



P.S. 121

2008-09

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 28Q121
ADDRESS: 126-10 109TH AVE. SOUTH OZONE PARK, NY 11420
TELEPHONE: 718-738-5126
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. 121 **SCHOOL NAME:** Magnet School for the Performing Arts

DISTRICT: 28 **SSO NAME/NETWORK #:** ISC

SCHOOL ADDRESS: 126-10 109th Ave. South Ozone Park, NY 11420

SCHOOL TELEPHONE: 718-738-5126 **FAX:** 718-843-5584

SCHOOL CONTACT PERSON: Henry Somers **EMAIL ADDRESS:** hsomers@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON Karen Katz

PRINCIPAL Henry Somers

UFT CHAPTER LEADER Frank Soriente

**PARENTS' ASSOCIATION
PRESIDENT** Janet Garret

STUDENT REPRESENTATIVE
(Required for high schools) _____

**COMMUNITY SCHOOL DISTRICT
SUPERINTENDENT** J. Reed

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
	*Principal or Designee	
	*UFT Chapter Chairperson or Designee	
	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative, if applicable	

* 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.

During the early part of October we began to reflect on our school's needs. However, as a result of the fire we are embarking on a course which requires extreme flexibility, patience, daily dialogue with all constituents, NO FINANCIAL CONSTRAINTS, and finally, total cooperation from all involved agencies.

Our school has suffered a severe blow, but we still have a clear vision of the goals for the students of P.S. 121. We commence with the premise that due to the fire our, fifth and sixth grade students have been deprived of the structured and consistent pedagogical services that are in line with academic success. As a result of the daily busing to Corona, Queens, these students had a truncated day. The Extended Morning Program was eliminated due to busing constraints. In addition, these students were denied at minimum 1 hour of daily instruction. This of course does not include the emotional impact of the fire on the students, as well as the greater P.S. 121 community.

Our Teacher Center, which is the academic hub of P.S. 121, was destroyed. We have been unable to provide the same optimal level of staff development which we view as the cornerstone of educational success. Our Teacher Center Specialist and Staff Developer were required to split their time between P.S. 121 and the temporary annex at P.S. 307 in Corona, Queens. In addition, our administrative staff also had to split their valuable time between two locations. One of our other challenges is the lack of resources available to all teachers. This would include professional journals, magazines, student literature, and a plethora of irreplaceable teacher created materials.

In retrospect, it is also our contention that as a result of financial cuts we were unable to run the "P.S. 121 2008 Summer School Academy." Therefore, our students in grades 2-6 were denied access to an exemplary program, which would have provided an innovative, yet standard based curriculum, where students' individual needs would have been addressed.

Despite the cloud of smoke, no pun intended, we are ameliorating the situation as we speak. Our academic cabinet, collaboratively continues to be committed to ensuring the highest scholastic outcomes for our students. To accomplish these objectives, we are initiating an action plan that will be explained in detail throughout this document. Notwithstanding the fire, our goal is to rise above all of the mitigating circumstances and continue with our unwavering dedication to the P.S. 121 community.

Whenever possible, programs were implemented despite some modifications due to the damage caused by the fire. For example, our mentoring program did not miss a beat, but the teachers involved could not access the resources from the Teacher Center. Our f status mentor/staff developer conducted the planned weekly after school meetings with all of our new staff as specified in the 121 mentoring plan. They continued to have great conversations about their concerns as well as strategies to add to their tool box. As a group, we continue to be very reflective as we use the continuum of Teacher Development to view pedagogical growth in several areas. This allows us to assess, practice, and set goals for professional development over a period of time. This model has brought great success to our crop of new teachers each year.

Our Inquiry Team continues to make progress in establishing goals for the identified group of students. Our Data Specialist is a vital member of the team, as he provides statistics that are essential to the background and direction of the targeted population.

Our F-Status reading and math specialists are in sync with the shared vision of the PS121 community. Their flexibility permits them to work with targeted groups to provide differentiated instruction where groups change to meet the needs of the students.

It became even more apparent after the devastation from the fire that two full time guidance counselors are essential to the successful functioning of our building. fragile our students really are.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

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

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:	P.S. 121 Queens									
District:	28	DBN:	28Q121	School BEDS Code:	342800010121					
DEMOGRAPHICS										
Grades Served:	Pre-K	√	3	√	7		11			
	K	√	4	√	8		12			
	1	√	5	√	9		Ungraded	√		
	2	√	6	√	10					
Enrollment					Attendance - % of days students attended:					
(As of October 31)	2005-06	2006-07	2007-08	(As of June 30)	2005-06	2006-07*	2007-08			
Pre-K	0	0	35		93.3	93.8	93.8			
Kindergarten	123	122	101							
Grade 1	145	146	140	Student Mobility - % of Enrollment:						
Grade 2	155	145	127	(As of June 30)	2005-06	2006-07	2007-08			
Grade 3	150	149	145		92.6	96.3	91.1			
Grade 4	169	132	132							
Grade 5	172	150	126	Poverty Rate - % of Enrollment:						
Grade 6	176	161	130	(As of October 31)	2005-06	2006-07	2007-08			
Grade 7	0	0	0		71.8	75.1	77.2			
Grade 8	0	0	0							
Grade 9	0	0	0	Students in Temporary Housing - Total Number:						
Grade 10	0	0	0	(As of June 30)	2005-06	2006-07	2007-08			
Grade 11	0	0	0		1	3	4			
Grade 12	0	0	0							
Ungraded	3	0	6	Recent Immigrants - Total Number:						
Total	1093	1005	942	(As of October 31)	2005-06	2006-07	2007-08			
					1	2	2			
Special Education Enrollment:				Suspensions (OORS Reporting) - Total Number:						
(As of October 31)	2005-06	2006-07	2007-08	(As of June 30)	2005-06	2006-07	2007-08			
# in Self-Contained Classes	0	6	6	Principal Suspensions	1	0	0			
# in Collaborative Team Teaching (CTT) Classes	13	21	31	Superintendent Suspensions	0	0	0			
Number all others	37	53	46							
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
				(As of October 31)	2005-06	2006-07	2007-08			
				CTE Program Participants	0	0	0			
				Early College HS Program Participants	0	0	0			
English Language Learners (ELL) Enrollment:				Number of Staff - Includes all full-time staff:						
(As of October 31)	2005-06	2006-07	2007-08	(As of October 31)	2005-06	2006-07	2007-08			
# in Transitional Bilingual Classes	0	0	0							
# in Dual Lang. Programs	0	0	0							
# receiving ESL services only	38	35	30	Number of Teachers	58	63	71			

				Special High School Programs:			
English Language Learners (ELL) Enrollment:				(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	38	35	30	Number of Staff:			
# ELLs with IEPs	0	2	1	(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	58	63	71
				Number of Administrators and Other Professionals	6	7	10
Overage Students:							
(# entering students overage for grade as of October 31)	2006	2007	2008	Number of Educational Paraprofessionals	1	TBD	0
	0	0	1				
				Teacher Qualifications:			
Ethnicity and Gender:				(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	95.2	94.4
American Indian or Alaska Native	2.2	1.7	1.5	Percent more than two years teaching in this school	62.1	69.8	77.5
Black or African American	25.8	27.5	24.5	Percent more than five years teaching anywhere	37.9	36.5	39.4
Hispanic or Latino	16.6	15.3	14.2				
Asian or Native Hawaiian/Other Pacific Isl.	53.8	53.5	56.3	Percent Masters Degree or higher	84.0	87.0	79.0
White	1.6	2.0	3.5	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	95.3	100.0	96.3
Multi-racial	N/A	N/A	N/A				
Male	50.5	50.6	51.1				
Female	49.5	49.4	48.9				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY				
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, area(s) of SURR identification:		
Overall NCLB/SED Accountability Status (2007-08):		<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"/>	<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"/>	<input type="checkbox"/> School Requiring Academic Progress (SRAP) – Year ____		

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	X	X				
Hispanic or Latino	X	X				
Asian or Native Hawaiian/Other Pacific Islander	X	X	X			
White						
Multiracial						
Other Groups						
Students with Disabilities	X	X				
Limited English Proficient						
Economically Disadvantaged	X	X	X			
Student groups making AYP in each subject	6	6	3			
Key: AYP Status						
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only	
√ ^{SH}	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:	◇
Overall Score	68.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	◇
School Environment (Comprises 15% of the Overall Score)	10.4	Quality Statement 2: Plan and Set Goals	◇
School Performance (Comprises 30% of the Overall Score)	16.9	Quality Statement 3: Align Instructional Strategy to Goals	◇
Student Progress (Comprises 55% of the Overall Score)	36.4	Quality Statement 4: Align Capacity Building to Goals	◇
Additional Credit	4.5	Quality Statement 5: Monitor and Revise	◇
<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?
-

Through ongoing staff development we are training teachers to be more cognizant of when students are ready to learn a specific skill. For example, when teachers conference with a student (which of course is an excellent way to assess) they determine through higher level questions what skill the student is "on the verge" of learning. The assessments reveal the students ability to apply knowledge, which of course is one of the keys to success. We must teach each student within his or her "zone of proximal development." Through staff development, our Inquiry Team can now observe and discuss performance trends. Currently their smart goals are related to the ELA standards. Through a myriad of assessments it has been determined that the target populations share a specific sub-skill; however they may have a variety of different learning targets. Therefore, we cluster students who share common learning goals, and adjust the makeup of subgroup flexibility and short term goals as needed. Since we have observed a 90-95% rate in our flexible target groups, we are now sharing these successful strategic practices at grade level meetings. Although we are an "outstanding" school, as determined by our quality review, there are still some areas of concern. We continue to address unique and powerful ways to meet the needs of those students who are not achieving due to social and personal situations. We have after school AIS groups which meet to address academic, as well as social issues. These groups are flexible in nature to ensure optimal results. They meet with our guidance counselor as well as a designated teacher.

As we reflect on the Item Skills Analysis we notice several trends across the grades. Our academic cabinet has formulated a plan of action to ameliorate the deficiencies in our students' writing. We observed minimal performance in all short responses through all the grades. In addition, the grades that have extended responses also require additional strategies to assist them with their writing. The heart of the problem appears to be with listening and note-taking skills.

One of our greatest accomplishments is our cabinet's ability to look within to establish focused goals for our staff and students. Our planning is collaborative and comprehensive, always seeking to revise our performance outcomes.

We also provide optimal professional development with the latest resources. We currently have a full time teacher center specialist and an experienced F-Status staff developer/mentor. Our highly trained facilitators conduct workshops that are current and standards based.

As the focus on staff development increases, the need for evaluation grows. Data alone is not useful unless there is a place within the context of systematic investigations of programs and processes. Evaluation, not just data, is becoming ever so important in the reformation of our

school's journey. Evaluation provides a way for our school to answer questions about the impact of our work. Evaluation provides information to make decisions about policy and practice; however data alone cannot address the issue. Part of the premise of the role of a staff developer is to collect, display, and present data, as well as facilitating data discussions in order to engage colleagues in making sense of data. Data analysis increases our colleagues' awareness, understanding, and usefulness of data. Data discussions in our schools are often insightful and profound learning experiences. These conversations are a powerful form of staff development and integral for implementing our action plan.

Our mentoring committee is another layer in our attempt to improve professional development. Constant professional dialogue results in brainstorming of ideas which enables them to broaden their horizons and perspectives on academic issues. We also pride ourselves in fostering a collaborative and genial atmosphere which translates into a nurturing environment for all.

One of the most significant barriers to success has been the devastating effects from the fire. Several of our second grade classes were displaced from their rooms for two weeks, and classes were set up in the cafeteria. This resulted in not only a loss of academic instruction, but the emotional impact rippled throughout the building. Our twelve fifth and sixth grade classes were relocated to P.S. 307 in Corona. This was problematic on many levels. First, the busing resulted in the elimination of the extended morning program, as well as the loss of more than an hour of instruction each day. This coupled with the complete destruction of all materials was devastating to the students and staff. Our second significant, but none the less just as important, was the loss of the Teacher Center and all its invaluable, and sometimes, irreplaceable resources. Staff development as it was known before has ceased to exist. This condition cascaded throughout the building and impacted the P.S. 121 community as well. The challenges were endless, but the P.S. 121 family persevered and rose to the occasion.

Financial constraints have severely handicapped some of the wonderful programs we strive to promote in our school. For example, last year we had our own summer school program for children who were not mandated. We truly believe that this program, coupled with staff development, lead to major gains in the third grade test scores. Our after-school program will have to be modified, and the Saturday program will probably be shortened as a result of the upcoming monetary cuts.

SECTION V: ANNUAL SCHOOL GOALS

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

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

Annual Goal #1

All Teachers will be using Guided Reading to move K-1 students a minimum of two reading levels (Fountas & Pinnell) within a three month period of time.

Annual Goal #2

Students in Grades 3-6 will improve 3-5% in reading comprehension.

Annual Goal #3

Inquiry Group: 25 students in grade 3, at level J,K,L, will move two reading levels and increase reading comprehension within a three month period of time.

Annual Goal #4

To have our 2nd grade students move 1-3 reading levels (Fountas & Pinnell) in a 3 month period of time as a result of leveling.

Annual Goal #5

Usage of the Teacher Center will increase and improve the quality of instruction that takes place in all classrooms grades PreK-6.

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): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Ameliorate how the staff utilizes data to effectively inform Literacy instruction in grades K - 6. <u>Measurable Objectives</u> Teachers will be trained in the use of a variety of assessment tools. Currently we are using Acuity, E-Class, ELA Scores, Interim Assessment, Fountas and Pinnell Running Records, and of course, Kid Watching. Teachers will determine the needs of all pupils and target appropriate instruction during the 120 minute literacy block. Differentiated instruction is in progress in all classes. Teachers will combine their informal assessments with standardized data to measure individual progress and help drive instruction.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>As the focus of staff development increases, the need for evaluation grows. Data alone are not useful unless they are placed within the context of a systematic investigation of programs and processes. Evaluation not just data, is becoming increasingly important for reflection in the school. Evaluation provides insight into what is working and what is not.</p> <p>Our teachers are always creating new mental images of classrooms as places that are fluid and offer many avenues to learning. We will continue to promote differentiated instruction through on-going staff development. In addition, Assistant Principals hold weekly grade meetings to promote professional dialogue in a congenial atmosphere. The teachers informal assessments will be monitored discussed and possibly modified. There will be on-going lunch and learn sessions throughout the year on a variety of subjects as deemed necessary. During the months of July and August all teachers (especially new teaches and those changing positions) are invited to attend intensive training to become familiar with our literacy program. Our after-school mentoring program will continue. This is in addition to the component that is in place during the school day.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>If the monies should become available, we would have staff development for all teachers during the school year as well as the summer. This will allow us to continue professional dialogue which is essential to the understanding and the implementation of data driven instruction.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>There are a myriad of ways we can observe the evidence. They are examination of student work, modification of leveled groups, conference notes, Fountas and Pinnell assessments, longitudinal studies, writing journals, informal and formal observations, technological support, collecting student work to create a binder of anchored papers of exemplary work to be shared across the grades and mentoring meetings. Teachers are beginning to appreciate how skilled they are at attending to multiple signals and juggling a variety of roles. These same skills that help teachers succeed in the complex environment of the classroom can lead them toward success in a differentiated classroom environment as well.</p>
<p>Annual Goal #2 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To create a nurturing, knowledgeable, congenial, creative atmosphere where staff members can collaborate about their instructional plans including short term and long term goals and any concerns that may develop.</p> <p><u>Measurable Objective</u> One cannot mitigate the effects of the fire on the Teacher Center and the P.S. 121 community at large. However, it is our intention to move forward with our action plan and achieve the aforementioned goal. The school is organized with common preps and administrative periods for all grades to promote professional dialogue which allows the opportunity for teachers to share and refine the strategies they use to meet the needs of the students through differentiated instruction. Staff will be provided with the opportunities to attend district, regional and citywide workshops and seminars to keep abreast of the current trends in education. Then these same staff members will turnkey the insights and information they gained with their colleagues.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Changing educator practice involves not only the acquisition of research-based knowledge and skill, but also a variety of components. Outlining clear expectations about the implementation of new learning is imperative along with the desire to implement the new learning. All teachers will be afforded the opportunity to apply the knowledge and practice the new skills with feedback. There will be on-going assessment of the effectiveness of new educator practices by examining student work and reflecting on and refining instructional practice. The continuum of teacher development will again be utilized as an on-going collaboration between beginning</p>

	<p>teachers and their mentor to assess practice and to set goals for professional development over time. The organization of the continuum corresponds to the six professional standards. We will be using these for our entire staff. They include engaging and support in all student learning, creating and maintaining an effective environment for student learning, understanding and organizing subject matter for student learning, planning instruction and designing learning experiences for all students, assessing student learning and developing as a professional educator. The continuum is further organized to describe five levels of development. Each level addresses what a teacher should know and be able to do in the different continuum standards.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Due to fire Teacher Center monies are yet to be determined.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>Evidence</u> The following are a glimpse into the evidence: Mentoring meetings, Inquiry Team meetings, observations both formal and informal, weekly grade conferences, cabinet meetings, curriculum maps, PPT meetings, and Safety meetings.</p>
<p>Annual Goal #3 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To implement a “January to January” frame of mind for ELA instruction in grades 2-6.</p> <p><u>Measurable Objective</u> A team will be set in place to research and analyze data while disseminating their findings. Assistant Principals will meet with their respective grades to discuss and analyze informal and formal assessments on a weekly/monthly basis. Staff members will be provided with a schedule which promotes collaboration on a regular basis.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Through the combined effort of classroom and reading specialists, we will look through a lens to measure students’ growth using running records, individual conferences, acuity data, and our Item Skills Analysis to continually level students appropriately through the year resulting in optimal instruction. Small group instruction is a pivotal part of ameliorating student deficiencies. These groups are flexible based on student needs in different areas. On-going professional dialogue will provide teachers with a variety of strategies promoting diversification</p>

of instruction. Through a cyclical compilation of data, we will revisit the various strands with relation to student growth. This information will be used to implement small group and whole group instruction for differentiated instruction. Teachers are evaluating their growth each month and noticing how they are moving through the following stages: beginning, to emergent, to applying, to integrating, and finally toward innovative teaching.

At P.S. 121 we apply specific elements that are aimed at improving literacy achievement.

- Direct, explicit comprehension instruction, which is instruction in the strategies and processes that proficient readers use to understand what they read, including summarizing, keeping track of one's own understanding, and a host of other practices.
- Effective instructional principles embedded in content, including language arts teachers using content-area texts and context-area teachers providing instruction and practice in reading and writing skills specific to their subject area.
- Motivation and self-directed learning, which includes building motivation to read and learn and providing students with the instruction and supports needed for independent learning tasks they will face after graduation.
- Text based collaborative learning, which involves students interacting with one another around a variety of texts.
- Strategic tutoring, which provides students with intense individualized reading, writing, and content instruction as needed.
- Diverse texts, which are texts at a variety of difficulty levels and on a variety of topics.
- A technology component, which includes technology as a tool for a topic of literacy instruction.
- Ongoing formative assessment of students, which is informal, often daily assessment of how students are progressing under current instructional practices.
- Professional development that is both long term and ongoing.
- On going summative assessment of students and programs, which is more formal and provides data that, are reported for accountability and research purposes?
- Teacher teams, which are interdisciplinary teams, meet regularly to discuss students and align instruction.
- Leadership, which can come from principals and teachers who have a solid understanding of how to teach reading and writing to the full array of students present in schools.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Monies have been determined to be \$84,492 to address the requirements of the goal.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Evaluation methods are used to prove progress towards meeting our goals. Running records are used in January, May and October. Individual student binders, longitudinal studies and conference notes are examined. Informal and formal assessments, grade conferences and cabinet meetings are on-going. Leadership Team meetings are held to discuss student needs. Demo lessons are provided by staff development teams. Small group instruction helps reduce teacher/student ratio for students at-risk.</p>
<p>Annual Goal #4 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To improve how teachers use data effectively to inform mathematics instruction in grades 3-6.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Staff members will be trained in use of assessment tools such as Acuity and will be able to access current information at any time. Professional development will be provided for the staff in differentiated instructional strategies to use during Everyday Mathematics and Impact Mathematics. Staff members will effectively target the needs of all the students during the 90 minutes of mathematics instruction by applying differentiated instructional strategies in the classrooms, extended day, and during after school programs. Teachers will use their informal assessments in conjunction with standardized data to measure progress. There will be ongoing weekly grade meetings with classroom and out-of-classroom teachers. Instructional strategies will be monitored, discussed, modified, and implemented on a continuous basis. Lunch and learn sessions will be scheduled. Aris will be used to observe longitudinal data. Also, our Item Skills Analysis spreadsheet will be used to identify deficiencies in our ELA and Mathematics state assessments.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Two F-Status positions for \$65,000. \$14,000 for the Inquiry Team</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Evidence of effective use of data will be seen through formal and informal observations, classroom visitations, and examination of student work, such as, “problem of the week,” and examination of math journals. Weekly grade meetings will be held to discuss and reinforce our instructional plan. The continuous use of technology by staff members will also be monitored.</p>
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<p>Annual Goal #5 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Our Inquiry Team, in conducting our independent study, has focused upon improving results for the NYS ELA Exam.</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Last year, we concentrated our study on students who have performed below the NYS Standards for two consecutive years. As we narrowed our study further, we selected a target population who performed below grade level for two consecutive years and had an attendance rate of 84% or greater. We assessed our target population for diagnostic purposes using the Scantron CAA Program. Thus, it was determined that our target population’s common deficiency was in nonfiction comprehension and vocabulary. We then adapted research-based instructional practices to specifically address these deficiencies. As a result, we saw a gain in the E.L.A raw scores of these students and an increase in their motivation to participate and read independently. This year our target population students are sixth graders. We initially began the year by servicing the students during both extended morning and in their leveled literacy group pairing fiction and nonfiction. Unfortunately, due to a fire which damaged the fifth floor of our school building both our fifth and sixth grade students had to be bused on a daily basis to an alternate school site. This impacted our sixth grade target population, both emotionally and academically, with much learning time lost. Thus, our work with this group has been interrupted. This event has also impacted the Inquiry team by placing constraints on our collaborative planning sessions.</p> <p>The Inquiry team has expanded their study this year by organizing a second target population. The decision was made to create a third grade target group of students in order to allow for an extended longitudinal study since these students will be in the school for a longer period of time as opposed to original target population which began in the fifth grade. In narrowing our study we have identified a preliminary group of third graders reading on levels J and I. The target population was revised further to include students reading on level “J” and “I” who have a minimum of 95% attendance rate. This target population currently consists of 25 students. Furthermore, upon reviewing E.L.A. data we have determined that a deficiency throughout the school is evident in writing. Therefore, it has been agreed upon that writing will be the focus for</p>
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	<p>the third grade target population. A diagnostic assessment utilizing the Scantron CAA Program is currently being created in order to determine the target population's common deficiency. The Scantron Performance Assessment will be used quarterly to assess student progress. Staff development specifically targeting writing was held November 4th on Election Day. Teachers in kindergarten through the second grade received a copy of <u>6+1 Traits of Writing</u> which will be the focus of staff development for the 2008-2009 school year. Furthermore, staff development will center around selecting a specific trait of writing and implementing instruction which zooms in on this trait.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>If the monies should become available, we will purchase fiction and nonfiction pair-it books and additional magazines. In addition, trade books that address the parts of speech would be purchased. Literature that encourages traits selected school wide as a focus for professional development would also be purchased.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>In developing and implementing instructional strategies, we discovered that many of our students were very literal thinkers. In modifying our instructional plan, we discovered that by having students role-play and participate in focused debates the students, through active engagement, were applying critical thinking skills. Through further research we discovered literature that studied and supports the belief that constructive arguments aides in building critical thinking skills. Thus, we have modified our instruction to allow for time dedicated to building this skill. Through working with the target population the need arose to maintain student motivation. We created interest on a particular topic using a variety of sources such as trade books, magazines, audio tapes, DVDs and the Internet. We plan on including field trips whenever possible.</p> <p>We have selected a variety of assessment resources to monitor the progress of the target population in order to create a culture of data-driven instruction. Scantron was used for diagnostic, mid-point, and conclusive purposes. Acuity's October ELA Predictive was compared to the May Predictive. The Instructionally Targeted Assessments [ITA] from December and April were also compared to drive instruction and further target deficiencies. In addition, we have utilized the TCRWP Running Records to determine the progression in our students' reading level. We began with the running records used in September, re-assessed the students in January as a mid-point, and will conclude in June.</p>

REQUIRED APPENDICES TO THE CEP FOR 2008-2009

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	0	0	N/A	N/A	4	0	1	3
1	0	0	N/A	N/A	5	0	1	6
2	59	59	N/A	N/A	6	0	1	5
3	57	57	N/A	N/A	11	0	3	6
4	47	47			8	0	6	7
5	41	41			7	0	2	0
6	45	45			5	0	2	0
7	Stock Market	13						
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Small group instruction is provided throughout the day for grades 1-6. Students in grades 1-3 who need basic phonics and language development are currently using the Foundations and/or Wilson Language Basics with our IRT teacher. Additional services are provided by our reading specialists before, during, after school, and during our Saturday program. Instruction is provided in either small group or whole class instruction. Small group instruction is provided through reading comprehension strategy lessons, guided reading lessons utilizing Teachers College Reading and Writing and lessons to build grammar skills.</p>
<p>Mathematics:</p>	<p>Small group instruction is provided for grades 1-6 before, during, after school, and on Saturdays using manipulatives for hands-on instruction. Games are used to reinforce skills and support retention. Dialogue is used to communicate mathematical methods, purpose, and reasoning. Visual aids are incorporated throughout instruction.</p>
<p>Science:</p>	
<p>Social Studies:</p>	
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Services are provided mostly on a one-to-one basis, yet at times, services are also provided in small groups. Counseling is based on cognitive/behavioral therapy. Students in grades kindergarten through grade two receive instruction through art and biblio-therapy a method which utilizes related text material. Students in grades 3 through 5 are taught strategies for test taking, study skills, and social skills, such as peer pressure, bullying, friendship and overall communication skills.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	

At-risk Services Provided by the Social Worker:	School Counseling includes, but not limited to the following skills for: increasing attention, managing peer pressure, preventing bullying, managing self-esteem, managing uncomfortable feelings, and skills to increase readiness.
At-risk Health-related Services:	<p>Our nurse provides workshops for Asthma Awareness to inform students of the signs and symptoms of asthma. They learn the triggers and how to prevent attacks. They are also made aware of how to utilize an inhaler properly and to know when the attack has escalated to an emergency level.</p> <p>Our occupational therapist services students on a one-to-one basis to build fine motor skills using bead stringing, buttoning activities and place pegs in holes. Gross motor skills are built through body movement and ball catching. Graphomotor skills include pen holding, writing, learning spacing and sizing.</p> <p>Our physical therapist focuses on gross motor functioning, postural control, sitting, standing, and walking. He helps the children navigate their environment safely. He helps determine the equipment necessary to perform these skills. He is a part of a multi-interdisciplinary team and works with teachers, social workers, occupational therapist, and parents.</p>

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.

Language Allocation Policy for the 2008-2009 School Year

Language Allocation Policy Team Members-

Ms. C. Zovich- Assistant Principal

Ms. E. Vadi- Assistant Principal

Ms. J. Garrett- Parent Coordinator

Ms. A. Etwaru- Parent

Ms. K. Katz- Coach

Ms. C. Carrao- Coach

Ms. S. Green- ESL Teacher

Ms. C. Geraldini- Reading Teacher

Ms. G. Canal- Guidance Counselor

P.S.121 is a Magnet School for the Performing Arts, which is located in Region 3, Queens. P.S. 121 has a total population of 964 students. The main languages spoken by the ESL students are Spanish and Punjabi. We have a freestanding ESL program. The ESL program provides instruction in English to English Language Learners (ELLs). One aspect of the ESL program is Language Arts Instruction. This includes ESL instruction to develop listening, speaking, reading and writing skills, as well as English Language Arts (ELA). Another aspect of the ESL program is language development through content areas, such as Social Studies and Science. With the help of our content area specialists, the ESL program continues to be a cross-curricular connection, which promotes an understanding and appreciation of diversity.

At P.S. 121Q, the ESL program is an out-of-class, pull-out program. Currently, after reviewing Parent Survey and Parent Selection forms, where 100% of parents chose a freestanding ESL program, and in conjunction with the number of ELL students who speak various languages, a bilingual program is not being offered at P.S. 121. If language patterns change in the future, a bilingual program will be offered at P.S. 121. We service grades K-6 ELL students. There are 30 ELL students this current year, ranging from beginner to intermediate. There are 13 beginner ESL students, 10 intermediate and 7 advanced ESL students. Beginner and intermediate ESL students are serviced for two units of ESL instruction daily. The advanced ELL students are serviced for one unit in ESL, and one unit of ELA from their classroom teachers. Students are grouped heterogeneously for targeted areas of literacy instruction, according to their LAB-R and NYSESLAT scores. There is one fully certified ESL teacher at P.S. 121Q. Instructional and reading materials for the ELL program are ordered through a committee based on the needs of the ELL population. The ESL teacher is an integral member of the committee. Her input is utilized for incorporating the selection of materials for the Columbia Teachers

UPDATED – OCTOBER 2008

College Reading and Writing Model.

At P.S. 121Q, we implement various instructional strategies, such as demonstration and modeling with use of mentor texts, language enrichment activities, and programs to ensure that ELL students meet the standards. Academic language development focuses on language functions, structure, and vocabulary lessons which are all included as part of daily instruction. We always work in congruence with the classroom teacher, and instruction is designed to facilitate the learning of various proficiency levels. We use Columbia's Teacher's College Reading and Writing Program for the acquisition of English language skills in ELLs. The ESL program utilizes various scaffolding strategies. Our program is student-centered and instruction is based on the students' needs and interests. There are standards-based materials that are accessible to students, and these materials include easy language books with rich illustrations, books on tape that accompany illustrated texts, teaching visuals and leveled books that are related to the students' cultural backgrounds. Students are immersed and surrounded by a print-rich environment. Teachers model the use of language in ways in which students are expected to participate. Cooperative Learning is implemented through many ESL activities.

Classroom teachers facilitate the language acquisition process of ELLs by using a combination of language and literature-rich activities, with explicit teaching of skills needed to decode words, and comprehend their meanings. ESL instructional strategies are based on the New York State ESL Learning Standards. Literacy instruction is consistent with the instructional goals and objectives of the Columbia Teachers College Reading and Writing Model. In addition to our regular daily ESL pull-out program, we strive to increase the attendance of all ELLs in the school's Title III after-school program, as well as the Saturday school program, with the general education population. The use of native languages is supported by the school, as the ESL classroom has a leveled library in English and in the native languages. The school library also has books in native languages, and the students are provided access to these books.

Newcomers who have not passed LAB-R assessments, have been assessed by the ESL instructor, and placed into their specific proficiency levels, and are provided with an extra instructional period. The ESL teacher provides specific, amplified instructional strategies to aid in their English language growth. These instructional strategies include providing literacy lessons, which model simpler skill structures. The ESL teacher utilizes language books, which are richly illustrated. Students also receive enrichment activities, which include phonemic awareness, while utilizing the Columbia Teachers Workshop Model. Our ongoing priority is to increase the attendance of newcomers in Saturday and after school programs.

The Columbia Teacher's College Reading and Writing Workshop Model is a proven method of teaching English language skills to ELLs. The components of this approach are: Read Aloud, Interactive Read Aloud, Shared Reading and Writing, Guided Reading and Writing, and Independent Reading and Writing. Word Work is used to develop vocabulary and comprehension skills. Accountable talk is emphasized as well. ELLs benefit by being paired with a partner. The ESL teacher also confers with the ELL student to learn the strengths and weaknesses of that student, thereby enabling them to facilitate instruction. Currently, we have not identified any SIFE students, but there is an ongoing review of Parent Survey and Parent Selection forms and conducting of student interviews to assess the needs of ESL students.

If the school does receive SIFE students, they are initially assessed by the LAB-R tests, and upon completion of this entrance assessment, students are placed into their specific proficiency levels. The academic instructional plan for SIFE students includes teaching English language skills utilizing easy to read literature, which contains an array of illustrations and large print words. This use of large print enables students to make a personal connection to the English language. In addition, the SIFE students are placed in an environment which utilizes alternative assessments, such as the students creating illustrations to create picture to word associations.

There are currently no long term ELL students. If long-term students are identified, the ESL teacher will design a specific instructional curriculum for these students. Teachers of former ELLs, who have passed the NYSESLAT, have met with the ESL teacher in order to discuss students' academic growth, and the ESL teacher has provided instructional materials for additional academic support.

In lieu of this school not having any self-contained education classes, there is a collaborative team-teaching classroom. Special education and ESL teachers collaborate monthly to determine the short term academic and lingual goals for each student, as these evaluations should be progressive and open to change, as per the student's individual education plan.

Each year, P.S. 121Q has ongoing Parent Orientation sessions for the newly enrolled ELLs. The ESL teacher presents the sessions at the beginning of the year. This meeting provides parents with the information to make informed decisions as to their child's placement in an ELL program. Videos and handouts are available in various languages. Also, at these meetings we encourage parents/guardians of ELLs to participate in school leadership teams, school activities, join the PA, serve as learning leaders in the school and attend parent/teacher conferences. The Parent Coordinator and ESL teacher are involved with the parents of ELLs by providing them with workshops, with the assistance of volunteer translators. In addition, the Parent Coordinator is readily available to meet with parents on a personal basis. Parent involvement and input is an integral facet of maintaining a positive home-school relationship. Parent choices are reviewed on a periodic, ongoing basis, in order to provide them with options regarding their children's education, whereas their choices will be respected.

ELL interim assessments have been reviewed, and based on these reviews, the ESL teacher meets with classroom teachers on a monthly basis, to address the academic needs of specific ELL students. Analysis of math assessments showed that 40% of ELLs scored below the grade level performance, 25% of ELLs scored approaching grade level performance, and 35% scored at grade level standard. There continues to be professional development sessions that focus on extending scaffolding strategies in Math. The ESL teacher meets with the math coach, in order to discuss and review instructional math tools to provide differentiated math instruction for ELL students. Analysis of science assessments showed that 30% scored below grade level performance, 40% scored approaching grade level performance, and 30% scored at grade level standards. The ESL teacher and the science teacher are working on ongoing assessment and teaching strategies that are used to determine movement towards science standards.

Analysis of NYSESLAT scores showed that fifty percent of beginner students showed improvement in speaking and listening, and showed minimal improvement in reading and writing. Forty percent of intermediate students also showed improvement in speaking and reading, and showed minimal improvement in writing. Advanced students showed an overall improvement in speaking, listening, reading and writing. To address the needs of ELL students in the areas of reading and writing, the ESL teacher has set up small task-oriented groups, in which students have purpose and direction for comprehensive reading assessments and confidence in their writing approach. The ESL teacher provides students who are less proficient in language the necessary time to interact with those who are more proficient.

Newcomers who have not passed LAB-R assessments, have been assessed by the ESL instructor, and placed into their specific proficiency levels, and are provided with an extra instructional period. The ESL teacher provides specific, amplified instructional strategies to aid in their English language growth. These instructional strategies include providing literacy lessons, which model simpler skill structures. The ESL teacher utilizes language books, which are richly illustrated. Students also receive enrichment activities, which include phonemic awareness, while utilizing the Columbia Teachers Workshop Model. Our ongoing priority is increasing the attendance of newcomers in Saturday and after school programs

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

Type of Program: Bilingual ESL Both
(No more than 2 pages)

Number of LEP (ELL) Students Served in 2007-08: 30

P.S.121 is a Magnet School for the Performing Arts, which is located in Region 3, Queens. P.S. 121 has a total population of 964 students. The main languages spoken by the ESL students are Spanish and Punjabi. We have a freestanding ESL program. The ESL program provides instruction in English to English Language Learners (ELLs). One aspect of the ESL program is Language Arts Instruction. This includes ESL instruction to develop listening, speaking, reading and writing skills, as well as English Language Arts (ELA). Another aspect of the ESL program is language development through content areas, such as Social Studies and Science. With the help of our content area specialists, the ESL program continues to be a cross-curricular connection, which promotes an understanding and appreciation of diversity.

At P.S. 121Q, the ESL program is an out-of-class, pull-out program. Currently, after reviewing Parent Survey and Parent Selection forms, where 100% of parents chose a freestanding ESL program, and in conjunction with the number of ELL students who speak various languages, a bilingual program is not being offered at P.S. 121. If language patterns change in the future, a bilingual program will be offered at P.S. 121. We service grades K-6 ELL students. There are 30 ELL students this current year, ranging from beginner to intermediate. There are 13 beginner ESL students, 10 intermediate and 7 advanced ESL students. Beginner and intermediate ESL students are serviced for two units of ESL instruction daily. The advanced ELL students are serviced for one unit in ESL, and one unit of ELA from their classroom teachers. Students are grouped heterogeneously for targeted areas of literacy instruction, according to their LAB-R and NYSESLAT scores. There is one fully certified ESL teacher at P.S. 121Q. Instructional and reading materials for the ELL program are ordered through a committee based on the needs of the ELL population. The ESL teacher is an integral member of the committee. Her input is utilized for incorporating the selection of materials for the Columbia Teachers College Reading and Writing Model.

The Columbia Teacher's College Reading and Writing Workshop Model is a proven method of teaching English language skills to ELLs. The components of this approach are: Read Aloud, Interactive Read Aloud, Shared Reading and Writing, Guided Reading and Writing, and Independent Reading and Writing. Word Work is used to develop vocabulary and comprehension skills. Accountable talk is emphasized as well. ELLs benefit by being paired with a partner. The ESL teacher also confers with the ELL student to learn the strengths and weaknesses of that student, thereby enabling them to facilitate instruction. Currently, we have not identified any SIFE students, but there is an ongoing review of Parent Survey and Parent Selection forms and conducting of student interviews to assess the needs of ESL students.

Each year, P.S. 121Q has ongoing Parent Orientation sessions for the newly enrolled ELLs. The ESL teacher presents the sessions at the beginning of the year. This meeting provides parents with the information to make informed decisions as to their child's placement in an ELL program. Videos and handouts are available in various languages. Also, at these meetings we encourage parents/guardians of ELLs to participate in school leadership teams, school activities, join the PA, serve as learning leaders in the school and attend parent/teacher conferences. The Parent Coordinator and ESL teacher are involved with the parents of ELLs by providing them with workshops, with the assistance of volunteer translators. In addition, the Parent Coordinator is readily available to meet with parents on a personal basis. Parent involvement and input is an integral facet of maintaining a positive home-school relationship. Parent choices are reviewed on a periodic, ongoing basis, in order to provide them with options regarding their children's education, whereas their choices will be respected.

Newcomers who have not passed LAB-R assessments, have been assessed by the ESL instructor, and placed into their specific proficiency levels, and are provided with an extra instructional period. The ESL teacher provides specific, amplified instructional strategies to aid in their English language growth. These instructional strategies include providing literacy lessons, which model simpler skill structures. The ESL teacher utilizes language books, which are richly illustrated. Students also receive enrichment activities, which include phonemic awareness, while utilizing the Columbia Teachers Workshop Model. Our ongoing priority is increasing the attendance of newcomers in Saturday and after school programs.

Newcomers who have not passed LAB-R assessments, have been assessed by the ESL instructor, and placed into their specific proficiency levels, and are provided with an extra instructional period. The ESL teacher provides specific, amplified instructional strategies to aid in their English language growth. These instructional strategies include providing literacy lessons, which model simpler skill structures. The ESL teacher utilizes language books, which are richly illustrated. Students also receive enrichment activities, which include phonemic awareness, while utilizing the Columbia Teachers Workshop Model. Our ongoing priority is increasing the attendance of newcomers in Saturday and after school programs.

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

School Building: P.S. 121 **District** 28

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	
	1					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 ___ Pull-out
 Indicate Proficiency Level: ___ Beginning ___ Intermediate ___ Advanced

School District: _____

School Building: _____

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

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
1	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
2	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
3	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
4	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
5	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
6	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
7	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
8	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
9	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
10	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) K-6 Number of Students to be Served: 10 LEP * Non-LEP

Number of Teachers 1 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – P.S. 121 has an after school program for ELLs on Tuesdays and Wednesdays from 3:00 p.m. to 5:00 p.m. There is also Saturday school for ELLs as they are given academic instruction as part of the general school population. There are 10 ELL students who are enrolled in these programs and they are from grades 3-6.

English is the language of instruction, and the teacher is a fully certified ESL teacher.

The ESL teacher facilitates learning by providing specific, amplified instructional strategies to aid in the students' English language growth. There are scaffolding techniques that are used for academic instruction, including templates. Language learning topics are topics with which students are familiar, and the teacher usually models and demonstrates literacy skills. Math activities for students are also enabled by hands-on activities with manipulatives.

There are also periodic staff development sessions, where the ESL teacher discusses several instructional methods that can be used by classroom teachers to aid in achieving English language proficiency of ELL students. These topics are presented during staff development sessions at scheduled times throughout the year.

For the school year 2008-2009, P.S. 121 Q will have ongoing parent orientation sessions for the parents of the Title III ELL students. These meetings will focus on language development activities, and will be conducted on a monthly basis. Parents will be informed about language learning activities that they can practice at home. The ESL teacher and Parent Coordinator will provide translators at these meetings, and parents will also be informed about community activities that will facilitate language learning activities for their children

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.

P.S. 121 has an after school program for ELLs on Tuesdays and Wednesdays from 3:00 p.m. to 5:00 p.m. There is also Saturday school for ELLs as they are given academic instruction as part of the general school population. There are 10 ELL students who are enrolled in these programs and they are from grades 3-6. English is the language of instruction, and the teacher is a fully certified ESL teacher.

The ESL teacher facilitates learning by providing specific, amplified instructional strategies to aid in the students’ English language growth. There are scaffolding techniques that are used for academic instruction, including templates. Language learning topics are topics with which students are familiar, and the teacher usually models and demonstrates literacy skills. Math activities for students are also enabled by hands-on activities with manipulatives.

There are also periodic staff development sessions, where the ESL teacher discusses several instructional methods that can be used by classroom teachers to aid in achieving English language proficiency of ELL students. These topics are presented during staff development sessions at scheduled times throughout the year.

For the school year 2008-2009, P.S. 121 Q will have ongoing parent orientation sessions for the parents of the Title III ELL students. These meetings will focus on language development activities, and will be conducted on a monthly basis. Parents will be informed about language learning activities that they can practice at home. The ESL teacher and Parent Coordinator will provide translators at these meetings, and parents will also be informed about community activities that will facilitate language learning activities for their children.

Form TIII – A (1)(b)

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

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$11, 840.16	Extended Day Programs and Saturday School Programs
Purchased services such as curriculum and staff development contracts	\$2459.84	Professional Workshops and Parent Workshops
Supplies and materials	\$700.00	English Learning Language Packs
Travel	\$0	
Other	\$0	
TOTAL	\$15,000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Language Translation and Interpretation-P.S.121

Upon verbal input from classroom teachers, parent coordinator and administrators, it was evident that school letters concerning after school programs, promotion in doubt, class placement, student progress, special education and the school programs were often not acknowledged, returned or signed by parents of ELL learners, and by parents of non-ELL learners who speak languages other than English. This lack of acknowledgement is due to these letters not being written in the native language, therefore leading to miscommunication between school and parent.

P.S. 121 plans to provide ELL students with translated versions of the above named school letters and they will also be provided with translated versions of discipline guidebooks, report cards and student agenda handbooks.

P. S. 121 conducted an assessment of oral translation needs after conducting meetings with parent coordinators, classroom teachers, the school based support team and administrators. It was evident that there was a need for translators for various parent meetings.

Translators will provide communication services for parents of ELL students and mainstream students. There is a need for translators at parent orientation meetings, Parent Association meetings and parent teacher conferences. There will also be translators for ongoing school and /or Project Arts parent workshops. In addition, there needs to be a translator for telephone translations in emergency situations.

A teacher will translate school documents, concerning after school, promotion in doubt, class placement, school progress, special education and other programs.

A1 translation will provide a translator for 20 hours to translate certain written documents and provide oral translation for parent meetings.

Parental notification of translation and interpretation services will be achieved by sending home letters informing parents about translation services that are available at P.S. 121.

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 _____ \$657,408 _____
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program _____ \$6,574 _____
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified _____ \$32,870 _____
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year _____ 100% _____
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.

At P.S. 121, we pride ourselves in providing a nurturing positive environment for the education of our students.

Our students strive to meet the requirements of rigorous curriculum. We inspire them to pursue excellence and rise to academic, social and creative challenges.

We envision our students soaring to success through a collaborative effort by the P.S. 121 community. Under the supervision of our Parent Coordinator, a myriad of workshops are planned collaboratively with the school's leadership team.

- More parent workshops
- Kindergarten orientation – Kindergarten Handbook
- Curriculum Night
- Weekly academic information session on new curriculum
- Open access parent room
- Information booklet
- Weekly newsletters are generated from the parents, as well as, administration
- Every family receives a school agenda and an annual calendar.
- PTA meetings
- Family Math Night
- Family Movie Night
- Family Fun Night (games)
- School Leadership Team Meetings
- Meetings of Learning Leaders
- Technological tutorial
- Literacy Evening

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.

P.S. 121 provides an enhanced curriculum in a supportive and conducive learning environment thereby encouraging the students to meet the NYS standards in the following manner:

- High quality staff development by well-trained members of the school's core team
- Dissemination of information and materials to teachers via bi-monthly staff development
- Grade conferences
- Teacher Center after-school study group
- In-class demonstration lessons
- Lab sites with demo lessons
- Coaching in class support
- Planning sessions during common preps
- Parent Teacher Conferences twice a year as set by the Chancellor

Parents are informed of their children's progress via a variety of methods:

- Parent Coordinator
- School Based Support Team
- Classroom Teacher
- Teacher Conferences in the Fall and Spring, as well as, informal conferences school as well as during prep periods.

The staff is available to meet with parents before and after school, as well as, during prep periods.

Parents may visit and observe their children during open school week as set forth by the Chancellor. Other arrangements are made with the teacher and administrator.

Parent Responsibilities:

We, as parents, support our children's academic success in the following ways:

- Education is a priority in our home
- Homework is completed and signed
- Discussions will take place in which the days events, assignments, upcoming due dates, etc. are spoken about
- Attendance is monitored
- Conducive study environment
- Monitoring and encouraging extra curricular activities
- Respecting cultural differences
- Being mindful of school regulations
- Supporting the school's discipline policy of high expectations

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

**See Section IV*

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.

**See Sections IV, V, and VI*

3. Instruction by highly qualified staff.
 - PS 121 has a highly qualified staff. 100% of all staff members are licensed in their area of work.
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.
 - A plan of continued staff development has been implemented to provide staff with all of the latest technology and methods that are available.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.

- Due to our high scores and continued success, we will not have any difficulty attracting highly qualified teachers. We have an abundant amount of resumes that we can choose from if a position should arise.
6. Strategies to increase parental involvement through means such as family literacy services.
 - Parent involvement has been a long term focus in our overall school plan. We have increased parent participation ten-fold by utilizing workshops and assembly programs where children receive awards or are involved in a performance. We are now utilizing the latest technology with computerized phones and dial-up machines to call homes and let parents know when PTA meetings are being held
 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.
 - We are in our second year of our early childhood program. Due to the fact that our Assistant Principal is an Early Childhood Specialist, we are capable of in-house workshops. Transition from Preschool begins early in May where a buddy program has been implemented. Older grade children have the opportunity to come into Pre-K to work with children so they, the Pre-K can become more comfortable with interacting with older students. Our second part of the program takes place in June where Pre-K walk through the building and are given the opportunity to see our building in operation.
 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.
 - Assistant Principals conduct weekly grade meetings where the success of various assessments are discussed. Inquiry Team shares best practices on a regular basis. Our Teacher Center Specialist and Librarian, etc. turnkey information that is disseminated at region, bureau, and city-wide meetings. In addition, our Teacher Center Specialist shares knowledge gained at a myriad of conferences at local and other workshops that she attends, including IRA National Reading Conferences etc.
 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.
 - When budgeting we include a gifted program for our most advanced achievers. Students who have difficulty mastering proficiency levels will be serviced by F-Status teachers.
 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: _____ **SURR¹ Phase/Group (If applicable):** _____

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

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

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

¹ School Under Registration Review (SURR)

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.

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

English Language Learners

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

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

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

At P.S. 121 we realize that meeting the academic needs of our diverse populations requires us to ensure that all students have access to appropriate differentiated opportunities to learn. This calls for our academic cabinet to guarantee the commitment of, and ensure, collaboration among all those responsible for providing learning opportunities. Our team creates and supports measures that build capacity for shared leadership by ensuring that opportunities are provided for collaborative learning and ongoing conversations among members of the school community.

Our administrative cabinet created a schedule that permits teachers at each grade level to have daily common preps. This type of dialogue takes place in the hub of the school (teacher center), where they can discuss and reflect on teaching and learning issues. With the support of the Teacher Center Specialist and F-Status Staff Developer and Mentor, teachers are apprised of the latest resources which can facilitate greater understanding of state standards and how to align it with the curriculum at hand.

Research tells us that children should be inventors of their own theories, critics of other people's ideas, analyzers of evidence, and makers of their own personal mark on this world. In other words, when we have a unit on social issues, and or short-shared texts, the aforementioned activities can animate students' interest in ideas and people they encounter in texts. Each day our students are reading texts critically, weighing evidence for and against people, ideas, and policies informing opinions. Student should be able to critically examine evidence in a text, see the world from multiple points of view, make connections, and detect trends among ideas (literary essays) and imaginative alternatives (Bloom's Taxonomy). For example, in a unit on Biographies, students will be required not to simply collect facts, but they must critically examine a person's relevance in that time period and how that person impacted trends of that time based on that time period of their lives. Good talk-about books and subjects stimulates the intellect and is the enemy of boredom. It nourished our critical capacity as it gives kids a chance to try on and test their ideas and view points. That is why our unit on short shared text and social issues is so essential. In classrooms we want to challenge student in a practical, analytical, and creative way. If we think of Gardener's multiple intelligences, we use the cognitive processes to create questions, problems, and projects that validate new learning. This often involves challenging our assumptions and removing road blocks in our journey for new ways to do things. In reality, it is like thinking outside the box. Analytic intelligence is used to analyze new learning, use it to solve problems, make choices, and judge critically. It includes the ability to identify a

problem, create strategies, offer solutions, find resources, monitor application, and evaluate results. Our testing, i.e. ELA test, often focuses on this type of intelligence. Practical intelligence is pragmatic. It jumps into action with new information to use in a practical way.

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

Applicable X 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?

P.S. 121 is very conscientious in its efforts to ensure that vertical alignment is in place during grade conferences, lunch and learns, as well as, weekly mentoring etc., meetings etc. Scaffolding is an integral part of the daily or weekly meetings. For example; during mentoring meetings, the 9 teachers examine curriculum maps for grades K-6. We pay close attention to strands, which weave throughout the grades. Although a character unit can be found in all grades, the strategies, skills, questions, technology and teaching materials are most definitely differentiated and tiered for various reading groups, etc.

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

1B. Mathematics

Background

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

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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.

Our Everyday Math curriculum provides us with multiple manipulatives to address student needs. We also use the Buckle Up Math Series to support instruction and foster a deeper understanding of the math strands. The PCEN instructors utilize the FOCUS math series which has one instructional workbook for each math strand. The math cluster teachers will use more manipulative games, as outlined in the Every Day Math program, to foster comprehension and align lessons to support the classroom teacher's instruction.

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

Applicable X 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?

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

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews,

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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.

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

Applicable Not Applicable

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

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

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics

classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

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?

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

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

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?

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

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?

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

The ESL teacher utilizes the New York State Learning Standards for ESL to drive academic instruction. Academic units have specific benchmarks and objectives that teach key concepts that are relevant to the ESL New York State Learning Standards. Academic skills are evaluated by teacher created rubrics and final assessments.

Scores from the NYSESLAT exams, interim assessments and the ELA exams are evaluated, and subsections that need student improvement are identified. The ESL teacher continues to tailor academic lessons to address these academic needs. Students are grouped heterogeneously according to data, and differentiation strategies are utilized. The ESL teacher also uses academic data to differentiate learning opportunities, timing and materials to better and more accurately meet the needs of diverse learners.

As part of the ESL curriculum, students make a personal connection to new learning. It helps them form complex schema and develop skills in generalizing what they are learning for use with other applications. Cooperative learning is also encouraged in the ESL classroom. Students need one another to be successful in academic tasks. The ESL teacher helps to create positive interactions by encouraging students to work together productively by giving them roles and tasks that facilitate learning.

The ESL teacher optimizes student learning by selecting from a huge array of instructional strategies that make a positive difference in student achievement. The teacher will utilize research based instructional and learning strategies to enhance the success of her students, based on information that has been collected on individual learners, their interests and their assessment data.

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

Applicable X 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?

As stated above there are multiple data tools we utilize that drive our instruction. This is evident through our ongoing assessments and our differentiated instructional methods that are integrated throughout the program.

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

Special education training is ongoing and in depth training is provided through staff development. Ms. Corrao, our Teacher Center, is intensely trained with the latest teachings regarding differentiated instruction as it applies to special education, and demonstrates how to meet IEP needs by providing individual instruction concerning ongoing students.

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

Applicable X 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?

Please see part 6.1.

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

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

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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.

Special education training is ongoing and in depth training is provided through staff development. Ms. Corrao, our Teacher Center, is intensely trained with the latest teachings regarding differentiated instruction as it applies to special education and demonstrates how to meet IEP needs by providing individual instruction concerning ongoing students.

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

Applicable X 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?

Please see part 7.1.

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.

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

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

- D. Individualized tutoring** (provided by highly qualified staff as a supplement to general curriculum instruction and targeted to students not meeting State standards)

Program Description:

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

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

III. Teacher and Principal Quality Initiatives

Schools can undertake activities to provide staff development opportunities via implementation of one or more of the following strategies:

- A. Programs to recruit/retain Highly Qualified Teachers (HQT)
- B. Professional mentoring for beginning teachers and principals
- C. Instructional coaches for teachers
- D. School leadership coaches for principals

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

- Yes
- No (If no, proceed to Section IV – Middle & High School Restructuring)

If yes, please check the box next to each applicable program option that your school plans to fund for new or expanded implementation in school year 2008-09, and include a brief description of the program that will be implemented.

- A. Strategy/program to recruit or retain Highly Qualified Teachers (HQT)** (e.g., Lead Teacher program)

Program Description:

Is the program described above (to recruit or retain HQT) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

- B. Professional mentoring for beginning teachers and/or principals** (consistent with SED mentor-teacher certification requirements, and limited to 1st and 2nd years of teacher/principal assignment)

Program Description:

Is the program described above (professional mentoring for beginning teachers and/or principal) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
 Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

- C. Instructional coaches for teachers** (appropriately certified coaches or highly qualified teachers to provide support in content areas needed to attain learning standards)

Program Description:

Is the program described above (instructional coaches for teachers) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
 Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

- D. Instructional coaches for principals** (appropriately certified school leadership coaches, with record of demonstrated success, to provide instructional leadership development across all curriculum areas)

Program Description:

Is the program described above (instructional coach for the principal) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
 Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

IV. Middle and High School Restructuring

- A. Implement Instructional Changes
B. Structural Changes to Organization (must also include instructional changes)

For schools with middle or high school grades only:

Does your school plan to allocate FY09 funding to implement instructional changes to improve student achievement and/or structural changes to the school's organization (e.g., Smaller Learning Communities; ninth grade academies; CTT classes; dual language programs; teaming; Academic Intervention Services; accelerated learning, including AP courses; etc.)?

- Yes
 No (If no, proceed to Section V – Full-Day Pre-Kindergarten Programs)

If yes, please provide a brief description of the instructional changes and/or structural/organizational changes that will be implemented. Please also indicate whether the instructional and/or structural changes are being newly implemented for school year 2008-09, or whether the changes are the expansion or modification of a current strategy.

Program Description:

V. Full-Day Pre-Kindergarten Programs

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 (If no, proceed to Section VI. Model Program for ELLs)

If yes, is this a first-time implementation of the pre-kindergarten program in your school, or an expansion of an existing pre-kindergarten program?

- New implementation
- Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., adding pre-kindergarten classes to an existing full-day program, expanding the integration of students with disabilities into existing pre-kindergarten program).

Details of Program Expansion:

VI. Model Programs for Students with Limited English Proficiency (English Language Learners)

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

- Yes
- No

If yes, please provide a brief description of the model program for ELLs that will be implemented. Please also indicate whether the program is being newly implemented for school year 2008-09, or whether it is the expansion or modification of a current strategy.

Program Description:

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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 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 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 G
3. Please provide all of the information requested for each of the program strategies to which you've allocated fund requirements.

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

Submit date: **Jun 18, 2008** Email address: **hsomers@schools.nyc.gov**

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

School DBN	28Q121
School Name	P.S. 121Q
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 115,054
Principal Name	Henry R. Somers
Principal Email	hsomers@schools.nyc.gov
Principal Phone	7187385126

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	\$ 115,054
Summer School Programs	
Dedicated Instructional Time	
Individualized Tutoring	

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

- Yes
- No

Please describe the program.

Our new after school program will be used to work with students who are in low level 2's and low level 3's. Our new sub groups of ELL students targeted for specialized instruction. We will be utilizing this time also to be working with low math achievers who have achieved low level 2's and 3's.

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

- English Language Learners
- Students with Disabilities
- Students in Poverty
- Students with Low Academic Achievement / at Risk of Not Graduating

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

- New implementation
- Program Expansion

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

- Yes
- No

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

- 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 Learners (ELLs)?

Yes

No

CEP Appendix 8: Contracts for Excellence