels meet with a qualified ESL teacher for eight, evenly distributed, 45 minute class periods each week. Students demonstrating proficiency at the Advanced level or who are ready to be transitioned meet with the ESL teacher for four, evenly distributed, 45 minute class periods each week.

When each student registers at PS/MS 42Q, the parent is given the HLIS form to complete. For those students who meet the criteria, a LAB-R is administered to determine the student's level of English language proficiency. Should the student be identified as having limited English proficiency, then the parent is notified by mail and invited to the school (as described above). If the parent chooses the free-standing ESL program, the student is assigned to an appropriate ESL group with pupils at the same proficiency level. Each year, in the spring, the NYSESLAT is administered to all students in ESL classes. The results determine the students' continuing eligibility for ESL classes and the level of proficiency for each student.

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

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**Type of Program:** \_\_\_ Bilingual  ESL \_\_\_ Both      **Number of LEP (ELL) Students Served in 2007-08:** \_\_\_\_\_  
**(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:

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).

PS/MS 42Q uses the Everyday Math and Impact Math programs, as prescribed by the Board of Education, for all students, and uses the Reading First program for the primary grades; the literacy curriculum for grades 4-8 is rooted in the philosophy of Balanced Literacy. ELL's at each grade level participate in all of the school's curricula through differentiated instruction. ELL's are also provided with a free-standing ESL program. Students are pulled out of their classroom for small group instruction at the three different proficiency levels for the mandated number of hours pursuant to CR Part 154. The ESL program is designed to give ELL's additional support to help them perform at their grade level in all content areas, taking into consideration differing languages, cultures, length of time in English-speaking school systems, abilities, and economic backgrounds. AIS and Resource Room services are provided for any ELL who is identified as in need of them; small-group tutoring sessions are periodically offered during lunch periods by the AIS staff.

ESL instruction stresses, in particular, development of vocabulary and higher-order thinking skills, through use of challenging content, so that students will be able to use English to think critically, solve problems, and communicate in their classes. This goal is pursued with all students in ESL, whether newcomers or long term ELL's, through the use of ESL strategies such as:

1. small group instruction with between 3 and 9 students per group;
2. differentiated instruction which allows for individual attention;
3. multi-sensory lessons to address all learning modalities;

4. use of Wilson Language Program for students identified as needing assistance in building their phonemic awareness;
5. use of realia and visual aids to support comprehension;
6. scaffolding through the use of bilingual dictionaries (both picture and word), translation by other students, use of prior knowledge and visual/realia aids, and
7. use of technology; including use of computer programs and internet access to enhance multi-sensory instruction, CD players for use of recorded books and cassette recorder to assist development of Listening and Speaking skills.

Newcomers and those students assessed to have English proficiency at the Beginner or Intermediate levels meet with a qualified ESL teacher for eight, evenly distributed 45 minute class periods each week. Students demonstrating proficiency at the Advanced level or who are ready to be transitioned meet with the ESL teacher for four, evenly distributed, 45 minute class periods each week.

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

All ESL students are eligible to participate in an ESL after-school program intended to supplement the ESL academic program. They are also offered the opportunity to take part in the after-school academic programs; extracurricular sports, and the art, drama, drumming, newsletter, and chess clubs. All age appropriate ELL's participate in one or more of these activities.

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.

Parents are actively involved in the academic and social life of PS/MS 42Q students. There is a dedicated Parents' Association, a Parent Coordinator, formal and informal Parent/Teacher meetings, weekly and monthly assessment letters sent to parents. Information back-packed with ELL students is written in Spanish and when possible, Bengali and French. All families are involved in all parent activities. The parents have a "Welcome Back to School" meeting, with the ESL teacher at the beginning of the school year. Parents of newly admitted students eligible for services to ELL's meet with the ESL teacher to discuss the available programs; a translator is provided when necessary.

III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.  
NOT APPLICABLE

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.

Professional development will include all teachers. The professional development will be designed to support the implementation of the Chancellor’s initiatives and regional and school goals for the instruction of ELL’s

Workshops will be conducted by the ESL teacher, Math, and Literacy coaches and other specialists.

<b>Month</b>	<b>Topic</b>	<b>Type</b>	<b>Participants</b>
September	ESL Standards	Faculty Conference	All School Staff
October	ELL Professional Development	ESL Teacher	Classroom Teachers
November	Math ELL’s	Focus Group	Math Coach
December	SIOF Training	Breakout Training	ESL Training
March	NYSESLAT	Faculty Conference	All School Staff
April	Best Practices	Inter-visitation	All School Staff
May	Thematic Units	P.D. Session	Coaches

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

VI. 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: PS/MS 42Q District 27

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 0	ESL Program 1	
Bilingual Program 0	ESL Program 1	Bilingual Program 0	ESL Program 0			
						2

\* 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.

UPDATED – OCTOBER 2008

# SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

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

School District: \_\_\_\_\_ 27 \_\_\_\_\_                      School Building: 42Q \_\_\_\_\_

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: <b>8:30</b> To: <b>9:15</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>Literacy</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>Literacy</b>
<b>2</b>	From: <b>9:15</b> To: <b>10:00</b>	Subject (Specify) <b>Phys. Ed.</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>Phys. Ed.</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>ESL</b>
<b>3</b>	From: <b>10:00</b> To: <b>10:45</b>	Subject (Specify) <b>Literacy</b>	Subject (Specify) <b>Literacy</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>Literacy</b>	Subject (Specify) <b>Literacy</b>
<b>4</b>	From: <b>10:45</b> To: <b>11:35</b>	Subject (Specify) <b>Writing</b>	Subject (Specify) <b>Writing</b>	Subject (Specify) <b>ESL</b>	Subject (Specify) <b>Writing</b>	Subject (Specify) <b>Writing</b>
<b>5</b>	From: <b>11:35</b> To: <b>12:25</b>	Subject (Specify) <b>Lunch</b>	Subject (Specify) <b>Lunch</b>	Subject (Specify) <b>Lunch</b>	Subject (Specify) <b>Lunch</b>	Subject (Specify) <b>Lunch</b>
<b>6</b>	From: <b>12:25</b> To: <b>1:15</b>	Subject (Specify) <b>Math</b>	Subject (Specify) <b>Math</b>	Subject (Specify) <b>Math</b>	Subject (Specify) <b>Math</b>	Subject (Specify) <b>Math</b>
<b>7</b>	From: <b>1:15</b> To: <b>2:00</b>	Subject (Specify) <b>Math</b>	Subject (Specify) <b>Math</b>	Subject (Specify) <b>Math</b>	Subject (Specify) <b>Math</b>	Subject (Specify) <b>Math</b>
<b>8</b>	From: <b>2:00</b> To: <b>2:45</b>	Subject (Specify) <b>Music</b>	Subject (Specify) <b>Art</b>	Subject (Specify) <b>Music</b>	Subject (Specify) <b>Technology</b>	Subject (Specify) <b>Art</b>
<b>9</b>	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>10</b>	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-8      **Number of Students to be Served:** 47 LEP 42 Non-LEP 5

**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.

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Robert Vernam is an elementary - middle school with 754 students from kindergarten through grade 8. The school population comprises 76% Black, 17% Hispanic, 3% White, and 2% Asian students. The student body includes 4% English language learners and 20% special education students. The school is in receipt of Title 1 funding. At PS/MS42Q: Arabic, Bengali, Dutch, French, Haitian Creole, Ibo, and Spanish are the primary languages spoken by ELL students.

All students participate in a rigorous curriculum in all core subjects that is aligned to NYS standards. English language learners (ELLs) at each grade level participate in all of the school's curricula through differentiated instruction. This curricula includes Everyday Math and Impact Math programs, as prescribed by the Board of Education, and the Reading First program for the primary grades; the literacy curriculum for grades 4 – 8 is rooted in the philosophy of Balanced Literacy. ELLs participate in daily instruction in ESL. The program is a pull – out, free standing ESL model in which ELLs are engaged in activities following the Balanced Literacy Prototype for ELLs. The language of instruction throughout is English.

There are 42 ELLs, as of October 31, 2008, in Kindergarten through Grade 8. The ELLs are provided a free-standing ESL program taught by a certified ESL teacher. Students are pulled out of their classroom for small group instruction at the three different proficiency levels for the mandated number of hours pursuant to CR Part 154.

The ESL curriculum for English Language Learners focuses on academic language, both vocabulary and grammar in all content areas. Textbooks, specifically developed to teach academic vocabulary to ELLs, are being used: the Language for Learning series, published by Options, provides strategies and practice for

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learning content-area vocabulary in the context of science and social studies with connections to mathematics, and the Academic Language Notebooks: The Language of Math series helps intermediate and advanced level ELLs learn and practice essential math language and concepts. In addition, techniques and materials developed by Dr. Kate Kinsella, along with the Academic Word List, are incorporated into the lessons. Grammar instruction is supported with the Write Source textbook series, the interactive cd-rom of Betty Azar's textbook, Fundamentals of English Grammar, and supplemented by several interactive programs produced by Plato for Play-station 2 and several online programs.

The ESL curriculum for newcomers and those at the beginning/low intermediate level of proficiency emphasizes phonetic awareness, general vocabulary, syntactic instruction, and cultural awareness. The Wilson Reading System is implemented with all of these students, along with the use of TPR techniques, visual and aural supports using the Heinle Picture Dictionary and CD-Rom, the Heinle Picture Dictionary for Children and cd-rom, recorded books, movies, and interactive programs on play-stations, computers, and the Reading Mentor system. For those ready to work with the texts, the Options Vocabulary Write Source is used.

PS/MS42Q has also been selected to participate in the MY Access!<sup>®</sup> program—an online instructional program designed to immediately diagnose and assess the writing ability of students. The NYCDOE, Office of ELLs, is offering this pilot program in order to provide increased support, including first language support, to ELLs in developing their writing skills and preparing them for high-stakes assessments.

Throughout the year, classroom teachers and the ESL Specialist provide students and their families with feedback about students' progress. Parents are often invited to participate in ESL classroom activities to develop their own English, support their children's learning and better understand the expectations for their children's performance.

The Title III student instructional component will include the hiring of an F-status ESL-certified teacher, who will work with sub-groups of ELLs during the day and an after –school program.

The after –school program will be made available to ELLs and former ELLs. The full-time and F-status ESL teachers at PS/MS42Q will conduct tutorial sessions for ELLs to supplement their day time learning activities. LEP students and non-LEP students who have either attended school outside of the United States or have demonstrated English language proficiency on the LAB-R or NYSESLAT exam will meet three times per week, Tuesday, Wednesday and Thursday for 2 hours each day. The students will be provided tutorial support in ESL, homework assistance and participate in art projects designed to promote cross-cultural appreciation. ELLs will have an opportunity to engage in alternative modalities for learning academic English.

**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. *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. Explain how the school will use Title III funds to provide professional development to support ELLs. Describe the target audience.

The ESL teacher will continue to participate in professional development activities provided through the schools association with the Knowledge Network Learning Support Organization. All matters related to teaching and learning in the ESL classroom are addressed including ELL identification procedures, teacher planning, student assessment, differentiating instruction for ELLs, instructional strategies and techniques, vocabulary development, NYS ESL /ELA Standards, state regulations, balanced literacy prototype for ELLs, technology assisted instruction for ELLs, goals setting, the NYSESLAT /LAB-R. Professional development is at no cost to the Title III program

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**Description of Parent and Community Participation**—Explain how the school will use Title III funds to increase parent and community participation ELLs

The school motto, displayed throughout the school inspires the whole school community to work together to make the vision becomes reality. It is; “We can. We will. We must achieve. We will go to College.”

Title III funds will be used to increase ELLs’ family involvement with their children’s education through providing first language translations of the key ideas and vocabulary of the week’s lessons. Research on parental involvement clearly supports the notion that ELLs will benefit by increased parental involvement in their homework and other learning experiences. If parents understand their children’s lessons, they can provide not only first language explanations but specific, culturally-relevant background knowledge.

In order to facilitate the family’s increased involvement, the ESL teacher will analyze the classroom texts and prepare reports of the key concepts, specialized syntax and vocabulary to be covered. These reports will be translated, using computer and online programs, into the home languages of the ELLs at PS/MS42Q: Arabic, Bengali, Dutch, French, Haitian Creole, and Spanish. Parents may meet, call and/or email the ESL teacher for clarification and suggestions.

**Form TIII – A (1)(b)**

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

<b>Allocation:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$13,999.05	Student Instructional Program 1Tr X 3 Days X 11 Wks X \$306.67per diem = \$10,120.11 1Tr X 1 Day X 2Hrs. X 13 Wks X \$49.73 = \$1,292.98  Parent Instructional Program 1Tr X 2 Days X 2 Hrs. X 13 Wks X \$49.73 = \$2,585.96
Purchased services such as cur. staff development contracts		NA
Supplies and materials	\$ 1,000.95	Art supplies. Translation software.
Travel		NA
Other		NA
<b>TOTAL</b>	<b>\$15,000.00</b>	

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## APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

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

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

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

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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.

Robert Vernam is an elementary - middle school with 754 students from kindergarten through grade 8. The school population comprises 76% Black, 17% Hispanic, 3% White, and 2% Asian students. The student body includes 4% English language learners and 20% special education students. The school is in receipt of Title 1 funding. At PS/MS42Q: Arabic, Bengali, Dutch, French, Haitian Creole, Ibo, and Spanish are the primary languages spoken by ELL students.

1.

**The School Leadership Committee conducted interviews of parents and review of letters, calendars, and meeting minutes to determine the nature and frequency of communication with caretakers, noting the use of home languages. Interviews of parents and staff were conducted to determine oral translation needs during planning of school-wide grade and classroom activities.**

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.

**Interviews of parents and staff were conducted to determine the oral translation needs during the school-wide grade and classroom activities. It was determined that most parents are capable of reading English. However, students of Spanish speaking countries are provided translated materials in their native language. Translators are available.**

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

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

**If a document requires translation, the school will provide this service. Any document the DOE sends comes with a translated version.**

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.

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**Any need is noted, a staff member will be present to translate into the required language during mandated parent-teacher conferences and any other occasions where caretakers and staff have opportunities to discuss student progress and/or concerns.**

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>.

**A school aide has been designated to translate information from English to Spanish. All material is backpacked with the students. If a parent requires a text to be translated, the text is translated.**

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

*All Title I schools must complete this appendix.*

### **Directions:**

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

### **Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

1. Enter the anticipated Title I allocation for the school for 2008-2009 471,520
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program 7,701
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified 23,576
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year 70%
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.

**All teachers hired will be “Highly Qualified”. Teachers will be assigned in areas of license and if they are not highly qualified tuition reimbursement will be offered. Eligible teachers will be encouraged to take HOUSSE.**

## **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.

**PS/MS 42Q receives Title I funding in proportion to the number of children that are eligible to receive \*free lunch.**

**The policies and procedures for Parent Involvement include: Consultation, Annual meetings and Parent Involvement activities.**

**The Executive Boards of both, the Parent Association and the Title I Parent Advisory Council oversee all School Parent Involvement activities. School administration by mandate of Title I NCLB legislation will work closely with the Executive Board of Title I to help devise new and creative ways to provide support to Title I parents and their children.**

#### **Consultation**

**The school currently provides a range of opportunities for parents to become involved. Complying with New York State Department of Education regulations requiring participating Title I Funded schools to have formal elections for Parent Advisory Councils (P.A.C.). The parents in the school must elect the PS/MS 42Q Parent Advisory Council members. Each PAC must have a majority of members whose children with the parent members of P.A.C., however, in keeping with Title I guidelines all members must be parents who have children who are financially eligible for Title I services.**

**Members of the Title I Parent Advisory Council along with their Executive Board Officers assist in an advisory capacity to; plan, implement, and evaluate all Title I programs. The Title I Chairperson in compliance with the Title I P.A.C. Bylaws and General Parent Body Members operate the PS/MS 42Q P.A.C.**

**The P.A.C. Chairperson will attend District Parent Advisory Council/District Councils of Presidents meeting to:**

- **Obtain information of their rights/responsibilities defined by Title I NCLB legislation**
- **Obtain written description of all Title I programs for review, discussion, and recommendations**
- **Obtain information and provide input regarding program goals, objectives, and procedures for selecting, assessing schools and students, development of educational strategies, and implementation and evaluation of said programs.**

- Receive monthly updates of program activities and fiscal disbursement regarding the school's total Title I funding as mandated by Title I NCLB.
- Discuss with the principal, district, and region, recommendations for changes.

### Annual Meeting

The school will hold the Annual Open House no later than October 31, 2008. In this parent meeting, the PS/MS 42Q Title I School Parent Involvement Policy and the School/Parent Compact are distributed to be signed by parent, teacher, and principal. At the P.A.C. Open House, parents will be provided with information about opportunities for ongoing parent involvement. Title I funded personnel and those responsible for the literacy and math curriculum to all grades will provide information about goals objectives, activities, mid-year assessment and procedures for individual parent conferences throughout the year. In addition to working with the Title I P.A.C. funded teachers, upon request will conduct two workshops during the school year related to topics specifically requested by parents. The Parent Advisory Council will continue to provide on-going communication including the P.A.C. Newsletter informing the parent/school community of important events, community events, Parent Association, P.A.C., and School Leadership Team meetings, science fairs, Parent and Child Together (PACT) events, , Parent Symposium, and other noteworthy school related information. Monthly meetings with Title I The principal may attend monthly PA Executive Board Meetings to facilitate positive dialogue and a more prosperous relationship with the Elected Parent Leadership resulting in high student achievement.

### Parent Involvement

- 1% from Title I is set aside for Parent Involvement activities.
- The principal will conduct monthly small school group tours so parents can become familiar with their school and its programs.
- Parents working closely with the elected parent leadership to provide access to the school within DOE, and District legislated mandates
- Conducting a Parent Orientation for new parents and incoming transfer students
- Recruiting through the Executive Boards of both PA and PAC parent volunteers for the SLT
- Providing knowledgeable, professional, and courteous staff to answer parent questions regarding their children
- PA and PAC to hold meetings like the "Parent Pit Stop" at various times of the day and evening to encourage broader parent participation
- Scheduling the Principal's Monthly Report at both PA and PAC meetings at a time that the principal can personally deliver her address

The administration and staff of PS/MS 42Q are committed to making parents feel welcomed, respected and appreciated when they enter the school.

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

**Explanation:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part

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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.

**PS/MS 42 Q**  
**2008-2009 Title I School-Parent Compact Framework**

**The school and parents working cooperatively to provide for the successful education of their children agree:**

<b>P.S./M.S. 42Q will:</b>	<b>The Parent/Guardian will:</b>
<ul style="list-style-type: none"> <li>➤ Provide high-quality curriculum and instruction</li> <li>➤ Provide a safe, nurturing environment that will improve academic success and enhance social development</li> <li>➤ Offer a flexible number of meetings at various times</li> <li>➤ For Grade 8 at risk students only, a Progress Report twice a year (Jan. and May)</li> <li>➤ Actively involving parents with curriculum, i.e. Curriculum Night, Progress Reports</li> <li>➤ Provide parents with timely information about all programs</li> <li>➤ Provide performance profiles and individual student assessment results for each child</li> <li>➤ Foster communication between teachers and parents through:               <ul style="list-style-type: none"> <li>• Parent/Teacher conferences at least twice annually</li> <li>• Report to parents on their children's progress through a monthly Progress Report</li> <li>• Make an appointment during the teachers prep. This</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Share the responsibilities for monitoring student achievement</li> <li>➤ Monitor our children's:               <ul style="list-style-type: none"> <li>• Attendance at school</li> <li>• Homework – agree on a special time and place</li> <li>• Monitor television viewing</li> </ul> </li> <li>➤ Praise our children for their effort, improvement and achievement with rewards through Parent Assemblies</li> <li>➤ Read to our children for 15 – 30 minutes each day in grades K – 1</li> <li>➤ Listen to our children read for 15 – 30 minutes each day in grades 2 -3</li> <li>➤ Have our children in grades 4 – 8 read independently for 30 – 60 minutes daily</li> <li>➤ Attend Curriculum Night</li> <li>➤ Foster communication between teachers and parents by:               <ul style="list-style-type: none"> <li>• Attending at least two parent teacher conferences</li> </ul> </li> </ul>

can be accomplished through the P.C.

- Opportunities to volunteer and participate in classroom and school activities and observation of classroom activities
- Provide professional development activities for parents according to their needs and interests via survey
- Convene an annual meeting for parents to inform them of the school program and their opportunities for involvement via curriculum meetings
- Ask parents and parent groups to provide information regarding the type of training or assistance they would need to help them to be more effective in assisting their children in the educational process via Progress Report for at-risk students
- Provide a monthly calendar of meetings and school activities
- Co-sponsor a Title I Open House with the Pa and/or PAC

:

each school year

- Discussing the results of our children's progress with our children
- Arrange appointments to speak with teachers on available preps, which can be accomplished through the Parent Coordinator
- Volunteering and participating in our children's class and related activities when students are deemed at risk
- Attending at least 4 PA/PAC meetings
- Utilize the assistance that is offered through workshops, meetings and communication
- Discuss school activities daily with our children, and ask to see school work
- Attend school PA meetings and other ISC and School Board meetings

**Student Responsibilities:**

We will:

- Share the responsibility to improve our academic achievement
- My homework every day and ask for help when I need to.
- Read 15 - 60 minutes every day outside of school time.
- Give to my parents or the adult all notices and information received by me from P.S./ M.S. 42Q.
- Have good attendance and arrive to school on time.

## SIGNATURE SECTION

We agree to work together, to the best of our abilities, as educators and parents to fulfill our common goal of ensuring that all children succeed.

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Signature of Principal

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Signature of Parent/Guardian

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Signature of Student

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Signature of Teacher  
Tel # (718) 634-7914  
Fax # (718)474-7591

---

Type/Print Name

---

Date

---

Telephone # (home)

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Telephone # (cell)

### Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

**The SLT will conduct an annual needs assessment based on qualitative and quantitative data. Using the data, we review our program and make the needed adjustments if necessary.**

**Refer to Section IV, "Needs Assessment"**

2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:

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

**All special needs students are expected to attend the extended day program as well as students who achieve Level 1 and Level 2. Classes are homogeneously grouped in grades 4-8 for high performing students. AIS works in 10 week cycles with students performing at Level 1 as well as Level 2. There are two CBO's that have academic programs as well as extracurricular activities. We currently house two SES providers that students may attend.**

3. Instruction by highly qualified staff.

**All teachers hired in PS/MS 42Q for the 2008-2009 school year will be "highly qualified" as defined in NCLB. Highly qualified new teachers may include NYC Teaching Fellows and certified teachers. Teachers that are not new to the profession are also highly qualified. They have met NYS certification requirements either by: possessing a bachelor's degree, a certificate to teach, and have also passed appropriate tests; or have demonstrated competence in the subjects through an evaluation that takes all aspects of teaching certification requirements into consideration. In addition, teachers will be assigned according to their license.**

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.

**PS/MS 42Q will provide extensive and ongoing professional development opportunities for all staff including administrators, teachers, paraprofessionals, guidance counselors, related service providers, and SBST. Professional development offerings will include: LSO PD opportunities, as well as non department of education PD offerings, differentiated training to meet the needs of both new and experienced staff. All professional development will be evaluated to determine its effectiveness in promoting high-quality instruction leading to improved student results and the removal of the school from "needs improvement" status.**

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

**Attending job fairs, reviewed resumes, and interviewed people through recommendations**

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

**Taking parents on learning walks, conducting Parent and Child Together learning activities, as well as offering requested parental workshops**

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. **In the spring, the pre schools are invited to visit classrooms, participate in activities, and eat lunch to ensure a smooth transition.**

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. **The curriculum team which consists of AIS personnel, curriculum specialists, the Lead Teacher, ELL teacher, SETTS teacher, and administration meet weekly to discuss the importance of the use of data which drives instruction. This team attends grade conferences and planning sessions which consistently talks to the use of assessments during instructional time.**
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.  
**Students in grades K-8 are progress monitored after assessments if they did not meet the standard. Additional activities are provided to ensure that students continue to develop their skill in the areas where they scored below standard.**
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. **We are fortunate to have received funds for an anti-violence program which provides services to three grades per year.**

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS NOT APPLICABLE**

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;

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

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

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

**NCLB/SED Status:** Restructuring Year 2      **SURR<sup>1</sup> 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.
  - Lack of rigor in instruction
  - Teachers have not mastered the strategies needed to implement differentiated instruction
  - Teachers review data from a variety of sources, but develop more skills in planning lessons based on the data
  - A change in the identification labels for special education students had impacted on classroom instruction
  - Increase of the number of testing classes with new teachers
  - There has been a moderate teacher turnover rate for the past two years
  - Many new and inexperienced teachers
  - The implementation of the Balance Literacy Program, especially guided reading, conferencing, and Writer's Workshop still needs to be strengthened
  - As the building has grown from K-8, PS/MS 42 is facing the challenge of addressing the needs of the middle school child
  
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.
  - The curriculum specialist provided strategies that corresponded to each Skill of the Week
  - Weekly Professional Development sessions were focused on the implementation of the Literacy Block
  - Lunch and Learns focused on strategies
  - One of the literacy centers in each room is for students' independent reading
  - Students maintain a reading log which describes the number of pages read in the literacy center
  - The Robin Hood Library provides an after school reading program for all students
  - Read 180 has been brought into the building to address the needs of level 2 students

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

- The building provides a Guided Reading Resource Room supported by the curriculum specialists
- Along with Skill of the Week, Genre of the Month, and Grammatical Focus of the Month is also implemented
- There is 37.5 minutes of ELA tutorials with Level 1 and low Level 2 students
- Grades 3-8 are implementing Kaplan for one period a day

**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 = \$ 471,520; 10% of Title I allocation = \$ 47,152.

(b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

A coach to support differentiated professional development was funded by this allocation.

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

The Lead Teacher works with special education teachers to ensure the teachers follow the special education mandates and provide professional development for teaching and learning.

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.

A letter is distributed via backpack to parents in two languages; English and Spanish. A meeting is organized for parents to attend to discuss the reasons why we continue to not make AYP and to discuss how the school and community can address this matter.

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

*All SURR schools must complete this appendix. **NOT APPLICABLE***

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

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

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

*All schools must complete this appendix.*

**Background**

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

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

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

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

**Background**

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

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

### **ELA Alignment Issues:**

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

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

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.

**In June of 2008, we organized a curriculum team which was composed of teachers across the grade. It was determined in January 2008 that the Balanced Literacy approach did not provide structure for new teachers, particularly in the middle school. The curriculum team began to develop plans for grades 6-8 for the first month of school; one of the subjects being the ELA. The plans included a pacing calendar, and various materials to be used in conjunction with the new basal reader (McDougal Lettel). This reader follows the state standards and offers suggested activities for the English Language Learner and the "at risk" students. The ELL teacher who is a part of the committee is a great resource to this committee. There are weekly curriculum meetings which include: administration, curriculum specialists, Lead Teacher, and SETT's teacher. We would develop an action plan to meet our determined objectives.**

**In K-3 we use the Reading First Program, which is a program in alignment with the state standards. This program comes with a pacing guide. The curriculum is a detailed map for the teacher who attends weekly planning sessions. Reading First has a kit for ELL learners and struggling students. This leaves grades 4 and 5 that do not have a reading program that is aligned with NYS Standards and has a host of resources from which the teacher can avail themselves.**

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? **In grades K-3 and 6-8, we have reading programs that are supported by scientific research and are aligned with the NYS Standards. We have a team that meets once a month to discuss what's happening across the curriculum. This is an opportunity for these teachers to look at the school with a vertical lens.**

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. **In the coming year (2009), if funds become available, we will provide a reading series to grades 4**

and 5. With this implementation, the school would be in alignment with NYS Standards and have a system that is scientifically researched. We would not need support from central to address this issue.

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## an d planning

### 1B. Mathematics

#### Background

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

#### Specific Math Alignment Issues:

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

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

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. **We are fortunate to have curriculum specialists (one for the upper grade and one for the lower grade) who attend professional development sessions through the LSO. The information is disseminated to the teachers using the Everyday Math series and the Impact series. There are curriculum sessions with teachers, weekly. The teacher uses the pre and post March calendar to drive**

**instruction. In 2008 we purchased mimeo boards so teachers could use this technology as an interactive board. Most teachers use an overhead projector, but it will be more advantageous to use the mimeo-board. There are many situations where students use manipulatives during their lesson or an upper grade student uses a calculator during their instruction.**

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? **The evidence that supports this finding is that we have not been identified as a (SINI) in the area of mathematics. Last year was the first year we slid backwards and we analyzed why this occurred and have put measures into place to correct this.**

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

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## **KEY FINDING 2: INSTRUCTION**

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

### ***2A – ELA Instruction***

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

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

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

**During the planning sessions, be it a teacher meeting (grade conference) or a cabinet session, the focus continues to be small group instruction with a concentration on differentiated instruction. Informal and formal observations are the barometer used to determine the teaching style of the teacher.**

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?

**Various data is used to assist teachers in making informed decisions about students and grouping. During pre observations conferences, grouping is stressed as a key component of instruction. Informal observations allow administrators to determine if grouping is a practice that is sustained. Recently, the curriculum team met and we reviewed where grouping can take place among the elements of instruction.**

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

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## **2B – Mathematics Instruction**

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

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

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.

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

**Upon taking an informal survey of teachers reception to using a mimeo-board or a smart-board for mathematics instruction, it was determined that the majority of teachers would use this technology. Students currently use manipulatives during instruction as well as calculators.**

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? **When you enter a mathematics class, students will be engaged in various activities. These activities are performed usually with small groups. If there is a smart-board in the classroom, teachers utilize the technology. Teachers understand that students must use tactile instruments to strengthen their learning style.**

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

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### **KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

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

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. **The number of teachers leaving a school always has an impact. Fortunately, the turnover rate of this school is limited. Last year we had retirees and had to replace those teachers. When we opened additional special education classes, new hirers were needed. With the addition of middle school, there is as much to stabilize that population with highly qualified teachers.**

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? **Looking at statistics will show the number of teachers that are needed yearly and in which area. From there you can infer from 3.1, of this evidence is supported.**

UPDATED – OCTOBER 2008

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

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

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

Please respond to the following questions for Key Finding 4:

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

**A survey will be administered to determine if teachers want additional ELL training. The ELL teacher provides training during the Chancellor's Professional Development days in August.**

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? **Teachers have been immersed with ELL strategies only because the reading programs dictate this. Each program contains strategies which are to be used with targeted students. This subgroup had not been identified as not making AYP. The ELL teacher works with teachers of high risk ELL's. She is the only ELL teacher.**

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. **We will continue to provide Professional Development where time allows. The ELL teacher will continue to attend Professional Development sessions offered by Central and LSO.**

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

UPDATED – OCTOBER 2008

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.

**We have a data monitoring piece called Learning Directions. This instrument delineates all testing information for all students. Teachers readily see where a child stands on the NYSESLAT or any other testing program.**

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

Applicable  Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? **The use of this instrument and working on the Ed Performance series to provide additional instructional tools for targeted students.**

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

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

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

Please respond to the following questions for Key Finding 6:

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

**IEP teacher, who distributes the IEP to general education teachers will survey whether teachers understand what is written in the students' IEP.**

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

Applicable  Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? **The IEP teacher made certain that all teachers had students' IEPs. For all testing, we use the students' modifications. This process assists all staff in knowing who has which modifications and the type.**

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

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

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

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.  
**We will meet with the IEP specialist and the school psychologist to determine if this is true.**

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

Applicable  Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? **The IEPs that are written are reviewed by the supervisor and the IEP teacher. Workshops are provided to teachers to strengthen their IEP writing skills.**

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.

## 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: **Jul 16, 2008**      Email address: **rmadden@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	27Q042
School Name	Robert Vernam
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 302,902
Principal Name	Riva Madden
Principal Email	rmadden@schools.nyc.gov
Principal Phone	7186347914

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

- Yes  
 No

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

Creation of additional classrooms **\$ 94,717**  
 Reducing teacher-student ratio through team teaching strategies

**Does your school plan to allocate FY09 funding to reduce class size via the creation of additional classrooms?**

- Yes
- No

**What grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2008-09? How many new classrooms/class sections will be created for school year 2008-09?**

**\* If you plan to use C4E funds to target more than one grade, please fill out one row per grade.**

**For example:**

**C4E Target #1: 6 - ELA - ELLs - 25 - 1 -24**  
**C4E Target #2: 8 - Math - Students with Disabilities - 26 - 1 -25**

**\* If you plan to target more than one special population in a single grade, please fill out a separate row for each subgroup.**

**For example:**

**C4E Target #1: 6 - ELA - ELLs - 25 - 1 -24**  
**C4E Target #2: 6 - ELA- Students with Disabilities - 25 - 1 -24**

**\* If you plan to target more than one subject area in a single grade, please fill out a separate row for each subject area.**

**For example:**

**C4E Target #1: 6 - ELA - ELLs - 25 - 1 -24**  
**C4E Target #2: 6 - Math - ELLs - 25 - 1 -24**

	Targeted Grade	Targeted Subject	Targeted Population	Average Class Size 2007-08	# New Classrooms / New Sections	Projected Average Class Size 2008-09
C4E Target #1	7	Math	Students in Poverty	31.0	1	22
C4E Target #2						
C4E Target #3						
C4E Target #4						
C4E Target #5						
C4E Target #6						

Does your school plan to allocate FY09 funding to reduce class size by reducing teacher-student ratios in existing classrooms (e.g., team teaching models, creation of additional CTT classes, etc.)?

- 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

\$ 64,457

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.

A teacher will be assigned to grades 4,6 and 8 to support students with the writing process. The ELA, Social Studies, and Science exams have a strong writing component. The students require additional writing cluster support.

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

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

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

Programs to recruit/retain Highly Qualified Teachers (HQT)

Professional mentoring for beginning teachers and principals

Instructional coaches for teachers **\$ 143,719**

School leadership coaches for principals

Does your school plan to use FY09 C4E funding to support new or expanded programs or strategies to recruit or retain Highly Qualified Teachers (HQT) (e.g., Lead Teacher program)?

- Yes
- No

Does your school plan to use FY09 C4E funding to support new or expanded professional mentoring for beginning teachers and/or principals (consistent with SED mentor-teacher certification requirements and limited to 1st and 2nd years of teacher/principal assignment)?

- Yes
- No

Does your school plan to use FY09 C4E funding for new or expanded programs offering instructional coaching for teachers(e.g., appropriately certified coaches or highly qualified teachers providing support in content areas needed to attain learning standards)?

- Yes
- No

**Please describe the program.**

**The elementary school math coach will assist teachers with the review of data and provide professional development for implementing differentiation of instruction. The Literacy coach will provide professional development for grades 4 -8.**

**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 elementary math coach will assist teachers in using the ACUITY data and provide professional development in differentiation of instruction while using the lesson bank provided. The Literacy Coach will assist teachers in grades 4-8 with the Balanced Literacy program. She will organize the skill of the week and the writing genre of the month. Provide professional development to teachers with information as to how to teach a particular skill.

Does your school plan to use FY09 C4E funding for new or expanded programs offering coaching for principals (e.g., appropriately certified school leadership coaches, with records of demonstrated success, providing instructional leadership development across all curriculum areas)?

- 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