



**THE DOUGLASTON SCHOOL  
PS 98Q**

**2008-09**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 26Q098**  
**ADDRESS: 40-20 235<sup>TH</sup> STREET DOUGLASTON, NY 11363**  
**TELEPHONE: (718) 423-8535**  
**FAX: (718) 423-8550**

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**SECTION I: SCHOOL INFORMATION PAGE**

SCHOOL NUMBER: 098 SCHOOL NAME: The Douglaston School

DISTRICT: 26 SSO NAME/NETWORK #: ICI

SCHOOL ADDRESS: 40-20 235<sup>th</sup> Street Douglaston, NY 11363

SCHOOL TELEPHONE: (718) 423-8535 FAX: (718) 423-8550

SCHOOL CONTACT PERSON: Sheila B. Huggins EMAIL ADDRESS: [shuggin@schools.nyc.gov](mailto:shuggin@schools.nyc.gov)

**POSITION/TITLE**

**PRINT/TYPE NAME**

Sheila B. Huggins / Jacqueline Montgomery/  
Janette Schwartz

**SCHOOL LEADERSHIP TEAM CHAIRPERSON**

Sheila B. Huggins

**PRINCIPAL**

Janette Schwartz

**UFT CHAPTER LEADER**

Jacqueline Montgomery

**PARENTS' ASSOCIATION  
PRESIDENT**

n/a

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

**COMMUNITY SCHOOL DISTRICT  
SUPERINTENDENT**

Anita Saunders

## 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
<b>Sheila B. Huggins</b>	*Principal or Designee	
Janette Schwartz	*UFT Chapter Chairperson or Designee	
Jacqueline Montgomery	*PA/PTA President or Designated Co-President	
n/a	Title I Parent Representative ( <i>suggested, for Title I schools</i> )	
<b>n/a</b>	DC 37 Representative, if applicable	
n/a	Student Representative, if applicable	
Patricia Whitlock	Teacher	
Erin Convery	Teacher	
Mary Lynn Campirides	Teacher	
Veronica Tobjy	Teacher	
Laurie Cavusoglu	Parent	
Giuseppe Vaccaro	Parent	
Lori Ann Malandrakis	Parent	
Madeline Maisano	Parent	
Marie Pollicino	Parent	
Joseph Monaco	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 Douglaston School Vision:** *"P.S. 98 is a place where school and home come together to promote learning to meet standards of excellence. Our students have the capability to become self-disciplined, creative and independent learners. We believe every child will succeed in ways that reflect his / her own aptitude and interest"*

**The Douglaston School Mission:** *Our mission is to provide the means by which every student will achieve his or her best in academic work, respect and responsibility."*

The Douglaston School is a well maintained small brick schoolhouse quietly nestled in the quaint town of Douglaston, Queens. This K-5 school is idyllically surrounded with water, hills and gigantic trees. This scenic view reflects the well-established traditions and stability so long enjoyed in the Douglaston community. This school has a long history of academic excellence and continues to maintain that reputation. We enjoy a close-knit and ethnically diverse population. We boast of a parent body that is enthusiastic about learning and a dedicated staff committed to teaching.

The majority of the student body, which resides in the Douglaston community, is predominately Caucasian and Asian. A significantly smaller population of Hispanic and African Americans are also among us.

Our teachers are eager learners and practitioners of best practices. All faculty members are certified and subscribe to the following beliefs:

- All but the most severely disabled students can and must reach benchmarked standards of achievement.
- The standards must be the same for all students.
- Assessments, curriculum, instruction and professional development must be aligned.
- All students need to know that the staff cares about them and believes that they can succeed.

We embrace the arts and have enjoyed strong partnerships with Midori and Friends, American Ballroom Dance Theatre, Inc. and LEAP. These partnerships have afforded our students the opportunity to explore the world of dance, music and visual arts. We are also dedicated to celebrating our cultural similarities and differences. By doing so, the children discover that we have more in common than not. Part of our arts program is influenced by a deliberate study of multicultural traditions, rituals and practices. Through hands-on exploration students learn to understand and respect other cultures. These experiences further enhance the development of our young learners and broaden their perspectives on life.

## SECTION III – Cont'd

### Part B. School Demographics and Accountability Snapshot

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	The Douglaston School				
<b>District:</b>	26	<b>DBN #:</b>	26Q098	<b>School BEDS Code #:</b>	342600010098

DEMOGRAPHICS										
<b>Grades Served in 2008-09:</b>	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungrad. Ele.	<input type="checkbox"/> Ungrad. Sec.			
<b>Enrollment:</b>				<b>Attendance:</b>						
(As of October 31)	2006	2007	2008	(As of June 30 – % of days students attended)	2006	2007	2008			
Pre-K					96.1	96.2	96.2			
Kindergarten	42	28	41							
Grade 1	50	41	37							
Grade 2	54	51	38	<b>Student Mobility:</b> (% of Enrollment as of June 30)	2006	2007	2008			
Grade 3	49	49	55		97.5	98.3	96.6			
Grade 4	39	49	51							
Grade 5	69	41	52	<b>Eligible for Free Lunch:</b>						
Grade 6				(% of Enrollment as of October 31)	2005	2006	2007			
Grade 7					6.2	6.6	9.6			
Grade 8										
Grade 9				<b>Students in Temporary Housing:</b>						
Grade 10				(Total Number as of June 30)	2006	2007	2008			
Grade 11					1	1	0			
Grade 12										
Ungraded Elementary				<b>Recent Immigrants:</b>						
Ungraded Secondary				(Total Number as of October 31)	2006	2007	2008			
Total	303	259	274		4	0	0			
<b>Special Education Enrollment:</b>				<b>Suspensions:</b>						
(October 31)	2006	2007	2008	(Online Occurrence Reporting System [OORS] – Number as of June 30)	2006	2007	2008			
Number in Self-Contained Classes	0	0	0		Principal Suspensions	2	0	0		
No. in Collaborative Team Teaching (CTT) Classes	0	0	0		0	0	0	0		
Number all others	34	35	310							
<i>These students are included in the enrollment information above.</i>										

DEMOGRAPHICS							
				<b>Special High School Programs:</b>			
<b>English Language Learners (ELL) Enrollment:</b>				(Total Number)	2006	2007	2008
(October 31)	2006	2007	2008	CTE Program Participants			
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants			
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	6	4	5	<b>Number of Staff:</b>			
# ELLs with IEPs				(As of October 31; includes all full and part-time staff)	2006	2007	2008
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	17	15	15
				Number of Administrators and Other Professionals	3	2	3
<b>Overage Students:</b>							
(# entering students overage for grade as of October 31)	2006	2007	2008	Number of Educational Paraprofessionals	2	2	1
	0	0	0				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender:</b>				(As of October 31)	2006	2007	2008
(% of Enrollment as of October 31)	2006	2007	2008	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.0	0.0	0.0	Percent more than two years teaching in this school	88.2	93.3	100.0
Black or African American	5.0	3.0	2.3	Percent more than five years teaching anywhere	76.5	86.7	86.7
Hispanic or Latino	6.0	7.9	9.2				
Asian or Native Hawaiian/Other Pacific Isl.	26.8	27.4	28.8	Percent Masters Degree or higher	88.0	87.0	87.0
White	62.2	61.7	59.6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	100.0	100.0
Multi-racial							
Male	52.4	49.5	50.4				
Female	47.6	50.5	49.6				

2008-09 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	X <input checked="" type="checkbox"/> Non-Title I		
<b>Years the School Received Title I Part A Funding:</b>	<input type="checkbox"/> 2005-06	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
<b>SURR School:</b> Yes <input type="checkbox"/> No X <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:	
<b>Overall NCLB/SED Accountability Status (2007-08):</b>		X <input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> School in Need of Improvement (SINI) – Year 1
<input type="checkbox"/> School in Need of Improvement (SINI) – Year 2	<input type="checkbox"/> NCLB Corrective Action – Year 1	<input type="checkbox"/> NCLB Corrective Action – Year 2/Planning for Restructuring (PFR)	
<input type="checkbox"/> NCLB Restructured – Year ____	<input type="checkbox"/> School Requiring Academic Progress (SRAP) – Year ____		

UPDATED – OCTOBER 2008

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level		
	ELA:	IGS		ELA:		
	Math:	IGS		Math:		
	Science:	IGS		Grad. Rate:		
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:						
Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	X	X	X			
Ethnicity						
American Indian or Alaska Native						
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander	X	X				
White	X	X				
Multiracial						
Other Groups						
Students with Disabilities						
Limited English Proficient						
Economically Disadvantaged						
Student groups making AYP in each subject	4	4	1			
<b>Key: AYP Status</b>						
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only	
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>						

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

Progress Report Results – 2007-08		Quality Review Results – 2007-08	
Overall Letter Grade	A	Overall Evaluation:	Well developed
Overall Score	68.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Proficient
School Environment (Comprises 15% of the Overall Score)	10.6	Quality Statement 2: Plan and Set Goals	Well developed
School Performance (Comprises 30% of the Overall Score)	20.1	Quality Statement 3: Align Instructional Strategy to Goals	Well developed
Student Progress (Comprises 55% of the Overall Score)	37.5	Quality Statement 4: Align Capacity Building to Goals	Well developed
Additional Credit	0.0	Quality Statement 5: Monitor and Revise	Well developed
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## **SECTION IV: NEEDS ASSESSMENT**

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

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

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

Based on the work of our Inquiry Team, it is apparent that while the vast majority of our students perform at or above grade level, there is a disturbing trend of students not making significant gains in their scale scores. The Team has identified students in both ELA and Mathematics who have declined by 10 or greater points on the standardized assessments.

The overall population of our students demonstrates a strong understanding of mathematical concepts compared to the English Language Arts which indicates a more significant weakness. We are particularly interested in the performance of our former ELL students who consistently soar in mathematics but show significant weakness in English Language Arts.

We are particularly pleased with the gains made in our student's understanding of social studies concepts. Grades 4 and 5 have been targeted for some experimental approaches in the teaching of social studies. These students have demonstrated an increase in the understanding of historical events through their conversations, journal writing and cooperative projects which may include: role playing; political cartooning; speech writing; debates, etc. We also tie the arts into the social studies units to broaden students' understanding.

To further support our faculty in implementing any initiatives we have scheduled a minimum of two common preps per grade. This time is utilized to analyze data, reflect on discussions and common concerns and to plan lessons and units of study.

Strength for our school is in the area of school environment. Based on the latest survey, we continue to offer a safe and respectful learning environment. We have also put more effort into communicating with the school community. This is accomplished through: scheduled forums with the Principal and Parents ("*Grade Talks with the Principal*" and "*New Parents Meeting with the Principal*"); newsletters, E-mail blasts and the regular monthly distribution of an activities calendar. In September every parent receives a booklet entitled **SEPTEMBER NEWS**. This booklet gives a year's overview from our mission statement to school policies, Chancellor Regulations, special events and assessment calendars.

Additionally, another key ingredient to our students' success is their excellent attendance and student mobility rate. We have been diligent in minimizing unauthorized absences due to family vacations. Teachers do not give assignments and homework in advance to parents or students. Parents are reminded through letter and PTA meetings that absences, other than, for sickness is illegal.

Always a challenge to the school leadership team is our meager budget. The recent requirement to downsize the budget by \$28,000 has curtailed expenditures that would have benefited our students. Also due to our consistent success, low poverty rate, high stability rate and ethnic composition, we are very limited and not entitled to many of the grants available to the school system. Our professional development is at a bare minimum and we rely heavily on our SSO for support in this area. We could not afford a coach and must rely on the administration, the Inquiry Team, Social Studies Liaison, Special Ed. liaison and LEAD teachers to move the professional development agenda forward.

## 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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The following are our instructional goals for 2008-2009:

1. By June 2009, all our former ELLs and students with IEPs in grades 3=5 will improve their reading comprehension skills by making at least a year's progress, moving from levels J-P to Levels M-U, as measured by Fountas and Pinnell reading Level Correlation Charts.
2. By June 2009, 80% of students who scored a level 3 on the 2008 Mathematics Standardized test in grades 3-5 will an increase in their mathematics achievement as measured by making at least a year's progress on the proficiency scales on the 2009 NYS Mathematics Standardized Test.
3. Bu June 2009 all students will increase their content knowledge and thinking skills in social studies as evidenced by teacher created rubrics measuring the quality and depth of learning from the end of units performance assessments.

**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):** ELA

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009, all our former ELLs and students with IEPs in Grades 3-5 will improve their reading comprehension skills by making at least a years progress, moving from Levels J-P to Levels M-U, as measured by Fountas and Pinnell Reading Level Correlation Charts</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>	<ul style="list-style-type: none"> <li>• All staff will receive on-going training around the use of student data to inform and to differentiate instruction throughout the year.</li> <li>• A Lead Teacher will attend monthly coach meetings with the Network Literacy Specialist to enhance their own professional growth on the teaching of comprehension skills.</li> <li>• The Lead Teacher will share and turnkey information from the monthly coach/lead teacher meetings with the staff.</li> <li>• All staff will be trained on the updated version of ARIS by the school Data Specialist and attend workshops by the DOE Office of Accountability.</li> <li>• All staff will receive IEPs and will be supported in their understanding and implementation through conferences with SETSS, AIS and PPT as needed.</li> <li>• Articulation time will be scheduled for the ESL teacher to meet with classroom teachers to look at student work and to determine effective ESL strategies for the teaching of reading and development of language proficiency.</li> <li>• Monthly grade conferences and faculty meetings will focus on the use of available data to plan instruction including analyzing available Predictive and Interim assessments.</li> <li>• Each teacher will be scheduled with at least two common preps a week for planning, instruction—gathering and analyzing student data to plan instruction.</li> <li>• An Inquiry Team will be developed in September to do action research on</li> </ul>

	<p>our bottom 1/3 ELL and students with IEPs; provide training to staff on drilling down and triangulating data to identify clear learning targets and implementing any instructional change.</p> <ul style="list-style-type: none"> <li>• Support Staff will meet at least twice a month to discuss the progress of targeted students and offer suggestions to the classroom teachers.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Budget tax levy allocations for Per Diem hiring to provide substitute teacher coverage for teachers to participate throughout the school year in professional development activities.</li> <li>• Schedule common preparatory time for teachers on each grade.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Projected gains and accomplishments are the increase in students' reading levels-performing at least one years progress on reading levels.</li> <li>• Reading records and teachers' conference notes will monitor the progress of students' comprehension strategies and reading levels on an on-going basis.</li> <li>• Assessment binders will be maintained throughout the year and will include the results of data analysis, student learning goals and the progress students are making.</li> <li>• The outcome of ITA's and Predictive assessment, administered 3x a year, will reflect the increase in student performance.</li> <li>• The 2009 NYS ELA results will indicate student achievement of our goals.</li> </ul>

**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):** Mathematics

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009, 80% of students who scored a level 3 on the 2008 Mathematics Standardized Test in grades 3-5 will show an increase in their mathematics achievement, as measured by making of at least a years learning progress on the proficiency scales on the 2009 NYS Mathematics Standardized Test.</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>	<ul style="list-style-type: none"> <li>• All faculty members will be offered opportunities for PD workshops offered by the ICI both on and off-site throughout the year.</li> <li>• Teachers in Grade 3 will participate in Lesson Study, during the months of April and May, to enhance the teaching of problem solving mathematics.</li> <li>• Teachers will have weekly common preparatory time to look at units of study to explore “big” mathematical ideas in the units, and to look at places in the curriculum to raise the level of thinking and to make connections and relationships in mathematics.</li> <li>• Monthly grade and faculty conferences will focus on planning and using data analysis to inform and differentiate instruction.</li> <li>• An Inquiry Team will be established in September to observe the teaching of mathematics for the level 3 students in grades 3-5 and explore ways to provide more effective mathematics instruction to be shared with the entire staff.</li> <li>• The Inquiry Team will provide suggestions for specific unit planning.</li> <li>• Classroom teachers will pay particular attention to students targeted by the Inquiry Team.</li> <li>• Push-in AIS with IEP teacher in classes K-5</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Funds will be allocated to provide per diem substitute teachers; to purchase PD materials; to purchase supplemental instructional materials.</li> <li>• Monies will be budgeted to hire an AIS teacher to provide additional support to students</li> </ul>



<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Funds will be allocated for the hiring of per diem substitute teachers to enable classroom teachers to participate in professional development activities throughout the year.</li> <li>• Funds will be allocated for the purchase of informational text, videos, magazines and artifacts.</li> <li>• Time will be scheduled for the social studies liaison to meet and plan with teachers.</li> <li>• Common preparatory time will be scheduled for teachers to meet and plan.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Projected gains will be monitored, every 4-6 weeks, through end of unit performance assessments showing that students are increasing their content and thinking skills in social studies through the understanding, analysis, synthesis and evaluation of information.</li> <li>• Students will demonstrate greater understanding and retention of information as evidenced with on-going student work through journals, discussions, cooperative projects and essays.</li> <li>• Results of the 2009NYS Social Studies assessment will indicate greater depth of understanding by the student's written responses.</li> </ul>

## **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	15		0	0	0	1	1	0
1	7	2	0	0	0	1	1	0
2	4	1	0	0	0	0	1	0
3	8	1	0	2	2	0	4	0
4	8	0	3	3	0	0	2	0
5	6	0	2	2	0	0	0	0
6								
7								
8								
9								
10								
11								
12								

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

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

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

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>	Push-in and Pull-out interventions are provided in K-5 <ul style="list-style-type: none"> <li>• IEP teacher provides pullout Wilson instruction in grade 3</li> <li>• SETSS provides pullout Foundations in Kindergarten</li> <li>• IEP teacher provides one-on-one/ push-in instruction in grades K-5</li> <li>• SETSS provides pullout prevention with small group instruction (6 week cycle)</li> <li>• PCEN teacher provides pullout services for students in grades K-2</li> </ul>
<b>Mathematics:</b>	Push-in and Pullout intervention is provided by the IEP teacher and SETSS <ul style="list-style-type: none"> <li>• IEP teacher pushes in for one-on-one instruction</li> <li>• SETSS teacher pullouts with small group instruction</li> </ul>
<b>Science:</b>	Not required
<b>Social Studies:</b>	Pullout intervention is provided by the social studies liaison and by the classroom teacher for one-on-one instruction.
<b>At-risk Services Provided by the Guidance Counselor:</b>	Counselor employs small and one-on-one (where warranted) in short term sessions. Students are given activities to explore feelings with anxiety, self-esteem, divorce and socialization. Various strategies are employed such as: discussion, role play, games, etc.
<b>At-risk Services Provided by the School Psychologist:</b>	Psychologist is working on short term basis, one-on-one with students who present socialization and anxiety issues.
<b>At-risk Services Provided by the Social Worker:</b>	Social Worker works with students one-on-one or small group in the areas of self-esteem and coping with loss of loved ones through death or divorce.

**At-risk Health-related Services:**

Not required

**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.

**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: \_\_\_ 1 \_\_\_\_\_  
(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 98's core curriculum content areas (ELA, mathematics, social studies and science) are aligned with the NYS Standards and educational research. Skills are introduced at one grade level and reinforced at subsequent grade levels. If a student has not made adequate progress toward developing a competency in the identified grade, opportunities for additional instruction and practice are provided within the classroom and, if necessary, through academic intervention services such as tutoring and extended day. Various assessments are administered throughout the academic year and the results are used to modify instruction and to establish effective instructional groupings. Supplemental programs for our ELL student include Extended Day activities; AIS (push-in) and Peer-tutoring.**

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

**Parents are made aware of the extracurricular after-school programs available at PS 98 which includes drama, technology and sports. Parents are encouraged to enroll their children in these activities not only for language development, but being part of the school community. Many of our former ELLs continue to participate.**

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 invited to orientation meetings which includes the Option video. Workshops are planned and presented for the parents to understand and learn the strategies used in their children's education. Where appropriate and required, translations of materials are made available to the parents. Parents are also encouraged to participate in the PAC and PTA to further broaden everyone's understanding about the needs and challenges of ELL students. The Parent Coordinator also makes phone and home outreach to parents if it is determined that parents are not responding to our invitations for involvement.**

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

**Before school begins, in an effort to "jump start" school involvement, incoming students and their parents attend an orientation meeting which takes place every spring. An overview of curriculum, school policies, programs, etc, is presented. In addition, in September students and parents attend a welcoming breakfast where parent translators are in place. These parent volunteers act**

as “buddies” to our ELL parents. Students are given a tour of the school and assigned a “buddy” in their class, preferably one who speaks the student’s native language. In the ESL and or reading group, a more advanced student, if available, can help an ELL by explaining a complicated concept in the native language. In the classroom, a proficient English speaker can act as a translator.

- 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.
- V. **In the beginning of the academic year the mandates as it pertains to the rights and instruction of students, identified as ELL, are reviewed and discussed with all staff and faculty, members. Best practices, that support learning, are further reviewed with regards to successful strategies with the classroom and cluster teachers. Ways in which to communicate and engage parents are also explored. Together, staff reviews the data of test results of the ELL students to better inform them on how to facilitate their learning. Professional development activities may include videos, articles and role playing and games to sensitize and inform all faculty members of their obligations and responsibilities to those identified as ELL. New classroom teachers and support staff receive the mandated 7.5 hours of ELL training also through Staff Development. On professional development days, workshops are given. Thus far workshops took place on August 29<sup>th</sup> and October 20<sup>th</sup> 2008. Our tentative calendar for the remainder of the year is as follows: Dec 15, 2008; February 9<sup>th</sup>, April 27<sup>th</sup> and June 4<sup>th</sup> 2009. In addition, workshops at institutions of higher learning have been used to satisfy this requirement.**
- VI. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs. **As with all of our students, our experienced school based support team and guidance counselor are available to support and assist students who may be in need.**
- VII. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program. **Not applicable.**

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

School Building: \_\_\_\_\_ PS. 98Q \_\_\_\_\_ District \_\_\_\_\_ 26 \_\_\_\_\_

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

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

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

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

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

**Part D: CR Part 154 – Sample Student Schedules**

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

# SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

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

School District: \_\_\_\_\_

School Building: \_\_\_\_\_

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: <b>8:20</b> To: <b>9:05</b>	Subject (Specify)	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify)
<b>2</b>	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>3</b>	From: <b>9:50</b> To: <b>10:35</b>	Subject (Specify)	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify)
<b>4</b>	From: <b>10:35</b> To: <b>11:20</b>	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify) ESL	Subject (Specify)
<b>5</b>	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>6</b>	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>7</b>	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<b>8</b>	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
<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)

# SAMPLE STUDENT SCHEDULE 2008-09 (Bilingual)

Bilingual Program Type:        \_\_\_ TBE                    \_\_\_ Dual Language  
 Indicate Proficiency Level:    \_\_\_ Beginning        \_\_\_ Intermediate        \_\_\_ Advanced

School District: \_\_\_\_\_

School Building: \_\_\_\_\_

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>2</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>3</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>4</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>5</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>6</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>7</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>8</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>9</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>10</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					

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

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

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**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)		
Purchased services such as curriculum and staff development contracts		
Supplies and materials		
Travel		
Other		
<b>TOTAL</b>		

### APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

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

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

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

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

**The Home Language Survey and ATS OTELE report were examined. At this time there is a need for translations in (4) mandarin and (2) Korean. Parent requests, and teacher and Parent Coordinator input from reports and discussions also provide data as did the SBST and the PTA parents were informed via the signs posted at the school entrance of the availability of language services. The home language is also indicated on the student emergency cards.**

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

**We do not have large numbers of parents requiring translations and interpretation services. However, in addition to the important educational notices provide by the DOE, other written and oral services are needed for parent meetings with teachers and other staff, individual PTCs in November and March, telephone communications and letters explaining consent slips, etc., and requesting meetings. These findings were reported at meetings to the SLT and PTA.**

#### **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.

**At this time we will continue the successful procedure of parent volunteers to translate information to the few parents affected. We will continue to send written translations as made available by the DOE and where necessary rely on the translations made by the parent volunteer for important letters that are generated from and by the school. We will continue to make good use of the following website: [http://translate.google.com/translate\\_+](http://translate.google.com/translate_+) , for short notices and requests when time is of the essence. This website instantly translates messages and is available in many languages including the 8 covered languages.**

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.

**Parent volunteers and English-speaking relatives and friends act as translators for parents requiring assistance, as well as the DOE's Translation and Interpretation unit for Parent/Teacher Conferences, SBST meetings and meetings with staff.**

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>.

**The school will provide each parent with written notification of their right to translation and interpretation services in the appropriate language and instructions on how to obtain these services. In addition, a sign will be prominently posted in the covered languages which indicate the location of a copy of the written notification. Our School Safety Plan will have procedures for ensuring that parents are not prevented from reaching the administrative office due to language barriers. Parents will be informed that the DOE website has information concerning their right to translation and interpretation services.**

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

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

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

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

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

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

#### **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

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

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

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.
  - (a) Provide the following information: 2008-09 anticipated Title I allocation = \$\_\_\_\_\_ ; 10% of Title I allocation = \$\_\_\_\_\_.
  - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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<sup>1</sup> School Under Registration Review (SURR)  
**UPDATED – OCTOBER 2008**

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

*All SURR schools must complete this appendix.*

**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.

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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.

– **English Language Learners**

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

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

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

We aligned our literacy program, curriculum maps and units of study to the NYS Standards to assess if:

- The content is aligned with what needs to be taught and that there is a pacing calendar for covering materials.
- The curriculum has a defined set of student outcomes –indicating what the student should know and be able to do as a result of mastering the curriculum
- Resources are adequate to meet a wide range of student ability, age appropriate, relevant to student background and culturally relevant.

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

X  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?

- The curriculum maps do not indicate what students should know and be able to do at each grade level.
- There is a disparity between what is taught and the depth to which it should be taught.
- Discussion around text needs to have much more depth

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.

- We will provide more training for teachers to facilitate rich in-depth discussion around student learning. Incorporating the principles of accountable talk, and opportunities to present their learning in a range of modalities and format.
  - Provide more time for teachers to build units of study around rigorous essential questions and performance standards
  - Provide cross grade planning sessions for teachers across the grades to look at the rigor of the teaching and learning.
- 

**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 aligned the NYS Standards with our McMillan Mathematics Program to see if the assessments in the program measured conceptual understanding, procedural fluency and problem solving. We looked to if this learning is represented as process strands and content that define what students should know and be able to do for each unit of study.

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?

UPDATED – OCTOBER 2008

The McMillan Mathematics program does not address the process skills and does not provide for rich problem solving.

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.

- We will provide training for teachers in incorporating process standards to help give meaning to mathematics and help students to highlight ways of acquiring and using content knowledge and to see mathematics as a discipline rather than a set of isolated skills.
- We will provide per diem days for teachers to attend training sessions with ISC and ICI workshops and planning sessions with mathematics NSS to build content and pedagogy around conceptual teaching and learning.

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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.

- Observation of classroom instruction and the level of student engagement were conducted.
- Teacher lesson plans will be examined to determine the format for instruction and differentiation of instruction.

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

**UPDATED – OCTOBER 2008**

X  Applicable    Not Applicable

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

We observed the literacy program---reading and writing program incorporates a workshop model where teacher models a strategy or think process for students and guides students in practicing the strategy. All students are working on the same strategy and applying the practice on different level of books.

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.

- We will provide more opportunities for students to engage in conversation inquiry works, and projects that help them to construct own meaning.
- More PD will be provided for teachers around the gathering and analyzing data to differentiate instruction for students.
- We will encourage more provision of opportunities for collaborative learning and less independent seat work.

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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.

- We will observe student learning, teacher lesson plans along with mathematics instruction.

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

2B.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?

Teachers provide a large percent of time in direct instruction in teaching mathematics

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.

- We will provide more opportunities for students to work collaboratively in small groups solving authentic real world problems.
  - We will engage students more through activities that help them to construct their understanding and provide opportunities for them to share their thinking and engage in in-depth conversation.
- 

### **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 administration will look at teacher turnover rates; the number of new and transfer teachers for the last couple of years.

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?

This response is based on reports and lists of new teachers hired, retired and transferred

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.

N/A

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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. We will survey teachers for their knowledge of QTEL and observe classroom instruction for evidence of QTEL

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?

The school has only one ELL student

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.

N/A

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

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

Please respond to the following questions for Key Finding 5:

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

- We will check to see that school data on ELLs is disaggregated by proficiency level, time in the US and language spoken at home

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?

There is only one ELL student.

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.

N/A

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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.

Survey general Ed teachers for availability and understanding of IEPs.

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?

- All teachers have been received IEPs and have been instructed on how to use them in their planning with students who need modifications and differentiated instruction.

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.

**UPDATED – OCTOBER 2008**

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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. The administration will look at teacher lesson plans to ensure alignment between goals, objectives and modified promotional criteria.

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?

Teacher lesson plans and units of study were not aligned between goals, objective, and modified promotional criteria.

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.

- LESSON PLANNING TO INCLUDE MODIFICATIONS AND DIFFERENTIATION OF INSTRUCTION FOR SPECIAL EDUCATION STUDENTS.

## 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 2, 2008**

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	26q098
School Name	The Douglaston School
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 16,279
Principal Name	Sheila B. Huggins
Principal Email	shuggin@schools.nyc.gov
Principal Phone	7184238535

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

- Yes  
 No

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

- Yes
- No

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

Before- and After-School Programs

Summer School Programs

Dedicated Instructional Time \$ 16,279

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.

**The program will target students indentified in grades K-3 by ECLAs and teacher recommendation as being at risk of failing ELA. the students will be grouped by grade, in groups of no more than 8 students. Comprehension skills, fluency, vocabulary development and listening skills will be the focus.**

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.

This allocation will afford the opportunity to reduce the group size to no more than 8 students and to eliminate combining grades. The teacher will also utilize technology to foster speed and accuracy in the student's reading.

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No

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**CEP Appendix 8: Contracts for Excellence**