



**P.S. 52**  
**JOHN C. THOMPSON**

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

**SCHOOL: DISTRICT 31/ STATEN ISLAND / 31R052**  
**ADDRESS: 450 BUEL AVENUE, STATEN ISLAND, NY 10305**  
**TELEPHONE: 718-351-5454**  
**FAX: 718-667-8900**

## TABLE OF CONTENTS

**SECTION I: SCHOOL INFORMATION PAGE**

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

**SECTION III: SCHOOL PROFILE**

**Part A. Narrative Description**

**Part B. School Demographics and Accountability Snapshot**

**SECTION IV: NEEDS ASSESSMENT**

**SECTION V: ANNUAL SCHOOL GOALS**

**SECTION VI: ACTION PLAN**

**REQUIRED APPENDICES TO THE CEP FOR 2008-2009**

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

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

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

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

**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**

**APPENDIX 8: CONTRACT FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2008-09**

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** PS 52      **SCHOOL NAME:** John C. Thompson

**DISTRICT:** 31      **SSO NAME/NETWORK #:** IIC Judith Chin

**SCHOOL ADDRESS:** 450 Buel Avenue, Staten Island, NY 10305

**SCHOOL TELEPHONE:** 718-351-5454      **FAX:** 718-667-8900

**SCHOOL CONTACT PERSON:** Diane McDonald      **EMAIL ADDRESS:** dmcadona@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON**

Alyson Goodman

**PRINCIPAL**

Evelyn Mastroianni

**UFT CHAPTER LEADER**

Christine Volpe

**PARENTS' ASSOCIATION  
PRESIDENT**

Patti Leung

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

**COMMUNITY SCHOOL DISTRICT  
SUPERINTENDENT**

Margaret Schultz

## 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
Evelyn Mastroianni	*Principal	
Annette Moncada	Staff/ Ass. Principal	
Christine Volpe	*Staff/UFT Chapter Leader	
Anna Marie Privitera	Staff/DC 37 Representative	
Alyson Goodman	*Staff/Leadership Chairperson	
Jessica Jacobs	Staff	
Patti Leung	*Parent/PTA President	
Kathy Sabbatino	Parent	
Julia Dunphy	Parent	
Kela Rosana	Parent	
Angela Perlata	Parent	
Annemarie McDonough	Parent	

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.

---

### **VISION:**

P. S. 52's community, parents and staff, utilizing all resources, will enable every child to meet or exceed the standards.

### **MISSION STATEMENT:**

P.S. 52 has the highest expectations and performance standards for all students. Our teachers and staff dedicate their time to improve children's growth. With the help of our parents, we are able to strengthen communications between home and school to benefit the educational process. We pledge to do everything in our power to ensure that all children reach their potential.

Children are our future and we encourage and support them in attaining our school goals.

### **NARRATIVE DESCRIPTION OF THE SCHOOL**

Public School 52 is located in the Dongan Hills section of Staten Island, New York. The pre-kindergarten to fifth grade school serves a population of approximately 651 students from culturally diverse backgrounds. The community is home to many new immigrants from Albania, Russia, Mexico and the Middle East. The school is a central part of the community to many of the students and their families.

The school building is a well-kept building, where pride in student accomplishment is evident in the prominently displayed student work. To keep up with our growing population, 6 new state of the art classrooms were added in 2005.

To maximize progress for each student, in core learning areas of the curriculum, we offer departmentalization in grades 3, 4 and 5.

The latest technology is used to support all curriculum areas and includes wired and wireless internet capability, a State of the Art Library, Smart Boards, and mobile Lap Top Labs.

Student data from standardized, interim, and classroom assessments is reviewed frequently so that the delivery of instruction can be individualized to better meet the needs of each student.

The latest remedial programs, including the Wilson Reading System, push in Academic Intervention Services and Leveled Literacy Intervention, are in place to help the struggling students. The extended school day (37 ½ minutes) further addresses the individual needs of the students. Also, our numerous after school programs further enhance students opportunities for learning.

English Language Learner (ELL) students are addressed by two full time teachers. These students are placed in classes together on each grade level so that this model may be implemented. This enables the ESL teachers to work with ELLs during content area instruction in collaboration with their regular classroom teachers. In so doing, language acquisition and vocabulary are supported while retaining content instruction time. Where this model is not possible, students receive services through an ESL pull-out program. In this case, students are educated with students of similar grade and English proficiency level.

PS 52 is also rich in the Arts. There is a full time licensed Art teacher and grants for the Arts, including Studio-in-a School, have enabled us to further enrich this program.

In addition our full time licensed Music teacher provides classroom music instruction for all grades, as well as a band and choral program.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot**

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	PS 52 John C. Thompson				
<b>District:</b>	31	<b>DBN #:</b>	31R052	<b>School BEDS Code #:</b>	353100010052

DEMOGRAPHICS									
<b>Grades Served in 2008-09:</b>	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungrad. Ele.	<input type="checkbox"/> Ungrad. Sec.		
<b>Enrollment:</b>					<b>Attendance:</b>				
(As of October 31)	2006	2007	2008	(As of June 30 – % of days students attended)			2006	2007	2008
Pre-K	33	34	36				93.2	93.4	TBD
Kindergarten	98	112	93						
Grade 1	109	98	108	<b>Student Mobility:</b>					
Grade 2	111	112	96	(% of Enrollment as of June 30)			2006	2007	2008
Grade 3	83	116	110				TBD	TBD	TBD
Grade 4	84	82	107						
Grade 5	106	78	82	<b>Eligible for Free Lunch:</b>					
Grade 6	0	0	0	(% of Enrollment as of October 31)			2005	2006	2007
Grade 7	0	0	0				38.6	40.0	39.2
Grade 8	0	0	0						
Grade 9	0	0	0	<b>Students in Temporary Housing:</b>					
Grade 10	0	0	0	(Total Number as of June 30)			2006	2007	2008
Grade 11	0	0	0				0	0	TBD
Grade 12	0	0	0						
Ungraded Elementary	9	7	11	<b>Recent Immigrants:</b>					
Ungraded Secondary	0	0	0	(Total Number as of October 31)			2006	2007	2008
Total	633	639	643				1	1	3
<b>Special Education Enrollment:</b>					<b>Suspensions:</b>				
(October 31)	2006	2007	2008	(Online Occurrence Reporting System [OORS] – Number as of June 30)			2006	2007	2008
Number in Self-Contained Classes	57	58	60						
No. in Collaborative Team Teaching (CTT) Classes	23	33	47	Principal Suspensions			8	17	TBD

DEMOGRAPHICS							
Number all others	0	0	0	Superintendent Suspensions	2	0	TBD
<i>These students are included in the enrollment information above.</i>							
				<b>Special High School Programs:</b>			
<b>English Language Learners (ELL) Enrollment:</b>				(Total Number)	2006	2007	2008
(October 31)	2006	2007	2008	CTE Program Participants	TBD	TBD	TBD
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	TBD	TBD	TBD
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	45	61	71	<b>Number of Staff:</b>			
# ELLs with IEPs	5	5	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	47	49	54
				Number of Administrators and Other Professionals	21	6	23
<b>Overage Students:</b>							
(# entering students overage for grade as of October 31)	2006	2007	2008	Number of Educational Paraprofessionals	17	TBD	16
	0	0	0				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender:</b>				(As of October 31)	2006	2007	2008
(% of Enrollment as of October 31)	2006	2007	2008	% fully licensed & permanently assigned to this school	97.9	93.9	100
American Indian or Alaska Native	0.2	0.2	0.2	Percent more than two years teaching in this school	55.3	65.3	72.2
Black or African American	3.5	2.8	3.1	Percent more than five years teaching anywhere	51.1	51.0	51.9
Hispanic or Latino	13.6	14.1	16.5				
Asian or Native Hawaiian/Other Pacific Isl.	7.9	8.3	8.9	Percent Masters Degree or higher	83.0	92.0	87.0
White	74.9	74.6	71.4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.2	91.9	93.3
Multi-racial							
<b>Male</b>	49.8	52.1	52.7				
<b>Female</b>	50.2	47.9	47.3				

2008-09 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)	<input checked="" 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 checked="" type="checkbox"/>		If yes, area(s) of SURR identification:		
<b>Overall NCLB/SED Accountability Status (2007-08):</b>		<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> School in Need of Improvement (SINI) – Year 1	
<input type="checkbox"/> School in Need of Improvement (SINI) – Year 2	<input type="checkbox"/> NCLB Corrective Action – Year 1	<input type="checkbox"/> NCLB Corrective Action – Year 2/Planning for Restructuring (PFR)		
<input type="checkbox"/> NCLB Restructured – Year _____	<input type="checkbox"/> School Requiring Academic Progress (SRAP) – Year _____			
<b>Individual Subject/Area Ratings</b>	<b>Elementary/Middle Level</b>		<b>Secondary Level</b>	
	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
<b>All Students</b>	√	√	√			
<b>Ethnicity</b>						
American Indian or Alaska Native						
Black or African American	-	-	-			
Hispanic or Latino	√	√	-			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	√	√	√			
Multiracial						
<b>Other Groups</b>						
Students with Disabilities	√	√	-			
Limited English Proficient	-	-	-			
Economically Disadvantaged	√	√	√			
<b>Student groups making AYP in each subject</b>	5	5	3	0	0	0

**Key: AYP Status**

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

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

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2007-08</b>		<b>Quality Review Results – 2007-08</b>	
<b>Overall Letter Grade</b>	F	<b>Overall Evaluation:</b>	Proficient
<b>Overall Score</b>	28.1	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	Proficient
School Environment (Comprises 15% of the Overall Score)	6.5	Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 30% of the Overall Score)	6.1	Quality Statement 3: Align Instructional Strategy to Goals	Proficient
Student Progress (Comprises 55% of the Overall Score)	15.5	Quality Statement 4: Align Capacity Building to Goals	Proficient
Additional Credit	0.0	Quality Statement 5: Monitor and Revise	Proficient
<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?

- 
- While our AYP was met, there is a downward trend in the number of students in Levels 3 and 4 and in the number of students making at least one year's progress in ELA and Math as evidenced in the NYS Assessments in those subjects. This pattern is being addressed through the Inquiry Team process and student goal setting.
  - One of our greatest accomplishments has been a decrease in the number/percent of students in Level I for all students in both ELA and Math.
  - Data driven instruction, based on data analyses, is well established in classrooms with tasks being differentiated to meet students' individual needs. Student short term goals are developed and communicated to both students and parents. Teachers have high expectations for students who in turn have positive attitudes and respect for one another.
  - There has been a steady increase in the number of ELL and Special Education students at P.S. 52 who require additional support. In addition ELL students are required to take the ELA system assessment after being in this country for only one year. This makes it difficult for those students to achieve standards.
  - Some Special Education students have medical issues which result in frequent absences. This has a negative impact on our attendance rate.
  - Thus, PS 52's Comprehensive Education Plan for 2008-2009 reflects a concerted effort and specific plans to address the academic achievement of all students, with an emphasis on focused interventions for the Special Education, and ELL students. The goal is to move students to Levels 3 and 4 and have all students make at least one year's progress on the NYS Assessments.

### **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.

<b><u>ANNUAL GOAL</u></b>	<b><u>DESCRIPTION</u></b>
By June 2009, there will be an increase of 10.7% in the number of students making at least one year's progress in ELA as measured by the NYS ELA assessment.	After reviewing our data it was determined that there was a significant decrease in the percent of students making one year's progress on the NYS ELA Assessment. Therefore, an increase of the number of students who achieve at least one year's progress in this category will be one of our school goals.
By June 2009, there will be an increase of 0.1 in the Median Student Proficiency in English Language Arts as measured by the NYS ELA Assessment.	After reviewing our data it was determined that there was a significant decrease longitudinally in the percent of students who achieved a high Level 3 or 4 on the NYS ELA Assessment. Therefore, an increase of the number of students who achieve a high Level 3 or 4 in ELA will be one of our school goals.
By June 2009, there will be an increase of 10.3% in the number of students making one year's progress in MATH as measured by the NYS Math assessment.	After reviewing our data it was determined that there was a significant decrease in the percent of students making one year's progress on the NYS MATH Assessment. Therefore, an increase of the number of students who achieve at least one year's progress in this category will be one of our school goals.
By June 2009, the Average Change in Student Proficiency for Level 3 and Level 4 Students will increase by .11 as reflected on the Progress Report as per the results of the NYS Math Assessment.	After reviewing our data it was determined that there was a significant decrease longitudinally in the percent of students who achieved a high Level 3 or 4 on the NYS MATH Assessment. Therefore, an increase of the number of students who achieve a high Level 3 or 4 in MATH will be one of our school goals.
By June 2009, 100% of the teachers will formulate personal professional development plans with goals aligned to the school's CEP and teacher professional standards.	As per the information received from our staff, administration and the most current Quality Review Report, it was determined that individualized professional development plans would be beneficial to the staff which in turn will lead to increase in student performance.
By June 2009, the percent of students achieving Levels 3 and 4 standards in ELA will increase by 10%. This represents 20 students.	After reviewing our system data it was determined that we need to increase the percentage of students achieving standards.

## SECTION VI: ACTION PLAN

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** ELA (in response to the deficiencies noted in the Progress Report)

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009, there will be an increase of 10.7% in the number of students making at least one year’s progress in ELA as measured by the NYS ELA assessment.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Actions/Strategies/Activities:</u> (All will be implemented from Sep. 2008 to June 2009)</p> <ul style="list-style-type: none"> <li>• Departmental structure</li> <li>• Academic intervention services – push-in model</li> <li>• Extended Day Program (37 ½ min)</li> <li>• Wilson</li> <li>• Balanced Literacy</li> <li>• Performance Series for each student (Scantron)</li> <li>• Monitoring and Modifying IEPs for Special Needs Students</li> <li>• Differentiated Instruction</li> <li>• Review of Data to drive instruction</li> <li>• Student and Teacher Goal Setting</li> <li>• After school program</li> <li>• Utilization of Smart-board</li> <li>• Systematic communication of analyses of sub-group data to assist planning and instruction</li> <li>• <u>Target Population:</u> Grades 3, 4, and 5 (all, general education, special needs, and ELL students)</li> <li>• <u>Responsible Staff Members:</u> All teachers, Literacy coach, AUSSIE consultant, Data specialist, Administration</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>The actions, strategies and activities will be supported by the use of tax levy <i>Fair Student Funding, Title I Targeted Assistance</i> funds, <i>Early Grade Class Size Reduction (State)</i> funds and <i>Contract for Excellence</i> funding. C4E allocations – applied to support hiring of literacy coach</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Acuity: Predictives – November, June. ITA Assessments – December, April</li> <li>• Monthly review of rubric graded student Portfolios in all content areas, with expected gains from levels 1-2, 2-3, 3-4 for 50% of students in each class</li> <li>• Daily and monthly teacher generated student assessments</li> <li>• Grade 4-5 students will be administered ELA assessments 3 times a year (Jan, Apr. June) via use of the Scantron, with an expected 10% increase in gains from the Jan assessment through the June assessment.</li> <li>• The percentage of students in grades 4, 5 making progress in ELA will increase from 54.3% to 65%</li> </ul>

## SECTION VI: ACTION PLAN

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** ELA (in response to the deficiencies noted in the Progress Report)

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009, there will be an increase of 0.1 in the Median Student Proficiency in English Language Arts as measured by the NYS ELA Assessment.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Actions/Strategies/Activities:</u> (All will implemented from Sep. 2008 to June 2009)</p> <ul style="list-style-type: none"> <li>• Departmental structure</li> <li>• Enrichment Program</li> <li>• Balanced Literacy</li> <li>• Performance Series for each student</li> <li>• Monitoring and Modifying IEPs for Special Needs Students</li> <li>• Differentiated Instruction</li> <li>• Review of Data to drive instruction</li> <li>• Student Goal Setting</li> <li>• Utilization of Smartboard</li> <li>• Systematic communication of analyses of sub-group data to assist planning and instruction</li> <li>• <u>Target Population:</u> all higher achieving students from grades 3, 4, and 5 (including higher achieving students in general education, ELL and Students with special needs)</li> <li>• <u>Responsible Staff Members:</u> Classroom teachers, Literacy coach, Administration, ELL teacher</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>The actions, strategies and activities will be supported by the use of tax levy <i>Fair Student Funding</i>, <i>Title I Targeted Assistance</i> funds, <i>Early Grade Class Size Reduction (State)</i> funds and <i>Contract for Excellence</i> funding. C4E allocations – applied to support hiring of literacy coach</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Acuity: Predictives – November, June. ITA Assessments – December, April</li> <li>• Monthly review of rubric graded student Portfolios in all content areas, with expected gains from levels 1-2, 2-3, 3-4 for 50% of students in each class</li> <li>• Daily and monthly teacher generated student assessments</li> <li>• Grade 4-5 students will be administered ELA assessments 3 times a year (Jan, Apr. June) via use of the Scantron, with an expected 10% increase in gains from the Jan assessment through the June assessment.</li> <li>• The percentage of students in grades 4, 5 making progress in ELA will increase from 54.3% to 65%</li> <li>• Raising the mean student proficiency from 3.20 to 3.30.</li> </ul>

## SECTION VI: ACTION PLAN

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** ELA (in response to the deficiencies noted in the Progress Report)

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009, the percent of students achieving Level 3 and 4 standards in ELA will increase by 10%. This represents 20 students.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Actions/Strategies/Activities:</u> (All will be implemented from Sep. 2008 to June 2009)</p> <ul style="list-style-type: none"> <li>• Departmental structure</li> <li>• Academic intervention services – push-in model</li> <li>• Extended Day Program (37 ½ min)</li> <li>• Wilson</li> <li>• Balanced Literacy</li> <li>• Performance Series for each student (Scantron)</li> <li>• Monitoring and Modifying IEPs for Special Needs Students</li> <li>• Differentiated Instruction</li> <li>• Review of Data to drive instruction</li> <li>• Student and Teacher Goal Setting</li> <li>• After school program</li> <li>• Utilization of Smart-board</li> <li>• Systematic communication of analyses of sub-group data to assist planning and instruction</li> <li>• <u>Target Population:</u> Grades 3, 4, and 5 (all, general education, special needs, and ELL students)</li> <li>• <u>Responsible Staff Members:</u> All teachers, Literacy coach, AUSSIE consultant, Data specialist, Administration</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>The actions, strategies and activities will be supported by the use of tax levy <i>Fair Student Funding</i>, <i>Title I Targeted Assistance</i> funds, <i>Early Grade Class Size Reduction (State)</i> funds and <i>Contract for Excellence</i> funding. C4E allocations – applied to support hiring of literacy coach</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Acuity: Predictives – November, June. ITA Assessments – December, April</li> <li>• Monthly review of rubric graded student Portfolios in all content areas, with expected gains from levels 1-2, 2-3, 3-4 for 50% of students in each class</li> <li>• Daily and monthly teacher generated student assessments</li> <li>• Grade 4-5 students will be administered ELA assessments 3 times a year (Jan, Apr. June) via use of the Scantron, with an expected 10% increase in gains from the Jan assessment through the June assessment.</li> <li>• The percentage of students in grades 4, 5 making progress in ELA will increase from 54.3% to 65%</li> </ul>

## SECTION VI: ACTION PLAN

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** MATH (in response to the deficiencies noted in the Progress Report)

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2009, there will be an increase of 10.3% in the number of students making one year's progress in MATH as measured by the NYS Math assessment.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• <u>Actions/Strategies/Activities:</u> (All will be implemented from Sep. 2208 to June 2009)</li> <li>• Departmental structure</li> <li>• Academic intervention Services – push in model</li> <li>• Extended Day Program (37 ½ min)</li> <li>• Everyday Math Program</li> <li>• Monitoring and Modifying IEPs for Special Needs Students</li> <li>• Differentiated Instruction</li> <li>• Student Goal Setting</li> <li>• Review of data to drive instruction</li> <li>• After school program</li> <li>• Review of Data to drive instruction</li> <li>• Pearson's Successmaker</li> <li>• Parents as Partners / student and parent workshops</li> <li>• Utilization of Smartboard</li> <li>• Systematic communication of analyses of sub-group data to assist planning and instruction</li> <li>• <u>Target Population:</u> Grades 3, 4, and 5 (all, general education, special needs, and ELL students)</li> <li>• <u>Responsible Staff Members:</u> All teachers, Math coach, Administration</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>The actions, strategies and activities will be supported by the use of Tax levy <i>Fair Student Funding</i>, Title I <i>Targeted Assistance</i> funds, <i>Early Grade Class Size Reduction (State)</i> funds and <i>Contract for Excellence</i> funding.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Acuity: Predictives – January, June. ITA Assessments – December, April</li> <li>• Daily and monthly teacher generated student assessments</li> <li>• Grade 4-5 students will be administered math assessments 3 times per year (Jan, Apr. June) via use of the Scantron, with an expected 10% increase in gains from the Jan assessment through the June assessment.</li> <li>• The percentage of students in grades 4, 5 making progress in Math will increase from 55.7% to 66%</li> </ul>

## SECTION VI: ACTION PLAN

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** MATH (in response to the deficiencies noted in the Progress Report)

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009, the Average Change in Student Proficiency for Level 3 and Level 4 students will increase by 0.11 as reflected on the Progress Report as per the results of the NYS Math Assessment.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• <u>Actions/Strategies/Activities:</u> (All will be implemented from Sep. 2008 to June 2009)</li> <li>• Departmental structure</li> <li>• Everyday Math Program</li> <li>• Monitoring and Modifying IEPs for Special Needs Students</li> <li>• Differentiated Instruction</li> <li>• Student Goal Setting</li> <li>• Review of Data to drive instruction</li> <li>• Pearson’s Successmaker</li> <li>• Utilization of Smart-board</li> <li>• Systematic communication of analyses of sub-group data to assist planning and instruction</li> <li>• Parents as Partners / student and parent workshops</li> <li>• <u>Target Population:</u> all higher achieving students from grades 3, 4, and 5 (including higher achieving students in general education, ELL and Students with special needs)</li> <li>• <u>Responsible Staff Members:</u> Classroom teachers, Math Coach, Administration, ELL teacher</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>The actions, strategies and activities will be supported by the use of tax levy <i>Fair Student Funding</i>, <i>Title I Targeted Assistance</i> funds, <i>Early Grade Class Size Reduction (State)</i> funds and <i>Contract for Excellence</i> funding.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Acuity: Predictives – January, June. ITA Assessments – December, April</li> <li>• Daily and monthly teacher generated student assessments</li> <li>• Grade 4-5 students will be administered math assessments 3 times per year (Jan, Apr. June) via use of the Scantron, with an expected 10% increase in gains from the Jan assessment through the June assessment.</li> <li>• The percentage of students in grades 4, 5 making progress in Math will increase from 55.7% to 66%</li> <li>• The mean for Level 3 and 4 in Math will increase from -0.1 to +0.01 on the Progress Report as per the results of the NYS Math Assessment.</li> </ul>

## 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):** Professional Development (in response to the deficiencies noted in the Quality Review Report)

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009, 100% of the teachers will formulate personal professional development plans with goals aligned to the school’s CEP and teacher professional standards.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Teachers receive professional development on formulating their own individual professional learning goals.</li> <li>• Professional development takes place between Sept. 2008 and June 2009.</li> <li>• Each staff member will be given an opportunity to reflect on their practices and choose Professional development topics based on their individual needs. These topics align with school wide goals (see CEP), and the Professional Teaching Standard of Engaging Students in Learning.</li> <li>• Administrators and teachers meet to guide, monitor and assess the progress of a teacher’s practice toward these professional goals.</li> <li>• <u>Target Population:</u> all staff members</li> <li>• <u>Responsible Staff Members:</u> Coaches, Administration, LSO Support Staff, Behavior Specialist, Technology Specialist, and hired Professional in a needed field.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>The actions, strategies and activities will be supported by the use of tax levy <i>Fair Student Funding</i>, tax levy <i>Children First</i> funding, <i>Title I Targeted Assistance</i> funds, <i>Contract for Excellence</i> funding and <i>Richmond County Foundation Grant</i> funding</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Teacher progress toward the development and implementation of individualized, professional plans will be reviewed monthly during grade meetings.</li> <li>• By January 2009 100% teachers will have formulated their Professional Development Plans.</li> <li>• By March 2009 50% of the goals outlined in the Professional Plans will be achieved.</li> <li>• By June 2009 100% of the goals outlined in the Professional Plans will be achieved</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2008-2009**

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

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

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

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

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

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

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

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

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**  
*New York State Education Department (SED) requirement for all schools*

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	0	0	0	0	4	0	1	0
1	29	29	8	2	4	0	1	0
2	22	22	9	4	7	0	4	0
3	28	28	10	7	8	0	0	0
4	21	21	9	8	8	0	3	0
5	36	36	12	14	18	0	2	0
6								
7								
8								
9								
10								
11								
12								

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

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

*Part B. Description of Academic Intervention Services*

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b> Wilson Reading System LLI Skills development teams Scantron Acuity 5 o'clock program Test Sophistication Skills	Wilson – small group pull-out K-5. This is a multi-sensory approach to internalizing the sound/symbol relationship. Decoding and encoding fluency is included. This program takes place during the school day. Leveled Literacy Intervention is implemented in grade 1 during Extended Day. Skills development twice weekly grades 3-5. Small group team teaching occurs during this skills development period. Extended Day (Monday & Tuesday) – Scantron / Acuity individualized assigned tasks.
<b>Mathematics:</b> Scantron Acuity School Enrichment Model Test Sophistication Skills	Scantron / Acuity individualized assigned tasks are administered during the school day as well as during after school programs. Everyday Math Games/Skill development takes place during the school day. Extended Day (Wednesday & Thursday)
<b>Science:</b> School Enrichment Model Test Sophistication Skills	Test Sophistication Skills to increase use of non-fiction text through small group instruction takes place during the school day. Research skill development – 3 times per week in grade 5; twice a weekly in grade 4 and once a week in grade 3 during the school day.
<b>Social Studies:</b> DBQs School Enrichment Model Test Sophistication Skills	Test Sophistication Skills to increase use of non-fiction text through small group instruction. Assessment Practice books DBQs Research skill development – 3 times per week in grade 5; twice a weekly in grade 4 and once a week in grade 3 during the school day.
<b>At-risk Services Provided by the Guidance Counselor:</b>	Individual and group counseling services focused on social/emotional needs related to academic and behavioral performance take place during and after the school day.
<b>At-risk Services Provided by the School Psychologist:</b>	Participation in PPT meetings. Students with IEPs are pulled out for services to address IEP goals during the school day.
<b>At-risk Services Provided by the Social Worker:</b>	Assists non IEP students grades K-5 to support behavioral, emotional issues that may affect their academic performance during the school day.
<b>At-risk Health-related Services:</b>	Two full time Board of Education nurses are on site to monitor health needs. Workshops on using the Epi pen, CPR, hepatitis right to know, and asthma are provided during the school day and after school.

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

*NCLB/SED requirement for all schools*

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

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

---

Type of Program: \_\_\_ Bilingual \_\_\_X ESL \_\_\_ Both      Number of LEP (ELL) Students Served in 2008-09: 86  
(No more than 2 pages)

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

#### **Description of Program:**

Our eighty-six English Language Learners (ELL) are serviced in English by two TESOL licensed teachers. As per the results of our Parent Survey and Program Selection Forms they are supported by the freestanding English as a Second Language program model. When possible, the ESL teachers work with students in their mainstream classroom. Our ELLs are placed in classes together on each grade level so that this model may be implemented. This enables the ESL teachers to work with ELLs during content area instruction in collaboration with their regular classroom teachers. In doing so language acquisition and vocabulary is supported while retaining content instruction time. Otherwise, students receive services through an ESL pull-out program. In this case, students are educated with students of similar grade and English proficiency level. Our instruction focuses on students' development of standards based reading, writing, listening and speaking skills. We use instructional materials created specifically for ELLs, such as On Our Way to English, Moving into English, and the Into English series which facilitate proficiency in these areas. We also utilize Pearson Education's ELLIS Program which emphasizes vocabulary acquisition and allows students to practice speaking and reading in English via an interactive computer based program.

School supervisors as well as appropriate teachers monitor the progress of ELLs on an ongoing basis via monthly PPT and LAP meetings, observations, and the review of assessment data. As data becomes available via NYS standardized, Acuity interim and classroom assessments, and teacher observation, it is reviewed and instruction is revised accordingly. The Pearson Education ELLIS program also provides ongoing assessments which can be used to inform teachers of students' strengths and needs.

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

Core-curriculum material is taught with the aid of Harcourt's Moving into English, and Rigby's On Our Way to English. In addition, the Pearson's Success Maker technology program is implemented in Grades 3, 4, and 5. This is an individualized program that assesses and monitors students' strengths and weaknesses to efficiently improve their knowledge in math, reading, writing and science. Pearson's ELLIS Essentials is used with the beginner level students in order to strengthen their language skills while ELLIS levels 1 and 2 are utilized by intermediate and advanced students. The Balanced Literacy approach, which is the program used to teach English Language Arts in all classes, is also emphasized. Balanced literacy includes: Independent Reading, Shared Reading, Interactive Writing, Read Aloud, Word Study, Guided Reading and Accountable Talk.

The Everyday Math Program, a hands-on approach, is used throughout the grades.

The Arts are infused throughout our school's curriculum. All students, including ELLs receive Art instruction via a full time, certified Art teacher. ELLs may also participate in our band, chorus, and theater productions. Additionally our school is the recent recipient of The Studio in the School grant. This program entails teaching artists working collaboratively with classroom teachers to integrate art into the curriculum, thus making content area instruction more accessible to our English Language Learners.

Also, ELLs and "long-term" ELLs may receive academic intervention for reading and math. Academic intervention services are provided to all students who are considered "at risk." "At risk" children receive support in small groups during the school day. Our ESL teachers provide this support via the "push in" model. Children are selected and strategies are developed based on standardized, interim, and classroom assessment, teacher input and scores on ECLAS. Wilson and SETSS are programs that are available to these "at risk" students. Students are selected to participate in these program based on their individual needs.

In addition to academic interventions such as Wilson, and SETSS during the school day, additional ESL support is offered during the extended school day. After-school programs such as AIS, Wilson and Title III are also available.

School supervisors as well as appropriate teachers monitor the progress of ELLs on an ongoing basis via monthly PPT and LAP meetings, observations, and the review of assessment data. As data becomes available via NYS standardized, Acuity interim and classroom assessments, and teacher observation it is reviewed and instruction is revised accordingly.

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

The Title III instructional program enables students to enhance, enrich, and extend literacy and mathematics strategies acquired during the school day. Students develop in-depth content knowledge that is inquiry-based around themes/topics being taught. Students are involved in projects that require them to discuss ideas (language/listening development). Student work in various learning settings; i.e., paired, small groups, or individually. They do extensive reading to develop schema around specific topics. Independent reading materials, i.e., trade books and novels, leveled to meet student need, are used. These books are aligned to the themes being developed during the daily instructional program to ensure an in-depth understanding of text. Students throughout the grades will have access to books at both their instructional and independent levels. As students acquire more literacy strategies, the text materials will become increasingly more difficult. Theater and art is infused into the curriculum to motivate, engage, and make material accessible to all learners.

In addition to the Title III after school program, English language learners are also invited to attend various after-school programs including The Wilson's Phonics program, Academic Intervention, Drama, Science, Chess, and Theater.

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

ELL Parent Orientations are held within the first ten days of an ELL's admission to the New York City school system and are given by the ESL teachers and the Parent Coordinator. Translators are in attendance in order to aid in the communication of both parties. The purpose for these meetings is to ensure that parents are aware of their options, and are able to make informed decisions about their child's ELL program. This is accomplished through the use of the New York City Department of Education Orientation Meeting video which can be viewed in a variety of languages. State standards, assessments, school expectations and general program requirements for our ESL program are also discussed during these meetings.

In addition, our Parent and ESL Coordinators will host discussion groups especially designed for parents of our ELLs. Topics for upcoming workshops include Increasing Academic Vocabulary, English Language Arts and ELLs, Helping your Child Succeed with Math, Getting Ready for the NYSESLAT, and Summer Success: Strategies to Help Your Child Get Ready for the Next Grade.

All school related information is distributed to parents of ELL students in English and their home language. Family and friends of our ELLs are invited to attend and participate in our school Title III program. The school employs the assistance of bilingual staff, and when necessary, the Translation and Interpretation unit in order to distribute information to parents. Additionally, free adult-ESL classes will be offered for parents and caregivers of ELLs through our Family Literacy Program.

Our math coach hosts monthly parent meetings in which she reviews the skills being taught in the students' math class. This encourages and allows parents to support their children while completing their homework and studying for tests.

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

We do not participate in Project Jump Start

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

Throughout the school year, coaches and ESL teachers provide all staff with two hour staff development seminars. During these meetings, the facilitators discuss ways in which teachers can use scaffolding techniques in order to support the learning of their ELLs in their mainstream classrooms. An additional seven to ten hours will be provided by these facilitators for new teachers who have not met their ELL professional development requirement. During these hours, the facilitators will turn-key West Ed's Quality Teaching for English Language Learners (QTEL) as well as other critical information. Teachers are also given the opportunity to observe an ESL classroom.

In addition, teachers will attend workshops geared towards the development and implementation of ESL teaching strategies The Workshop Model and ELLs, and Guided Reading and ELLs. These workshops will be given by our school's Integrated Curriculum and Instruction support team and will focus on the methodologies used to meet the standards in all subject areas. Technology will also be used to support instruction. Teachers will receive training on the use of ESL computer programs, such as Rigby On Our Way to English Interactive Language and Phonics, and ELLIS

Essentials. Instructional supplies will be provided to further promote the use of these programs. Ongoing professional development will be provided as assessments warrant.

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

In order to meet the needs of all of our students, our staff is comprised of a variety of support specialists. This includes a part-time social worker, and a full-time psychologist, occupational, physical, hearing and speech therapists. In addition, monolingual and bilingual paraprofessionals are assigned to our ELLs when appropriate. Based on teacher recommendations, and New York state assessment results, some of our students are provided with Academic Intervention Services, as well as the Wilson Reading Program.

All ELLs are invited to our extended day program (37 ½ minutes) which meets from Monday through Thursday for Reading and Math support. This program parallels the regular school day instructional program in literacy and mathematics, and uses a data-driven approach to curriculum design. Teachers use the workshop model in a small group setting to support literacy strategies, apply skills to real text, respond to focused writing tasks and respond to literature for specific skill development. In mathematics, teachers use the interactive learning model in a small group setting to support the understanding and application of skills. All participating students in grades K-5, including English language learners and special education students will be grouped based on assessed needs for additional instruction to improve Literacy and Math skills.

VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

NA

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

**School Building: P.S. 52 John C. Thompson District 31**

**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			
	2				4	

\* 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 (Bilingual)

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

School District: \_\_\_NA                   School Building: \_\_\_\_\_

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

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

**Form TIII – A (1)(a)**

**Grade Level(s)** K-5      **Number of Students to be Served:** 86 LEP \_\_\_\_\_ Non-LEP

**Number of Teachers** 2      **Other Staff (Specify)** \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

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

---

Supplemental instructional services will be provided to our English Language Learners (ELLs) through the use of a Title III after school program. All ELLs in grades kindergarten through fifth will be invited to attend this program. Being that the greatest number of ELLs are in the lower grades, traditionally the greatest number of students participating in this program have been in grades kindergarten and first. As a result, we offer a kindergarten and first grade group which each meet once a week for two hours at a time. We expect a lower involvement rate in the upper grades, and therefore, we combine both grades two and three, and four and five for their instruction. These students will also meet once a week for two hours at a time. These sessions will be conducted in the English language. A supervisor will direct our program, and two licensed ESL teachers will instruct the students. This program will run from October through June.

After analyzing the LAB-R, NYSESLAT, and ELA scores, we realize that our students greatly benefit from a program that emphasizes reading and writing skills, while also focusing on the listening and speaking modalities. Therefore, we incorporate Reader's Theatre into each session. Because its implementation includes many readings of the script, Readers Theatre promotes oral reading fluency (Carrick, 2000; Millin, 1996) and enhances students' ability to understand and transform text (Stayter & Allington, 1991). It has also been found to increase sight-word vocabulary, and appreciation of books and theater. Students will be given the opportunity to work cooperatively in order to write their own scripts which they will perform. Art is also incorporated into the weekly sessions in order to motivate, engage and make materials accessible to all learners.

In addition, students will use computer programs such as the ELLIS program, and Pearson's Success Maker. These technology programs assess students' strengths and needs and create an individualized computerized curriculum based upon this information. Subjects that Success Maker focuses on are English, math, social studies, and science. ELLIS emphasizes acquiring basic language structures in a fun and stimulating way.

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

Professional Development will be designed for teachers and other personnel associated with meeting English language Learners’ specific needs. Teachers will attend workshops geared towards the development and implementation of ESL teaching strategies including *Balanced Literacy and English Language Learners*, *Test Talk for English Language Learners*, and *English Language Learners using the Teachers’ College K-8 Writing Assessment*. These workshops will be at no cost to the Title III program as that they are given by our Integrated Curriculum and Instruction support team. The workshops will focus on the methodologies used to meet the standards in all subject areas. Technology will also be used to support instruction. Teachers will receive training on the use of ESL computer programs, such as Rigby On *Our Way to English Interactive Language*. Instructional supplies will be provided to further promote the program. Ongoing professional development will be provided as assessments warrant.

**Form TIII – A (1)(b)**

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

<b>Allocation:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$10,290	After school, enrichment program for ELL students 9/08 – 6/09
Purchased services such as curriculum and staff development contracts		
Supplies and materials	\$4,710	Supplies for after school enrichment program for ELL students
Travel		
Other		
<b>TOTAL</b>	<b>\$15,000</b>	

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

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

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

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

---

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

In order to assess our school's written translation and oral interpretation needs each parent/guardian is given a home language survey when their child registers for PS 52. This survey includes the opportunity for parents/guardians to indicate the language in which they prefer information to be given. Also, if parents indicate a different language preference other than English, they are then informed in writing ( in their native language) of our schools translation and interpretation services.

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

Our school needs the translation services for Albanian, Russian, Spanish, Polish, Italian, Punjabi, and Chinese speaking parents. We are fortunate to have many staff members who are bilingual and are willing to help when a parent is in need. These findings were reported to the school community through the School Leadership Team and PTA.

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

---

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

Written translation services for documents such as letters, notices, flyers, permission slips, consent forms, parent handbooks, hearings, suspension letters and any other information that needs to be disseminated to an ELL parent or any other written communication will be provided in their native language whenever possible. Translations are done by school staff or we utilize the services provided by the NYCBOE Translation Department. Also any information provided by the school staff on E-Chalk ([www.ps52.org](http://www.ps52.org)) can be instantly translated into twenty-four different languages.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

During all PTA, Parent Teacher Conference meetings and any other time that an ELL parents needs to communicate with the school, bilingual translators will be made available for their services. These translators will be school staff or community volunteers. We also utilize the NYCBOE interpretation services. These services provide On-site interpretation, subject to availability, and also Over- the- phone Interpretation. Over-the- phone Interpretation allows teachers and administrators the ability to communicate with limited or non English speaking parents.

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

In order to fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services, the school policy is to notify parents of the services that the school offers. We meet this requirement by making sure all parents whose primary language is not English are aware that we offer translation and interpretation services. When it is established that the parents have another primary language then they are verbally notified of the services. Also, written notification in their primary language is sent home as well as a posted notice in many different languages is on the PTA bulletin board.

## **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 \$242,846
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program \$2,428
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified \$12,142
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year 93.3%.
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.  
Teachers who are currently on staff but are not documented as highly qualified are moving towards meeting system requirements.

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

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

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

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

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

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

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

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

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

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

See Page 21.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

Academic Intervention Services are provided to meet the needs of all students who require additional assistance to meet the State standards in ELA, mathematics, science, and social studies. Intensive guidance and support services are provided to assist students experiencing affective-domain issues that are impacting on their ability to achieve academically. Although the intensity of the services provided vary based on the individual needs of students, all Grade 3-5 students performing in Levels 1 and 2, and Early Childhood students deemed to be at risk, including students in special education and English language learners, will receive appropriately targeted services. The school has developed the following Academic Intervention Service programs: structured 37 ½ minutes, Leveled Literacy Intervention, School Enrichment Model After School Program, professional development on effective planning for teachers, as well as different ways to assess learning, developing curricula, use of instructional materials, and assessing students' needs, Wilson, the schools Inquiry Team, ARIS, student and teacher goal setting, and monthly Pupil Personnel Team Meetings. (See page 21)

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:

Extended day (37 ½ minutes) program implements small group instruction which targets the students needs by using the workshop model and technology to address ELA, Mathematics, Science and Social Studies as well as the LLI program. The School Enrichment model which is administered as an after school program includes an accelerated, high quality curriculum which targets different learning modalities through high interest activities such as Chess, Theater, and Science. Push in models for some programs such as AIS, technology (supported by a part time technology specialist and Data Specialist), Wilson, and related service providers are used to minimize removing children from the regular classroom during regular school hours.

4. Coordinate with and support the regular educational program;

Teachers have monthly PPT meetings and common prep periods which give them an opportunity to collaborate with each other and support staff including related service providers, guidance counselor, coaches, SBST, administration, technology specialist, and Data specialist.

5. Provide instruction by highly qualified teachers:

93.3% of our teachers are documented as being highly qualified. Two teachers are listed as not being highly qualified but they are highly qualified and are being assisted to address this anomaly in the data base.

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

Teachers receive professional development on formulating their own individual professional learning goals. Each staff member is given an opportunity to reflect on their practices and choose Professional development topics based on their individual needs. These topics align with school wide goals, and the Professional Teaching Standard of Engaging Students in Learning. Administrators and teachers meet to guide, monitor and assess the progress of a teacher's practice toward these professional goals.

There is an increase number of workshops being provided in the 2008-2009 school year. E-Chalk has provided another way to increase communication between all members of the school community.

Paraprofessionals receive training from a part-time Behavior Specialist.

7. Provide strategies to increase parental involvement.

Coaches administer parent workshops supporting Everyday Math practice and ELA standards. Informative newsletters and updates are sent home regularly and translated when needed. Workshop evaluation surveys are provided and reviewed for each session. E-Chalk has provided another way to increase communication between all members of the school community. School Leadership Team minutes are made available to parents to inform them of workshops that are being offered as well as the Parent workshop schedule being posted on the PTA bulletin board and listed on E-Chalk. To Increase the participation of parents times of workshops are rotated and/or attached to other school functions.

8. Coordinate and integrate Federal, State and local services and programs.

Workshops are conducted for staff and parents alerting them to services and programs such as: the open free breakfast and lunch program, Medical coverage-i. e. eyeglasses, Child Health Plus Program, English as a Second Language Library Program.

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

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

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

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

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

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.
  - (a) Provide the following information: 2008-09 anticipated Title I allocation = \$\_\_\_\_\_ ; 10% of Title I allocation = \$\_\_\_\_\_.
  - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

---

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

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.

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

*All SURR schools must complete this appendix.*

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

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

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

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

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

*All schools must complete this appendix.*

**Background**

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

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

---

**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

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

**Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or

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

### **ELA Alignment Issues:**

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

---

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

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

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

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

Our School Leadership Team in collaboration with the Literacy Coach has reviewed the audit findings in relation to the schools ELA curriculum maps, the implementation (taught curriculum), resources within the school (materials), and ELL programs.

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

Applicable  Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Curriculum Maps have been developed which provide a comprehensive scope and sequence that supports and paces instruction for students in the seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and the five different areas of writing (spelling, handwriting, text production, composition, motivation to write).

School leaders and faculty meet regularly to establish measurable and rigorous goals in all subject areas. Clear expectations for students are set for both short and long term goals. These goals are shared with parents in writing. Assessment rubrics are clearly defined for each goal.

Monthly PPT, Inquiry Team, and SLT meetings provide forums for curriculum review and planning. Teachers on each grade have weekly common prep periods during which conversations on the NYS Standards, curriculum content and planning take place. Teachers plan and implement differentiated instruction in reading and writing, with targeted mini-lessons. Students then work in small groups and/or on independent tasks designed to meet their individual needs.

ELL instruction is addressed collaboratively across the school with a push-in model being implemented for most students. The ELL curriculum is based on the NYS standards and is aligned closely with daily classroom instruction.

Departmentalization in grades 3, 4, and 5 assures that we have horizontal alignment in subject areas across these grades. Articulation between grades occurs several times throughout the year so that vertical alignment takes place.

Many and varied materials are available to teachers; new items are continually being added as a result of staff requests and/ or data findings.

ESL teachers have recently applied for the ELL Success Grant. One component of this Grant is to provide additional ESL teacher training through professional development workshops held twice each month .During each of these sessions, an emphasis will be placed on using the team teaching model for planning and instruction.

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

---

## **1B. Mathematics**

### **Background**

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

### **Specific Math Alignment Issues:**

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

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

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

Our School Leadership Team and AUSSIE Consultant have reviewed the audit findings in relation to the school's Math programs, instruction and materials. Our school has engaged in the following to clearly define our curricula and set expectation for teachers and students:

Monthly PPT meetings, Inquiry Team, and SLT meetings provide forums for curriculum review and planning. Teachers on each grade have common prep periods during which conversations on the NYS Standards, curriculum content and planning take place. The Math coach attends these meetings to advise how we can align the Everyday Math Program to the New York State Standards.

ESL teachers discuss NYS ESL learning standards as well as best practices to use while instructing English Language Learners during PPT meetings and during planning sessions with classroom teachers whose classes they "push into" and the Math coach.

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

Applicable  Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The pacing calendar, developed for the Everyday Mathematics program at the school, identifies the New York State process and content standards. Through the workshop model, involving explicit mini lessons, small guided groups and small group/independent tasks, teachers address the process standards for the strands of problem solving, reasoning and proof, communication, connections and representations.

Problem solving is key to supporting the development of conceptual understanding. Students are encouraged and advised to use manipulatives to explore and investigate different strategies of Mathematical concepts to enhance their critical thinking ability. Differentiated tasks are evident in every classroom to create an atmosphere that allows every student to learn and develop to their full academic potential.

Engagement in mathematical inquiry occurs across the curriculum. Examples include graphing in Social Studies, shapes in Art, patterns in music, and data analysis in Science.

Extended Day small group instruction in response to class and individual data is used to develop content and process standards for students who require extra support.

Professional development is available to all staff focusing to the Six Professional Teaching Standards. These workshops provide best practices to enhance the learning process in building mathematical reasoning, assessing student's math ability, and encouraging critical thinking through explorations and investigations.

The Inquiry Team findings are disseminated to teachers via the Math coach to monitor and develop the progress of all students.

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

---

## KEY FINDING 2: INSTRUCTION

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

## **2A – ELA Instruction**

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

School Leadership Team members have viewed the audit findings in relation to the school’s ELA instruction. In addition, administrative observations, school walkthroughs, classroom inter-visitations and teacher initiated and generated professional development focuses have provided evidence for our findings.

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?

Balanced literacy is the foundation of our enacted literacy curriculum.

The workshop structure of instruction is evident in every classroom.

This model features whole class, explicitly focused mini lessons; differentiated student workshop tasks; teachers conferring with individual students or instructing small guided groups.

Teachers model, for students, effective literacy strategies; skills; and meta-cognitive processes that good readers and writers use.

Students read independently, in shared and guided settings, using quality fiction and nonfiction text.

Oral language development and listening experiences are developed through Literature Circles.

Word study instruction and practice, to build students' vocabulary, word recognition, spelling, and fluency skills are a strong focus.

Independent reading and writing are core practices used to build stamina, fluency, and creativity.

NYS ELA Goals and Performance Indicators are used for interim goal setting.

A wide range of student assessments tools are used to measure student performance against learning goals.

Teachers are involved in ongoing professional development to refine their teaching practices in line with research based and best teaching practices, including goal setting and differentiated instruction.

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

---

### **2B – Mathematics Instruction**

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

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

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

Our School Leadership Team, in collaboration with the Math Coach, has viewed the audit findings in relation to the school's Math instruction. In addition, administrative observations, school walkthroughs, classroom inter-visitations and teacher initiated and generated professional development focuses have provided evidence in addressing this finding.

---

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

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

Applicable  Not Applicable

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

At P.S. 52 Math lessons are delivered via the workshop model. The strategically developed mini-lesson followed by small group differentiated tasks targeted to a student's strengths constitutes the workshop model. Teacher conferencing, to aid or advise a student's progress is an essential component to this process. Data, driven from various assessments (formal and informal), is analyzed and used to implement instruction according to student's specific needs. The ongoing process of data interpretation continues to support our levels of instruction. Skills and strategies are developed and varied to align and target our needs.

Included in daily lessons is the use of technology. Teachers use a variety of technology to support the state standards and the Everyday Math curriculum. Technology is used to address the mathematical needs of our students by using the internet, Pearson's Successmaker, Larson's Math, and Acuity. Many classrooms are equipped with a SMART Board. Multiple benefits are observed for both teaching and learning. SMART Boards are used in a range of ways making it a tool that easily integrates subject areas. It's also a technology that addresses all the learning styles in our classrooms. The availability and use of calculators in every classroom is another way to use technology to encourage high quality practices in Math.

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.

Teacher turnover is not high for our school as per DOE data

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?

Many teachers, aides and paraprofessionals have been members of the faculty of PS 52 for a number of years. Even though teachers now have the opportunity to apply for

transfers on the open-market, they choose to stay. When a staff member does leave, it is usually because they are taking child care leave and will return or they are retiring.

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.

To ascertain whether these findings are applicable to our school, the School Leadership Team along with our ESL teachers surveyed classroom teachers.

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?

It was found that many teachers were familiar with the ESL learning standards because they are similar to the ELA standards. Despite knowing the standards, many teachers expressed the need for increased and ongoing professional development on meeting the academic needs of ELLs. The schools ESL teachers often participate in off site professional development through the ICI (Integrated Curriculum and Instruction) and the Office of English Language Learners. They share the information and strategies they learn with teachers during the grade meetings, however due to time constraints they may not always be able to go in depth on each topic.

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

Our school, after identifying the needs of our staff, has recently applied for the ELL Success Grant. One component of our grant proposal is to increase teacher training through professional development workshops to be held twice a month. Topics to be addressed include: Adapting the Reader's Workshop for English Language Learners, Guided Reading with English Language Learners, Word Study with English Language Learners, Increasing Academic Vocabulary, Writer's Workshop for English Language learners, and Helping English Language Learners Meet the Math Standards. Also during

each session an emphasis would be placed on using the team teaching model for planning and instruction.

### **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.

School Leadership Team delegates, in collaboration with ELL teachers, classroom teachers and Literacy Consultant have viewed the audit findings in relation to the school's ELL monitoring and data have provided evidence in addressing this finding.

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

Applicable  Not Applicable

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

All teachers of ELL students have been provided with the NYSESLAT data, as well as other appropriate data including predictives and other interim assessment results. There is ongoing collaboration between the ELL teachers and classroom teachers in planning curriculum modifications to address ELL student needs in the classroom. Student profiles, conferring notes and anecdotal observations add support to summative data of student progress. Small group instruction in the classroom provided by a push in ELL teacher provides focused differentiated instruction for all students needs.

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.

School Leadership Team members, in collaboration with appropriate staff have reviewed the above findings in relation to the school's Professional Development in Special Education.

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

Applicable  Not Applicable

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

A Behavioral specialist provides professional development for teachers and paraprofessionals on strategies to more effectively address students' individual behavioral goals. This support is ongoing with regular follow up.

During monthly PPT meetings strategies are reviewed, individual student needs are discussed and further interventions are planned if needed. This may include classroom observations of targeted students with appropriate recommendations by the behavioral specialist.

Professional Development is provided on testing modifications and their implications for classroom teaching and assessments.

In order for the Special Education students to meet their IEP goals, the Special Education Teacher, General Education Teacher, and Related Service Providers build a consensus to ensure that all programs and service options are considered. Classroom settings and curriculum are differentiated to meet the IEP goals.

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.

## 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 19, 2008**      Email address: **EMastro@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	31R052
School Name	The John C. Thompson School
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 63,222
Principal Name	Evelyn Mastroianni
Principal Email	EMastro@schools.nyc.gov
Principal Phone	7183515454

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

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

- Yes  
 No

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

Programs to recruit/retain Highly Qualified Teachers (HQT)

Professional mentoring for beginning teachers and principals

Instructional coaches for teachers

\$ 63,222

School leadership coaches for principals

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

- Yes
- No

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

- Yes
- No

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

- Yes
- No

Please describe the program.

Literacy support for staff and students.

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

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

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

- New implementation
- Program Expansion

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

Use of data to drive instruction. Coach will assist teachers in using data to strengthen differentiated instruction to meet the needs of individual students.

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

- Yes
- No

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

- Yes
- No

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

---

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

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

### Please respond to the following questions for Key Finding 7:

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

School Leadership Team members, in collaboration with appropriate staff have reviewed the above findings in relation to the school's IEP processes.

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

Applicable  Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Teachers and related Service Providers who have students with an IEP get a copy of the IEP and must sign it. Appropriate staff members confer on the content of the IEP and how best to meet the needs of each student.

Where appropriate, students with IEPs are mainstreamed for areas of strength. They also receive small group differentiated instruction in self contained classrooms.

Students with documented behavioral issues and concerns are provided with a Behavioral Intervention Plan (BIP) and a Functional Behavioral Assessment (FBA) to instruct the staff on the actions that should take place from curriculum modification to behavioral treatment. Parents and teachers are aware of the interventions for the behavioral consequences. Monitoring through direct observation and teacher consultation targets behavior that needs to be conformed through frequency, intensity and duration.

Students with IEPs that indicate goals below grade level should be assessed on the NYS assessment for the IEP designated grade. The school has no power to make this change.

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.

While the finding is generally not applicable the school has concerns about students with IEPs being administered NYS assessments above their IEP grade goal levels.

LANGUAGE ALLOCATION POLICY  
2008-2009

P. S. 52 offers a nurturing environment where children are encouraged to reach their full academic and social potential. Our goal is to enhance our educational programs to meet the challenges of the new standards. We share a set of values, beliefs, and attitudes that contribute to creating a culture of growth, creativity, multi-cultural, and powerful learning.

The P. S. 52 LAP TEAM consists of the following members:

Evelyn Mastroianni	Principal
Annette Moncada	Assistant Principal
James Laieta	Literacy Coach
Gayle Pincus	Math Coach
Dolores Galyas	Parent Coordinator
Ann Marie Palmeri	Grade 3 Teacher
Jessica Jacobs	Special Education Teacher
Nicole Luster	ESL Teacher
Diana Puma	ESL Teacher
TonyAnne Torre-Wagner	AIS Teacher

During the 2008-2009 school year we have identified eighty-eight of our students being English Language Learners (ELLs). The majority of these students are in the lower elementary grades, with 74% of them at or below the second grade.

A variety of languages are spoken by the ELLs at our school. Spanish, Cantonese, Mandarin, Russian, Arabic, Punjabi, Polish, Greek, Italian, Turkish, Vietnamese and Albanian are among them. Russian students make-up the majority of the ELLs, with Spanish, Albanian and the Chinese dialects closely following.

Here at P.S.52 we take many steps to ensure that all of our parents understand the options that they have for their child's ELL program. Our first action is to invite the parents of each new student to a Parent-orientation. At this orientation, parents are shown a video which thoroughly explains the Free-standing English as a Second Language, Transitional Bilingual, and Dual

Language educational programs, along with each of their benefits. This video is shown in many of the languages that are spoken by our parents. Spanish, Albanian, and Russian translators are also on hand for further clarification when needed.

Translated pamphlets are also made available to any parents who are unable to attend an orientation. These pamphlets also discuss each program type, as well as their benefits.

Once all the necessary information is distributed, parents are asked to complete translated Parent Survey and Program Selection forms which ask parents to make an informed decision for their child's program placement.

ELL programs implemented at this school reflect the input received on the Parent Survey Selection forms. As indicated by these documents, most parents prefer their students to be placed in a free-standing ESL program as is provided. We will continue to monitor our parents' preferences in order to accommodate our families' wishes.

In order to best accommodate newcomers, native language "buddies" are assigned to each student in order to lessen the stress of entering a new environment where communication and cultural norms differ from their own. Newcomers also receive small group instruction tailored to their individual needs.

Each year, we measure student progress toward developing English language proficiency by means of the LAB-R, ELL Interim Assessments and the NYSELSLAT. With the help of these instruments, we have come to realize that 52% of our students are beginners/intermediate, 48% and are advanced English language learners. The majority of our language learners deemed beginner are in kindergarten or first grade; while each year of service yields students advancement to higher proficiency levels.

It can be noted that students regardless of their grade and/or proficiency level scored highest on the speaking and listening portions of the tests mentioned above. On the contrary, most students scored their lowest marks on the reading and writing portions of these tests.

After giving these results careful consideration, we have concluded that ELL instruction will place more emphasis on English reading and writing proficiency. In order to achieve this feat, two ESL licensed providers will attempt to support students' learning by pushing-in to their monolingual classroom. During these "push-in" periods providers will implement methodologies proven to be especially effective when educating English Language Learners, such as scaffolding, picture supports etc. By "pushing-in" providers and classroom teachers are able to collaboratively give students content area, and language based instruction thus further developing academic language acquisition. Special materials created for ELLS will also be used, such as On Our Way to English, Moving into English, and the Into English series which facilitate proficiency in these areas.

According to the results of state wide assessments, English language learners are performing below their English speaking classmates. The average English proficient student at P.S.52 scores threes on the Early Childhood Literacy Assessment System (ECLAS), New York State English Language Arts (ELA) and the New York State Mathematics exam. However, on the same assessments, the average ELL scores two.

In order to measure student progress relative to State standards in ESL, we employ the New York City English Language Learner Interim Assessment. This assessment is given tri-annually to ELLs in grades three-five. After each assessment is administered, scores, and student specific errors are given to the administration, ESL and classroom teachers. This information is then discussed during monthly PPT meetings. These results play a major role in formulating instruction.

As a result of the Language Allocation Policy, additional funds have been allocated for the ESL programs. Materials such as picture libraries, manipulatives, and leveled libraries have been purchased to prepare students to better meet grade level standards.

Home Language Surveys are given to the families of each incoming students when registering for New York Public School System. This survey plays a key role in identifying ELLs and

students who have had interrupted formal education (SIFE). Students found to have had interrupted formal education are qualified to receive additional academic support through site-based after-school language labs and Saturday academies. The language labs will focus on the unique literacy development and academic needs of these students.

All students identified as second language learners, are given the LAB-R to assess their English language proficiency. Student who have been deemed to have beginner or intermediate language proficiency receive 360 minutes of ESL instruction as week. Advanced students receive 180 minutes per week.

Additionally, students whose Home Language Identification Surveys indicate that Spanish is spoken in the home are also administered the Spanish LAB to determine students' dominant language. Teachers also consider all students' native language literacy based on HLIS responses regarding prior schooling. This is done to aid in the identification of students' particular needs.

At the end of each year the NYSESLAT is given to measure student progress in developing English language proficiency. Once again, students who score at beginning or intermediate level on this test will receive 360 minutes of ESL instruction for the following school year.

Students who score at the advanced level will receive 180 minutes. Students who are shown to reach English proficiency as per the NYSESLAT are no longer mandated to receive services. However, they are placed in classrooms that receive push-in ESL support so that they are still exposed to methodologies proven to be effective for English language learners.

All students receive ELL services unless they have been deemed proficient by the NYSESLAT. Students who are not found to be proficient after the three years will also receive other services such as AIS, Title III after school instruction, and extended day small group instruction.

ELLs that are identified as having special needs have an Individualized Education Program (IEP) that outlines expected educational outcomes for each student and recommends specific

interventions. These services are monitored by the Department of Education and the Administrators of Special Education to ensure, that special education ELL students are placed in the legally-mandated least restrictive environment. Bilingual paraprofessionals are also assigned to ELLs that are required to have one to one assistance.

All identified ELLs are serviced by New York state certified ESL teachers. ELL instruction is delivered through a free-standing ESL program which includes push-in and pull-out models. ESL methodologies such as Whole language, Cooperative learning, and Total Physical Response are employed throughout the program. Scaffolding techniques are used when learning core-curriculum material.

Instructional materials such as picture libraries, graphic organizers, student journals, manipulatives, listening centers, big books, and leveled books are used by both the classroom and ESL teacher to support student learning. In addition, the ESL facilitator employs the use of specially designed language development programs such as Rigby's *On Our Way to English*, Harcourt's *Moving into English*, Pearson's *ELLIS Essentials*, and Addison-Wesley's Amazing English.

All teachers and administrators receive seven and a half hours of professional development in order to support the learning of ELLs. In addition, special education teachers receive ten hours. These in-house professional development workshops are provided by a certified ESL teacher. During these workshops, teachers are shown ways in which they can use ESL methodology in their own classroom. Colleagues are also encouraged to discuss, and problem solve ELL related issues.

P.S.52 prides itself on maintaining the highest standards for both professional growth for teachers, and for student's continued academic success.

## SCHOOL-PARENT COMPACT

**P. S. 52 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards.**

This School-Parent Compact is in effect during school year. **2008-2009**.

<p><b>Note: Provisions <u>bolded in this section</u> are required to be in the Title I, Part A School-Parent Compact.</b></p>
---

### **PART I - REQUIRED SCHOOL-PARENT COMPACT PROVISIONS**

#### **School Responsibilities**

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
- AIS instruction is provided in small group settings for At Risk students in Grades K-5. Groups meet during school and after school for push in standards based classrooms.
- Hold parent-teacher conferences (at least annually in elementary schools) during which the Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:  
Parent Teacher Conferences will be held on November 20, 2008 and will be on March 19, 2009 both offering afternoon and evening sessions. Appointments can be set up at any other time to address individual concerns.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:  
  
Progress reports are included in report cards. Ongoing communication exists between teachers/administrators and parents.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
- Goals will be sent home for each child every month.

- Staff is available by requesting an appointment at anytime. Phone conversations, daily and weekly progress report, worksheets and workshops offer additional consultation times.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
  - Open School Week offers parents the opportunity to observe their children in a school setting.
  - Workshops are offered to familiarize parents with current curriculum materials shared.
  - Our school website has up to the minute school events and news. Please visit at [www.ps52.org](http://www.ps52.org).

## **Parent Responsibilities**

We, as parents, will support our children's learning in the following ways:

- Supporting my child's learning by making education a priority in our home by making education a priority in our home by:
- Making sure my child is on time and prepared everyday for school.
- Talking with my child about school activities daily.
- Monitoring homework time.
- Monitoring the amount of TV my children watch.
  
- Volunteering my child's classroom.
  
- Participating in school activities on a regular basis.
  
- Reading together everyday.
  
- Taking my child to the library.
  
- Respecting the cultural differences of others.
  
- Expressing high expectations, and offering praise and encouragement for achievement.
  
- Signing your child's Goals each month.

## **PART II**

### **Student Responsibilities**

**We, the students will share the responsibility to improve our academic achievement and achieve the State's high standards specifically, we will:**

- Come to school everyday ready to do our best.
- Come to school with all the necessary supplies of learning (pens, pencils, books, etc.)
- Listen and follow directions.
- Be honest and respect the rights of my teachers and classmates.
- Ask for help even I don't understand.
- Complete my homework daily.
- Study for all tests.
- Read 20 minutes every night at home.
- Study with my parents.

**ADDITIONAL REQUIRED SCHOOL RESPONSIBILITIES (REQUIREMENTS THAT SCHOOLS MUST FOLLOW, BUT OPTIONAL AS TO BEING INCLUDED IN THE SCHOOL-PARENT COMPACT)**

P. S. 52 will:

- Involve parents in planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;
- Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way;
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend;
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand;
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least English language arts and mathematics; and
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified with in the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2,2002).

**OPTIONAL SCHOOL RESPONSIBILITIES**

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, P. S. 52 will:

- Recommend the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams;
- Notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information;
- Work with the LEA in addressing problems, if any, in implementing parental involvement activities in *Section 1118 - Parental Involvement* of Title I, Part A.
- Work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute of regulation of Title I, Part A programs is provide to parents of students and to appropriate private school officials or representatives.

**Maria Romagnuolo** \_\_\_\_\_

**Patricia DeLeo** \_\_\_\_\_

**Laura DiCaprio** \_\_\_\_\_

**Lynne Kamertz** \_\_\_\_\_