



**P.S. 119**

**2008-09**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**



**SCHOOL: 08X119**  
**ADDRESS: 1075 PUGSLEY AVENUE, BRONX, NY 10472**  
**TELEPHONE: (718) 822-5198**  
**FAX: (718) 239-3112**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** PS 119      **SCHOOL NAME:** \_\_\_\_\_

**DISTRICT:** 8      **SSO NAME/NETWORK #:** Leadership LSO / Network 5

**SCHOOL ADDRESS:** 1075 Pugsley Ave Bronx, New York 10472

**SCHOOL TELEPHONE:** (718) 822-5198      **FAX:** (718) 239 3112

**SCHOOL CONTACT PERSON:** Lydia Tyner, Principal      **EMAIL ADDRESS:** LTyner@schools.nyc.gov

<b><u>POSITION/TITLE</u></b>	<b><u>PRINT/TYPE NAME</u></b>
<b>SCHOOL LEADERSHIP TEAM CHAIRPERSON</b>	<u>Gina Marcasciano</u>
<b>PRINCIPAL</b>	<u>Lydia Tyner</u>
<b>UFT CHAPTER LEADER</b>	<u>Traci Kruljac</u>
<b>PARENTS' ASSOCIATION PRESIDENT</b>	<u>Beatrice Alonso</u>
<b>STUDENT REPRESENTATIVE</b> <i>(Required for high schools)</i>	_____
<b>COMMUNITY SCHOOL DISTRICT SUPERINTENDENT</b>	<u>Dov Rokeach</u>

**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
Lydia Tyner	*Principal or Designee	
Traci Kruljac	*UFT Chapter Chairperson or Designee	
Beatrice Alonso	*PA/PTA President or Designated Co-President	
Beatrice Alonso	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative, if applicable	
Gina Marcasciano	SLT Chairperson	
Maggie Weber	Teacher	
Laurie Parisi	Teacher	
Sarah Boxer	Teacher	
Patricia Mangroo	Parent	
Elizabeth Paredes	Parent	
F. Diaz	Parent	
Irenia Hernandez		

\* Core (mandatory) SLT members.

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

### SECTION III: SCHOOL PROFILE

PS 119 is a strong neighborhood school, treasured by the community, led by an experienced faculty and administration. A large school housed in a small, multi-site campus, we unite to provide the best for our children. With a firm foundation of traditions and rituals, we continue to grow, using new approaches and responding to the needs of an ever-changing, diverse community, where all children are recognized as special.

Growing up at PS 119 includes an array of joyful milestones. Children shine for their families at monthly assemblies. Student exhibits demonstrate the development of creative expression. Studio-in-a-School mentors teachers in establishing standards-based arts programs. Children look forward to joining our winning chess team and studying with American Ballroom Theatre in the upper grades. Parents witness the development of children during visits to classrooms on Back-to-School-Days, at publishing parties, and multicultural festivities.

Rewards are showered upon children excelling in school-wide reading incentive programs. Kitchen tables throughout the neighborhood become workstations for the creation of science projects, transforming our gymnasium into the highly anticipated Annual Science Fair. Family Fun and Learning Nights, Scouts, Adult ESL classes, YMCA, Common Cents, TADA!, professional and student performances and a variety of enrichment clubs, e.g., Young Film Makers, create a stimulating learning environment. With grants from the Bronx Borough President's Office, and the Give and Learn Foundation, we are planning the renovation of our library. Teachers have secured resources to support programming through Donors Choose, Jordan Fundamentals, and the UFT Teacher Center.

Our Teacher Center offers mentoring, renewal and collegial sharing to veteran teachers and novices. Collaborative Wednesdays were designed this year to provide professional planning and demonstrations. Professional study groups meet to explore and apply educational theory and practice. Ever-evolving curriculum maps provide a "road map" to standards-based instruction. Teachers get to know their students well, and their observations are highly valued as we strive to make learning meaningful for each child. Professional learning is designed to support children in making at least one year's progress in each subject. The collection and dissemination of easily accessible data for each student supports educators in ongoing monitoring of progress.

The School Leadership Team monitors student progress to identify approaches and programs that address gaps in instruction. We find the apprenticeship model of learning -- through teacher demonstrations and small-group, differentiated practice -- effective, both socially and educationally. The adoption of the *100 Book Challenge*, *Every Day Counts* and character education assemblies provide examples of how the community unites to improve student achievement. Each grade level takes five major trips to the city's cultural institutions to elevate students' vocabulary and sophistication. The growth of our special needs and English Language Learner population challenges us to find better ways to address each child's needs. We draw on the strength of our experienced teachers, committed parents, and systems of communication and cooperation, to bring about the changes we need. Our Inquiry Team targets these subgroups for action research.

At P.S. 119, we work endlessly to maintain a unity of purpose and a sense of urgency as we work to meet the needs of all children, and to involve our entire community in an open dialog about the development of our school.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 119								
District:	8	DBN:	08X119	School BEDS Code:	320800010119				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7	11			
	K	√	4	√	8	12			
	1	√	5	√	9	Ungraded			
	2	√	6		10				
Enrollment					Attendance - % of days students attended:				
(As of October 31)	2005-06	2006-07	2007-08	(As of June 30)	2005-06	2006-07*	2007-08		
Pre-K	71	72	72		91.8	92.7	92.7		
Kindergarten	98	125	125	<b>Student Mobility - % of Enrollment:</b>					
Grade 1	142	143	149	(As of June 30)	2005-06	2006-07	2007-08		
Grade 2	147	157	134		91.8	91.5	90.6		
Grade 3	148	138	150	<b>Poverty Rate - % of Enrollment:</b>					
Grade 4	142	148	130	(As of October 31)	2005-06	2006-07	2007-08		
Grade 5	0	0	148		81.3	75.4	75.4		
Grade 6	0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 7	0	0	0	(As of June 30)	2005-06	2006-07	2007-08		
Grade 8	0	0	0		5	3	3		
Grade 9	0	0	0	<b>Recent Immigrants - Total Number:</b>					
Grade 10	0	0	0	(As of October 31)	2005-06	2006-07	2007-08		
Grade 11	0	0	0		18	14	25		
Grade 12	0	0	0	<b>Special Education Enrollment:</b>					
Ungraded	4	0	0	(As of October 31)	2005-06	2006-07	2007-08		
Total	752	783	908		18	14	25		
<b>Special Education Enrollment:</b>				<b>Suspensions (OORS Reporting) - Total Number:</b>					
(As of October 31)	2005-06	2006-07	2007-08	(As of June 30)	2005-06	2006-07	2007-08		
# in Self-Contained Classes	34	33	37	Principal Suspensions	18	4	5		
# in Collaborative Team Teaching (CTT) Classes	15	14	25	Superintendent Suspensions	5	0	1		
Number all others	21	28	6	<b>Special High School Programs - Total Number:</b>					
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2005-06	2006-07	2007-08		
<b>English Language Learners (ELL) Enrollment:</b>				CTE Program Participants	0	0	0		
(As of October 31)	2005-06	2006-07	2007-08	Early College HS Program Participants	0	0	0		
# in Transitional Bilingual Classes	0	0	0	<b>Number of Staff - Includes all full-time staff:</b>					
# in Dual Lang. Programs	0	0	0	(As of October 31)	2005-06	2006-07	2007-08		
# receiving ESL services only	137	130	167	Number of Teachers	47	50	67		

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	3	4	8	Number of Administrators and Other Professionals	12	9	15
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	5	TBD	1
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2005-06	2006-07	2007-08	(As of October 31)	2005-06	2006-07	2007-08
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	95.5
				% more than 2 years teaching in this school	66.0	58.0	53.7
				% more than 5 years teaching anywhere	55.3	56.0	50.7
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher			
(As of October 31)	2005-06	2006-07	2007-08		91.0	96.0	90.0
American Indian or Alaska Native	0.1	0.3	0.0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)			
Black or African American	14.5	11.6	12.0	94.0	100.0	100.0	
Hispanic or Latino	58.9	59.3	57.0				
Asian or Native Hawaiian/Other Pacific Isl.	25.3	26.8	28.5				
White	1.2	2.0	2.4				
Male	50.4	50.2	51.0				
Female	49.6	49.8	49.0				
<b>2008-09 TITLE I STATUS</b>							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2005-06	2006-07	2007-08	2008-09
				√	√	√	√
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School (Yes/No)</b>	No	If yes, area(s) of SURR identification:					
<b>Overall NCLB/SED Accountability Status (2007-08) Based on 2006-07 Performance:</b>							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area Ratings:							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	SINI 1			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
<b>Student Groups</b>		ELA	Math	Science	ELA	Math	Grad Rate
<b>All Students</b>		√	√	√			
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American		√	√	-			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander		√	√	√			
White		-	-	-			
<b>Other Groups</b>							
Students with Disabilities		X	√	-			
Limited English Proficient		X	√	-			
Economically Disadvantaged		√	√	√			
<b>Student groups making AYP in each subject</b>		<b>5</b>	<b>7</b>	<b>4</b>			
<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2007-08</b>				<b>Quality Review Results – 2007-08</b>			
Overall Letter Grade:	A			Overall Evaluation:	W		
Overall Score:	59.7			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data	W		
School Environment:	7.5			Quality Statement 2: Plan and Set Goals	W		
(Comprises 15% of the Overall Score)				Quality Statement 3: Align Instructional Strategy to Goals	W		
School Performance:	14.9			Quality Statement 4: Align Capacity Building to Goals	W		
(Comprises 30% of the Overall Score)				Quality Statement 5: Monitor and Revise	W		
Student Progress:	34.3						
(Comprises 55% of the Overall Score)							
Additional Credit:	3						
<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◊ = Outstanding			
* = 2006-07 Progress Report Attendance Rate(s). If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							

## SECTION IV: NEEDS ASSESSMENT

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

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

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

### ***New York City Progress Report Data:***

*The overall score for student progress was 34.3 out of 60 and the overall score for student performance was 14.9 out of 25.*

***Student Progress for English Language Arts*** indicates the following:

- ***1 Year of Progress:*** 63.9% of our students made at least 1 year of progress, which is 70.2% of the way from the lowest (39.6%) to the highest (74.2%) score relative to our Peer Horizon and 69% of the way relative to our City Horizon.
- ***1 Year of Progress Lowest Third:*** 77.4% of the students in our lowest third made at least 1 year of progress, which is 51.7% of the way from the lowest (57.8%) to the highest (95.7%) score relative to our Peer Horizon and 49.3% of the way relative to our City Horizon.
- ***Average Change in Proficiency for Level 1 and 2 students:*** 0.33 is our average change in student proficiency, which is 54.8% of the way from the lowest (0.16) to the highest (0.47) score relative to our Peer Horizon and 50% of the way relative to our City Horizon.
- ***Average Change in Proficiency for Level 3 and 4 students:*** 0.04 is our average change in student proficiency, which is 80.6% of the way from the lowest (-0.25) to the highest (0.11) score relative to our Peer Horizon and 86.7% of the way relative to our City Horizon.

*Additionally, in the area of English Language Arts, the school did receive extra credit for closing the achievement gap for Special Education students, ELL students, and other students in the lowest third city wide.*

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***Student Progress for Mathematics*** indicates the following:

- ***1 Year of Progress:*** 62.6% of our students made at least 1 year of progress, which is 56.1% of the way from the lowest (37.7%) to the highest (82.1%) score relative to our Peer Horizon and 52.8% of the way relative to our City Horizon.
- ***1 Year of Progress Lowest Third:*** 70.3% of the students in our lowest third made at least 1 year of progress, which is 58.1% of the way from the lowest (41.0%) to the highest (91.4%) score relative to our Peer Horizon and 56.1% of the way relative to our City Horizon.
- ***Average Change in Proficiency for Level 1 and 2 students:*** 0.23 is our average change in student proficiency, which is 34.6% of the way from the lowest (0.05) to the highest (0.57) score relative to our Peer Horizon and 32.1% of the way relative to our City Horizon.
- ***Average Change in Proficiency for Level 3 and 4 students:*** -0.05 is our average change in student proficiency, which is 45.9% of the way from the lowest (-0.22) to the highest (0.15) score relative to our Peer Horizon and 47.1% of the way relative to our City Horizon.

*Additionally, in the area of Mathematics, the school did not receive extra credit for closing the achievement gap for Special Education students, ELL students, and other students in the lowest third city wide.*

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**New York State Accountability Status** indicates the following:

Based on performance in 2006-07, PS 119 was “In Need of Improvement- Year 1” in 07-08. Adequate Yearly Progress was made in all areas, except for Students with Disabilities and Limited English Proficiency (LEP) students in the area of English Language Arts.

	05-06	06-07	07-08
<i>Special Education Enrollment:</i>			
# in Self-Contained Classes	34	33	37
# In Collaborative Team Teaching classes	15	14	25
<i>English Language Learners (ELL) Enrollment</i>			
# receiving ESL services only	137	130	167

Subgroup 2007 ELA Score Level	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
IEP Students	23	52.3	12	27.3	9	20.5	0	0.0
ELL Students	25	52.1	17	35.4	6	12.5	0	0.0

Subgroup 2008 ELA Score Level	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
IEP Students	23	33.8	24	35.3	21	30.9	0	0.0
ELL Students	13	18.1	40	55.6	18	25.0	1	1.4

We have greatly reduced the number of students scoring in Level 1 and continue to show progress in increasing our percentage of students scoring in levels 3 and 4.

**School Environment** indicates the following:

Attendance averaged 93.0%, which is 49.1% of the way from the lowest (90.3%) to the highest (95.8%) score relative to our Peer Horizon and 53.6% relative to our City Horizon.

Attendance averages for prior years are 05-06: 91.8%, 06-07: 92.7%, 07-08: 93%.

Our Learning Environment Survey was completed by 41% of our parents and 49% of our teachers.

Academic Expectations was scored 7.6, which is 50% of the way from the lowest (6.2) to the highest (9.0) score relative to our Peer Horizon and 50% relative to our City Horizon.

Communication was scored 6.7, which is 39.3% of the way from the lowest (5.6) to the highest (8.4) score relative to our Peer Horizon and 38.5% relative to our City Horizon.

Engagement was scored 6.8, which is 51.5% of the way from the lowest (5.1) to the highest (8.4) score relative to our Peer Horizon and 50% relative to our City Horizon.

Safety and Respect was scored 8.1, which is 59.3% of the way from the lowest (6.5) to the highest (9.2) score relative to our Peer Horizon and 62.1% relative to our City Horizon.

Our 2007-2008 **Quality Review** indicates the following:

Overall, our school received a score of well-developed, with an outstanding in the identification and improvement in the performance and progress of those students in greatest need of improvement.

Recommendations for school improvement were:

- Continue to develop strategies that assist teachers to differentiate work.

**UPDATED – OCTOBER 2008**

- *Ensure that every teacher sets goals routinely with and for individual students.*
  - *Develop consistent systems for assessment, monitoring and evaluation of student progress at grade level.*
  - *Increase the use of interim targets and define responsibilities when planning developments.*
-

## **Summary:**

In both ELA and Mathematics, more than 70% of the students in our lowest third made 1 year of progress (ELA 77.4%, Math 70.3%). We have implemented a variety of academic intervention programs and restructured our intervention program to include more fluid grouping based on interim goal setting and more frequent reviews of student progress and needs.

However, for students in Levels 3 and 4 the average change in proficiency level is 0.04 in English Language Arts (80.6% relative to the Peer Horizon and 86.7% relative to our City Horizon), it is -0.05 in mathematics (45.9% relative to our Peer Horizon and 47.1% relative to our City Horizon). **Our instructional program must be reviewed to ensure that there is flexibility in each program and professional support to challenge and meet the needs of all individual and groups of students.**

Attendance averaged 93.0% (49.1% relative to our Peer Horizon and 53.6% relative to our City Horizon). In prior years, our attendance has been on a steady incline: 05-06: 91.8%, 06-07: 92.7%, 07-08: 93%. A review of AIS lists revealed a relationship between our students with poor attendance and academic decline. **Our goal is to continue the trend towards improved attendance by increasing our attendance to 94%, or higher, as monitored by weekly ATS attendance summaries.**

Based on performance in 2006-07, our population of Limited English Proficiency (LEP) students did not make adequate yearly progress, missing the AYP goal in the area of English Language Arts. Enrollment for English Language Learners increased from 130 students in 2006-07 to 167 students in 2007-08. In addition, the number of recent immigrants increased from 14 to 25. With our ELL population on the rise, achievement for ELLs becomes more of a widespread concern for our school. **The instructional program for English Language Learners must be improved to support improved achievement on the NYS English Language Arts exam.**

Based on performance in 2006-07, our population of students with disabilities did not make adequate yearly progress, missing the AYP goal in the area of English Language Arts. Special Education enrollment increased from 47 (33 in self-contained classes & 14 in Collaborative Team Teaching classes) to 62 (37 self-contained & 25 CTT). **The instructional program for children with disabilities must be improved to support higher levels of achievement on the NYS English Language Arts exam.**

Of the items reviewed by our Learning Environment Survey, Communication received our lowest score (6.7, which is 39.3% of relative to our Peer Horizon and 38.5% relative to our City Horizon). In addition, among the specific items scored as Proficient, rather than Well-Developed on our School Quality Review, was to regularly provide students and their parents/caregivers with information about the goals set for each student, and about each student's progress and performance, and how they can improve. **A plan must be implemented to improve school wide communication and communication with parents this year, as evidence by feedback recorded by school leaders at monthly School Leadership Team Meetings.**

## 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>Goal Number 1</b>	<b>MEETING THE NEEDS OF INDIVIDUAL LEARNERS</b>
<b>Goal</b>	To ensure that there is flexibility in each program and professional support to challenge and meet the needs of all individuals and groups of students.
<b>Measurable Objective</b>	The percentage of students making a full year of progress in ELA will increase from 63.9% to 65 % (178/274 tested students will make a full year of progress).
<b>Goal Number 2</b>	<b>STUDENT ATTENDANCE</b>
<b>Goal</b>	Increase student attendance to 94.0%
<b>Measurable Objective</b>	94.0% attendance as monitored by weekly ATS attendance summary
<b>Goal Number 3</b>	<b>ENGLISH LANGUAGE LEARNERS</b>
<b>Goal</b>	To implement an instructional program for English Language Learners to improve student achievement on the NYS English Language Arts exam
<b>Measurable Objective</b>	The percentage of ELL students making a full year of progress in ELA will increase from 79% to 80% (32/40 ELL students will make a full year of progress). This will be monitored through the ELL Interim Assessment (2x/year), Acuity Predictive Assessment (2x/year), TC Assessment (3x/year), NYS ELA Test Simulation (1x/year)
<b>Goal Number 4</b>	<b>STUDENTS WITH DISABILITIES</b>
<b>Goal</b>	To implement an instructional program for children with disabilities to improve their performance on the NYS English Language Arts Exam
<b>Measurable Objective</b>	The percentage of students with IEPs making a full year of progress in ELA will increase from 67% to 70% (32/45 tested students with IEPs will make a full year of progress). This will be monitored through the ELL Interim Assessment (2x/year), Acuity Predictive Assessment (2x/year), TC Assessment (3x/year), NYS ELA Test Simulation (1x/year).
<b>Goal Number 5</b>	<b>COMMUNICATION</b>
<b>Goal</b>	A plan will be implemented to improve school wide communication and communication with parents
<b>Measurable Objective</b>	The Communication score on the Learning Environment Survey will increase from 6.7 to 7.0 as monitored by feedback recorded by school leaders at monthly school leadership team meetings

**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 and all subjects

<b>Annual Goal</b>	<ul style="list-style-type: none"> <li>To ensure that there is flexibility in each program and professional support to challenge and meet the needs of all individuals and groups of students.</li> <li>Percentage of students making a year’s progress will increase to 65% in ELA as evidenced by , ELL Interim Assessment, TC assessment</li> </ul>
<b>Action Plan</b>	<ul style="list-style-type: none"> <li>Create opportunities for teachers of each grade level to participate in fishbowl demonstrations of differentiated instruction, guided reflections and collaborative planning.</li> <li>Implement the use of Every Day Counts calendar math, which provides a reinforcement of concepts, providing scaffolded support for students with varying degrees of automaticity and the language of mathematics.</li> <li>Expand the use of “100 Book Challenge” to include all upper elementary students.</li> <li>Establish a school based study group to support teacher implementation of differentiated instruction, and the setting of “SMART” goals for each student.</li> <li>Academic Intervention meetings will focus on reviewing student performance data to make decisions regarding individual and school wide intervention plans.</li> <li>Incorporate grade level performance standards in the curriculum maps</li> <li>Support individual and class investigations displayed at the thematic health and science fairs</li> <li>Support Inquiry Team focus on mathematics number sense and operations</li> <li>Provide opportunities for teachers and parents to form partnerships with the goal of individualizing student learning by exploring strategies for differentiated instruction at Family Fun and Learning Nights.</li> <li>Differentiate test preparation through student grouping in extended day and after school classes</li> <li>Support teachers in individualizing instruction for high performing students during enrichment club time</li> <li>Reduce class sizes</li> </ul>
<b>Aligning Resources:</b>	<p>Early Grade Class Size Reduction Funds</p> <ul style="list-style-type: none"> <li>Reduce class size in Grades K-3</li> </ul> <p>Contract for Excellence Funds</p> <ul style="list-style-type: none"> <li>Reduce class size in Grade 5</li> </ul> <p>School Quality 37 (SINI)</p> <ul style="list-style-type: none"> <li>Hire F Status teachers to provide Collaborative Wednesday professional demonstrations and common planning</li> </ul>

	<p>Title I Funds</p> <ul style="list-style-type: none"> <li>• Funding for Part-Time Student Activities Coordinator</li> <li>• AIS Teachers (4)</li> <li>• UFT Teacher Center Literacy Coach</li> <li>• AIS Coordinator/ Data Specialist</li> <li>• Per Session for Student Enrichment Clubs</li> <li>• Per Session for Program Planning (Updating Curriculum Maps)</li> <li>• Hire F Status teachers to provide Collaborative Wednesday professional demonstrations and common planning</li> <li>• OTPS: Curriculum &amp; Staff Development, Parent Involvement, Supplemental Texts, Professional Development Expenses</li> <li>• Textbook: Calendar Math, leveled books, <i>100 Book Challenge</i></li> <li>• Professional Services Contracts: <i>100 Book Challenge</i> professional development and materials</li> <li>• Tax Levy Fair Student Funding Incremental</li> <li>• Training Rate for Study Groups</li> <li>• Per Session for Program Planning</li> <li>• After School Test Preparation Classes</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b></p>	<ul style="list-style-type: none"> <li>• Teacher Newsletters highlighting “Collaborative Wednesdays”</li> <li>• Agendas and notes of UFT Teacher Center Site Committee</li> <li>• Study Group fliers, agendas, participant lists</li> <li>• Class inter-visitations schedule for study group participants</li> <li>• Updated curriculum maps</li> <li>• Schedules, lesson plans and unit summaries from Collaborative Wednesdays</li> <li>• Action agendas from teacher initiated professional periods</li> <li>• Professional development surveys</li> <li>• Inquiry Team notes</li> <li>• Personal Intervention Portfolios for lowest achieving students</li> <li>• Science Fair letters, project evaluation rubrics and photographs</li> <li>• Extended day rosters, After School test preparation rosters</li> <li>• Club per session postings, Club descriptions, rosters</li> <li>• Hundred Book Challenge reading logs</li> <li>• Reports of Interim Assessments (Acuity, ELL Interim Assessment, TC assessment)</li> </ul>

**SECTION VI: ACTION PLAN (CONTINUED)**

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

<b>Annual Goal</b>	<ul style="list-style-type: none"> <li>• Increase student attendance to 94.0%</li> <li>• 94.0% attendance as monitored by weekly ATS attendance summary</li> </ul>
<b>Action Plan</b>	<ul style="list-style-type: none"> <li>• Establish attendance as an agenda item at each Child Study Team Meeting with presentations by Attendance Teacher</li> <li>• Retain report cards of students with poor attendance and require a conference between parent and administrator at each Parent Teacher Conference to strategize ways to improve attendance.</li> <li>• Phone the home of each absent student on the day of the absence</li> <li>• Maintain the school aide position devoted solely to attendance improvement</li> <li>• Publically acknowledge excellent and improved attendance at monthly Honors Assembly</li> <li>• Provide incentives, e.g., pencils, stuffed animals</li> <li>• Identify students with unsatisfactory attendance. Organize these children into different cohorts based upon the causes of their excessive absence. Provide differentiated activities for the students with poor attendance.</li> </ul>
<b>Aligning Resources:</b>	<p>Title I SWP funds</p> <ul style="list-style-type: none"> <li>• School Aide position devoted to attendance improvement</li> </ul> <p>OTPS General Supplies</p> <ul style="list-style-type: none"> <li>• Student Incentives for attendance</li> </ul>
<b>Indicators of Interim Progress and/or Accomplishment</b>	<ul style="list-style-type: none"> <li>• “Year To Date” attendance average of over 94.0% on weekly reports</li> </ul>

**SECTION VI: ACTION PLAN (CONTINUED)**

**Subject/Area (where relevant):**     English as a Second Language

<b>Annual Goal</b>	<ul style="list-style-type: none"> <li>• To implement an instructional program for English Language Learners to improve student achievement on the NYS English Language Arts exam</li> <li>• Percentage of students making a year’s progress will increase to 65% in ELA as evidenced by , TC assessment</li> </ul>
<b>Action Plan</b>	<ul style="list-style-type: none"> <li>• To group English Language Learners by language acquisitions levels and provide instruction from highly qualified teachers.</li> <li>• Create heterogeneous homeroom classes with consideration of ELL instructional level.</li> <li>• Design pull out schedule that results in homogeneous groups of ELLs taught in small groups by a licensed ESL teacher.</li> <li>• Emphasize content area instruction through Saturday Academy sessions in Science and Mathematics.</li> <li>• Furnish two ESL classrooms to support multi-sensory language acquisition experiences through enhanced technology, instructional software, listening centers, dramatic play areas and classroom libraries.</li> <li>• Schedule extended day activities to allow ELL students to receive both language and content area instruction.</li> <li>• Provide professional development for classroom and pull-out teachers.</li> <li>• Secure the services of 2 ESL paraprofessionals through the NYC Bilingual Pupil Services Program</li> <li>• Establish and monitor the progress of two sheltered immersion classrooms.</li> <li>• Reduce class size of sheltered immersion classes in grades 2 and 5</li> </ul>
<b>Aligning Resources:</b>	<p>Title III funds support:</p> <ul style="list-style-type: none"> <li>• 2 Bilingual Pupil Services Interns</li> <li>• Saturday Academy per session for teachers, school aide and supervisor</li> <li>• Textbooks</li> </ul> <p>Contracts for Excellence funds support</p> <ul style="list-style-type: none"> <li>• Class size reduction teacher for grade 5 sheltered immersion class</li> </ul> <p>Early Grade Class Size Reduction funds support</p> <ul style="list-style-type: none"> <li>• Class size Reduction teacher</li> </ul>
<b>Indicators of Interim Progress and/or Accomplishment</b>	<ul style="list-style-type: none"> <li>• Class schedules and staff organization chart</li> <li>• Instructional material, furniture, and computer hardware purchasing lists</li> <li>• Extended day schedule and memos</li> <li>• Workshop meeting and agendas</li> <li>• School Quality 37, Title III narratives and budgets (approved proposals)</li> <li>• Observation reports, meeting notes</li> <li>• Monitor Periodic assessment results</li> </ul>

**SECTION VI: ACTION PLAN (CONTINUED)**

Subject/Area (where relevant): Students with Disabilities

<p><b>Annual Goal</b></p>	<ul style="list-style-type: none"> <li>• To implement an instructional program for children with disabilities to improve their performance on the NYS English Language Arts Exam</li> <li>• Percentage of students making a year's progress will increase to 65% in ELA as evidenced by TC assessment</li> </ul>
<p><b>Action Plan</b></p>	<ul style="list-style-type: none"> <li>• Provide teachers with professional development and mentoring experiences supporting differentiated and standards based instruction</li> <li>• Update intervention software to assist teachers of students with disabilities working in self-contained and collaborative team teaching settings.</li> <li>• Equip each classroom with listening centers and libraries.</li> <li>• Engage students in self-contained and CTT classes in the development of communication skills through theater games, choreography and performance art.</li> <li>• Provide teachers with on-going guidance in using NYS Learning Standards in planning instructional next steps</li> <li>• Provide upper grade self contained teachers with parallel schedules to allow for shared activities among students and teachers.</li> </ul>
<p><b>Aligning Resources:</b></p>	<p>School Quality 37 (SINI)</p> <ul style="list-style-type: none"> <li>• Hire F Status teachers to provide Collaborative Wednesday professional demonstrations and common planning</li> <li>• TADA! Theater Enrichment Program</li> </ul> <p>Fair Student Funding</p> <ul style="list-style-type: none"> <li>• Dancing Classrooms</li> <li>• Studio in a School</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b></p>	<ul style="list-style-type: none"> <li>• School Mentoring Plan</li> <li>• Classroom material inventory lists</li> <li>• TADA! Brochure and service contracts</li> <li>• School Quality 37 narrative and budget</li> <li>• Observation reports, meeting notes</li> <li>• Monitor Periodic assessment results</li> </ul>

**SECTION VI: ACTION PLAN (CONTINUED)**

**Subject/Area (where relevant):**         School-wide Communication    

<b>Annual Goal</b>	<ul style="list-style-type: none"> <li>• A plan will be implemented to improve school wide communication</li> <li>• Communication score on the Learning Environment Survey with increase to 40 as evidenced by feedback recorded by school leaders at monthly school leadership team meetings</li> </ul>
<b>Action Plan</b>	<ul style="list-style-type: none"> <li>• Establish Parent Phone Tree for parent to parent communication regarding school activities</li> <li>• Translate monthly newsletter for parents into Spanish</li> <li>• Schedule monthly “Breakfast with the Principal” informal parent/ principal meeting</li> <li>• Hire teams of language interpreters for Parent Teacher Conferences</li> <li>• Expand Student Council</li> <li>• Establish student “Town Hall Meeting” discussions during student Character Education Assemblies</li> <li>• Provide all teachers with current, pertinent data for use during parent conferences</li> <li>• Encourage each teacher to log in to DOE email on a weekly basis</li> <li>• Assign a faculty member to act as “teacher liaison” to Parent Association and coordinator of the distribution of the Learning Environment Surveys</li> <li>• Post Morning Message with pertinent daily news regarding school activities and schedule</li> <li>• Establish “School Wide Communication” as an agenda item at monthly School Leadership Team Meetings</li> <li>• Provides workshops to parents with topics selected through the needs assessment administered by the Parent Association</li> <li>• Publicize teacher initiatives in teacher/ parent communication, e.g., newsletters, websites, progress reports, etc.</li> </ul>
<b>Aligning Resources:</b>	<p>Title I Funds</p> <ul style="list-style-type: none"> <li>• Funding for Part-Time Student Activities Coordinator</li> </ul> <p>Title I Translation Services</p> <ul style="list-style-type: none"> <li>• Oral interpretation for Parent Teacher Conferences</li> <li>• OTPS Supplies General for publishing translated materials</li> </ul> <p>TL Translation Services</p> <ul style="list-style-type: none"> <li>• Translate Parent Newsletter</li> </ul>
<b>Indicators of Interim Progress and/or Accomplishment</b>	<ul style="list-style-type: none"> <li>• School Leadership Team meeting agendas and minutes</li> <li>• Parent Newsletter</li> <li>• Morning Message</li> <li>• Parent Association minutes</li> <li>• Post minutes and action minutes from all school committees</li> </ul>

*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	55		N/A	N/A			1	
1	40	10	N/A	N/A			1	
2	36	10	N/A	N/A			2	
3	49	23	N/A	N/A	8		3	
4	54	19	40	N/A	5		1	3
5	50	35	N/A	42	16		1	3

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description:
<p>ELA:</p> <p>Tier 1 Interventions:</p> <p>Tier 2 Interventions:</p>	<ul style="list-style-type: none"> <li>• One additional reading and or writing conference weekly with classroom or consultant teacher</li> <li>• One additional meeting in guided reading group weekly with classroom or consultant teacher</li> <li>• Additional independent reading time during the school day</li> <li>• Computer assisted instruction for phonics, word attack, vocabulary, editing and revising and comprehension</li> <li>• Double Dose <i>Foundations</i>: small group phonics reinforcement given during the school day in a pull out program</li> <li>• Small Group Instruction: students are grouped according to need in their classrooms and AIS pull outs.</li> <li>• SETSS: Special Education Teacher Support Services are given to at risk students during the school day.</li> <li>• Wilson Reading: supplemental reading and writing program given to students during the school day in a pull out program.</li> <li>• Lexia with Reading Conference: Lexia reading software supports reading skills development and is used in classrooms during the school day.</li> <li>• Extended Day tutoring</li> </ul>
<p>Mathematics:</p> <p>Tier 1 Interventions:</p> <p>Tier 2 Interventions::</p>	<ul style="list-style-type: none"> <li>• Additional time for math games reinforcing computation skills</li> <li>• Small group reteaching of taught concepts</li> <li>• Computer assisted interventions for automaticity, mental math and problem solving</li> <li>• At Risk SETSS:( Special Education Teacher Support Services) provides supplemental instruction to support at risk students.</li> <li>• Small Group instruction: students participate in small group instruction based on their needs related to problem solving, math language and computation</li> <li>• Extended Day tutoring</li> </ul>
<p>Science:</p>	<ul style="list-style-type: none"> <li>• 5 Days to Science Success: a small group afterschool program designated to assist the children with the basic concepts in science as well as for preparation for the city-wide science test.</li> <li>• Extended Day tutoring</li> </ul>
<p>Social Studies:</p>	<ul style="list-style-type: none"> <li>• 5 Days to Social Studies Success: an afterschool program with small group instruction focused on preparation for the city wide social studies test.</li> <li>• Extended Day tutoring</li> </ul>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>The Guidance Counselor and Social Worker in collaboration with the Character Education Teacher to institute and apply a Character Education curriculum through class lessons as well as grade level assemblies.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>Our school psychologist observes children and consults with teachers regarding helpful teaching strategies for individual children.</p>

At-risk Services Provided by Teachers	Green Team Character Education and Recycling program engages children with poor disciplinary records in team building, community service and character development
At-risk Services Provided by the Social Worker:	Our social workers provides at risk counseling and family support. Navigating resources beyond the school is an important aspect of this work.
At-risk Health-related Services:	Open Airways Asthma Class teaches young children to manage their chronic illness.

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

*NCLB/SED requirement for all schools*

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

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

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**Type of Program:** \_\_\_ Bilingual  X  ESL \_\_\_ Both      **Number of LEP (ELL) Students Served in 2007-08:**  184   
(No more than 2 pages)

#### **I. Instructional Program for ELLs**

To ensure that our ELLs meet the standards and pass the required NYS assessments, our ESL program is aligned with the core curriculum offered in our instructional program. The four language modalities of listening, speaking, reading, and writing are integrated in the ESL program. Instruction is provided based on Beginning, Intermediate, and Advanced Levels as determined through the LAB-R and the NYSESLAT.

Our program includes 4 licensed ESL teachers and 2 ESL paraprofessionals who use varying models of instruction: self-contained, pull-out, and push-in. The paraprofessionals are from BPS; they assist in the 2<sup>nd</sup> and 5<sup>th</sup> grade immersion classes and one also assists with the upper-grade Beginners Group.

The Kindergarten students are divided evenly among the five classes. An experienced early childhood teacher services these students and will help prepare them for the NYSESLAT. Grades 2 and 5 are both self-contained immersion models with experienced licensed ESL teachers. The Advanced 2<sup>nd</sup> Grade ELLs are distributed among the other classes and serviced by a pull-out program. The total 5<sup>th</sup> Grade ELL group is in the one class.

Grades 1, 3, and 4 ELL students are organized into heterogeneous classes with consideration of their NYSESLAT level. The groups are arranged by language acquisition level, not by grade. For example, the Beginner Group on the upper level consists of beginners from both the 3<sup>rd</sup> and 4<sup>th</sup> grades. The same is true for the Intermediate and Advanced Groups. Rather than teaching by grade, we theorized that teaching ESL methodologies by language level would provide more meaningful and relevant instruction.

In compliance with ELL-related mandates, we complete all required documentation: completion and monitoring of HLIS, Extension of Services Request, BESIS, etc. PS 119 also uses data to improve instruction by analyzing the results of the NYSESLAT and the ELL Periodic Assessment, as well as the students' performance on state tests. Our data coordinator has compiled all pertinent information about the ELL population in a comprehensive Data Binder for the ESL teachers.

The Title III ELL Program will extend instructional time through an ELL Saturday Academy program. The Saturday Academy will build upon the strength of the school day content area study and language development in a small group setting. The program will focus on the areas of constructivist mathematics, inquiry science, and language development. Content area writing and vocabulary development will be the outgrowth of hands-on activities. Our review of student achievement on the NYSESLAT and the ELL Periodic Assessment indicates a need for growth in these areas of writing, comprehension, and vocabulary.

**UPDATED – DECEMBER 2008**

The supplemental programs available for ELLs include two AIS programs - Math and Wilson Intervention groups. In working with the ELLs, the math teacher instructs the students in number sense and operations and assists them in building fluency in problem solving. The AIS Wilson group focuses on direct phonics instruction.

For extracurricular activities, ESL students are involved in all activities offered to the students in the classrooms: Ballroom Dancing, Choral Music Program, TADA! Musical Theatre, Studio-in-the-Schools, class plays, and the Boy Scouts, and Girl Scouts. We also have implemented several after-school enrichment clubs, including Cooking, Film, Sign Language, Science, Chess, and the Yearbook Clubs.

## **II. Parent/Community Involvement:**

PS 119 always reaches out to the parents of English Language Learners to build a bridge over language and cultural divides. We have built a partnership that supports the progress of our students. Two orientation sessions for ELL parents are given in the fall and in the spring. These sessions include information about our ESL programs, New York State assessments (LAB-R and NYSESLAT), state standards and Parental Choice Options.

Several other initiatives for parental involvement include adult ESL classes, Parent Association Meeting, and Family Fun and Learning Nights. Our Parent Coordinator reaches out to parents by conducting informal Coffee Talks throughout the school year to encourage parent discussion groups. We would like to conduct a Bengali Cultural Program, which will include singing, dancing, and eating native foods.

## **III. Project Jump Start: (Not Applicable)**

## **IV. Staff Development:**

The teaching staff is frequently involved in various professional development opportunities. These workshops have included many diverse topics:

- Academic Writing Institute
- Interpreting NYSESLAT Scores to Differentiate Instruction
- Unpacking the ELA for ELLs
- Preparing for the NYSESLAT
- Using Culturally and Linguistically Responsive Teaching to Enhance Academic Vocabulary Acquisition
- Teaching American History Institute (TAH Teacher-Historians)

## **V. Support Services provided to LEP students:**

PS 119 has several support structures available to its ELL population:

Extended Day Program, 100 Book Challenge, Saturday Academy, and the Wilson Reading Program.

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

**School Building:** PS 119 **District:** 8

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

Number of Teachers 2007-2008				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**				
Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program	
0	4	0	1	0	1	6

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

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

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

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

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

**SAMPLE STUDENT SCHEDULE 2008-09 (ESL)**

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

**School District:**   08                     **School Building:**   119  

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:30 To: 9:15	Math Intervention	ESL	ESL	ESL	ESL
2	From: 9:20 To: 10:05	Reading Workshop	ESL	ESL	ESL	ESL
3	From: 10:10 To: 10:55	Writing Workshop	Writing Workshop	Math	Writing Workshop	Social Studies
4	From: 11:00 To: 11:45	Math	Math	Math	Subject (Specify)	Math
5	From: 11:55 To: 12:40	Lunch	Lunch	Lunch	Lunch	Lunch
6	From: 12:45 To: 1:30	Art	Science	Reading Workshop	Library	Reading
7	From: 1:35 To: 2:20	Science	Social Studies	Writing Workshop	Math	Writing

**SAMPLE STUDENT SCHEDULE 2008-09 (ESL)**

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

School District:   08  

School Building:   119  

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:30 To: 9:15	Math	Math	Math	Math	Math
2	From: 9:20 To: 10:05	Reader's Workshop	Reader's Workshop	Science	Reader's Workshop	Reader's Workshop
3	From: 10:10 To: 10:55	Science	ESL	ESL	ESL	Writer's Workshop
4	From: 11:00 To: 11:45	Writer's Workshop	ESL	ESL	ESL	PE
5	From: 11:55 To: 12:40	Social Studies	Science	Social Studies	Science	Science
6	From: 12:45 To: 1:30	Lunch	Lunch	Lunch	Lunch	Lunch
7	From: 1:35 To: 2:20	Math	Library	Math	Math	Math

**SAMPLE STUDENT SCHEDULE 2008-09 (ESL)**

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

School District:   08  

School Building:   119  

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:30 To: 9:15	Math	Math	Math	Math	Math
2	From: 9:20 To: 10:05	Math	Math	Math	Math	Science
3	From: 10:10 To: 10:55	ESL	Science	Writing	Writing	Math
4	From: 11:00 To: 11:45	ESL	Writing	Library	PE	Writing
5	From: 11:55 To: 12:40	Lunch	Lunch	Lunch	Lunch	Lunch
6	From: 12:45 To: 1:30	Social Studies	Social Studies	Science	ESL	Art
7	From: 1:35 To: 2:20	Library	Reading	Reading	ESL	Reading

**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: 174 LEP \_\_\_\_\_ Non-LEP \_\_\_\_\_

Number of Teachers 4                      Other Staff (Specify) 2 Paraprofessionals \_\_\_\_\_

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

**Title III, Part A LEP Program**

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

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PS 119 has two self-contained ESL classes, Grades 2 and 5, taught by licensed ESL teachers. Our two paraprofessionals are assigned to work in both of those immersion classes, and one additionally works with a Beginner group as well. The 2<sup>nd</sup> grade has 24 students and the 5<sup>th</sup> grade class has 18 students. Our pull-out program consists of students from the 1<sup>st</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> grades. (See Part B – I) The Beginner and Intermediate Groups meet for the mandated 8 periods a week, and the Advanced Group meets 4 periods a week.

ESL instruction in these classes incorporates several different programs to meet the students' language needs:

On Our Way to English – a thematic approach to language acquisition, incorporating content knowledge through guided reading and an interactive, shared writing strategy. The program also includes mini-writing lessons that focus on procedures and techniques that are used during the writing process.

English to a Beat - a lively program which develops oral language, grammar, vocabulary, and writing through a combination of written text and songs. The lessons are all based on sixteen multicultural folk tales.

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

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The professional development program for 2008-2009 will take place during Collaborative Wednesdays, where the teachers meet on grade level for common planning time and also to observe "fishbowl" demonstrations of literacy instruction conducted by staff developers. The ESL teachers participate according to their students' grades. Two interns from the Bilingual Pupil Services Program participate in the ongoing professional development.

Our Professional Development Team, led by the Literacy Coach, meets monthly to plan meaningful sessions based on the staff's needs. Teachers of ELL students will be receiving site-based staff development throughout the course of the school year from the Literacy Coach and the licensed ESL teachers.

For additional professional development, please refer to Number IV.

**Form TIII – A (1)(b)**

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

<b>Allocation:</b> \$27, 587.00		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional Development	\$20,000	For 2 interns provided by Bilingual Pupil Services (\$10,000 each). Interns reduce the student/ instructor ratio and provide individual and small group instruction.  Per Session For Saturday ELL Academy/ 5 Teachers, 1 Supervisor, 1 Supervising School Aide. 8 Saturdays, 3 hours each day.
Per Session (Note: schools must account for fringe benefits)	\$6,600.24	
Purchased services such as curriculum and staff development contracts	0	
Supplies and materials	\$986.76	Textbooks, content area enrichment materials, supplies
Travel		
Other		
<b>TOTAL</b>	<b>\$27, 587.00</b>	

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

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

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

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

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1. We assess the number of families who prefer communication in languages other than English during the month of September. In addition to the Home Language Survey, teachers interviewed and assessed parents during the opening days of school. The supervising school aide then compiled the numbers of translated documents required for each class. This information is maintained in the copy room for efficient distribution of translated text. Preferred language is also recorded on students' blue emergency cards and ATS.

2. Spanish and Bengali are the primary foreign languages. Only a small number of Bengali families require language interpretation services because there is generally a family member who responds to this need. Arabic, Chinese and Urdu are the languages of communication for a small number of families. Framed posters at the building entry proclaim each family's right to language translation and interpretation services. Parents in need of these services are directed to our Family Room where the Parent Coordinator arranges for the provision of services.

A survey of each family lists the language translation and interpretation needs by each class. Teachers, office staff and parent volunteers are aware of the staff members and volunteers who can provide language interpretation in Spanish, Bengali, Arabic, Chinese and Urdu and French. Staff is also aware of translation and interpretation services provided by the NYC DOE.

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

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1. The monthly newsletter and Student Handbook are translated into Spanish. Selected school letters are translated into all languages. Translated correspondence is distributed as per the class lists describing the language preferences of parents. When letters and other written documents cannot be fully translated, a message in several languages directs families in need of language assistance to the Family Room.

2. All Parent Association meetings provide Spanish interpretation services. School aides and parent volunteers provide language interpretation services for conferences, scheduled and ad hoc meetings. The services of the Translation and Interpretation Unit will be used as needed.

3. Framed posters at the building entry proclaim each family's right to language translation and interpretation services. Our P.S. 119 Parent Compact proclaims the right of each parent to translation and interpretation services.

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

*All Title I schools must complete this appendix.*

### **Directions:**

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

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

1. Enter the anticipated Title I allocation for the school for 2008-2009: \$731,571.23
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program \$7,317.00
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified: \$36,583.00
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year: 100%
5. If the percentage of high quality teachers during 2007-2008 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

## Public School 119 Parent Involvement Policy 2008 - 2009

The P.S. 119 Parent Involvement Policy reflects the philosophy of the Leadership Learning Support Organization with respect to the development of leadership throughout the school community.

This Parent Involvement Policy developed jointly with parents of participating children, Parent Association leaders, school volunteers and school staff incorporates the goals of the P.S. 119 school/community.

- Parents will be provided opportunities to be actively involved in establishing school-based policies and recommendations by serving as members of the School Leadership Team.
- Parents will be notified in a timely fashion and encouraged to attend our monthly Title I meeting to review the status of programs and to request their involvement on the in-school Parent Advisory Council. This Title I meeting will be part of our monthly Parents' Association Meeting.
- Workshops will be held to provide opportunities for parents to assist their children at home in their academic studies. Workshops may include Literacy, Mathematics, Science, Social Studies, Arts/Crafts, ESL, Computers, Middle School Articulation, Child Abuse, Special Education Services and Parenting Skills.
  - Regular written communication reflecting on-going day-to-day activities in the school will be disseminated to the parents through the monthly PS 119 Newsletter. Communication to homes on a regular basis will reinforce the home/school connection.
  - Workshops and meetings will be held to review individual student data and the Annual School (city/state) Reports regarding student and school achievement.
- The School will encourage parents to share in student success through monthly Honors Assemblies, which encourage students to succeed to the highest possible level.
- Parents will be provided a Department of Education approved 'Code of Behavior' in their home language and will review the code and have students adhere to its principles.
- Parents will provide a quiet setting at home for students to complete homework; read each day to kindergarten through 2nd grade students for 15-30 minutes per day and to have students in grades 3-5 read by themselves 20-45 minutes per day.
- Parents will communicate with their child's teacher regarding educational and emotional needs through:
  - review of student homework on a daily basis, and signing work after parental review,
  - attending regularly scheduled parent/teacher conferences,
  - meeting/communicating with teachers throughout the school year to keep apprised of ongoing student progress.
  - academic/behavior contracts
- Parents and community will be encouraged to assist in the school through a volunteer program. Parents may work with the Learning Leaders program in classrooms, offices, library, cafeteria, etc., to supplement and complement the efforts of the school.
- The parents and other members of the community will be encouraged to be involved in providing enriching educational and arts experiences.
- Parents will be involved in cultural heritage celebrations during the school year and will work with children in the development of these special programs. Cultural heritage celebrations will assist in heightening students' self esteem, and by having them gain a greater appreciation of themselves and others.
- Parents will assist in school fundraising initiatives such as bake sales, candy sales and the book fair. They will also assist with coat drives, food donations for those in need and using supplementary funds to provide school supplies to children in need.
- Parents are invited to share in their child's education through Family Fun and Learning Night where workshops, games and nourishment are provided.
- A School/Parent Compact will be disseminated to all parents to ensure that the school and home are working cooperatively to provide for the successful education of the children at P.S. 119.

**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.

<b>P.S. 119 School Parent Compact</b>	
<b>The school and parents working cooperatively to provide for the successful education of the children agree:</b>	
<b>The School Agrees</b>	<b>The Parent/Guardian Agrees</b>
<ul style="list-style-type: none"> <li>• to maintain a clean, safe, orderly and supportive learning environment in which all students can be successful and learn</li> <li>• to engage parents in making decisions about educational programs</li> <li>• to establish and maintain ongoing cooperation and collaboration between the home and the school</li> <li>• to convene regular meetings each year for parents to inform them of educational programs their children are receiving and of their rights to be involved in such programs</li> <li>• to actively involve parents in planning, reviewing and improving school programs and the parent involvement program</li> <li>• to provide performance profiles and individual student assessment results for each child and other pertinent individual and school district information</li> <li>• to provide high quality curriculum and instruction for parent/teacher conferences at least two times a year</li> <li>• to provide frequent reports to parents on their child’s progress</li> <li>• to provide reasonable access to staff during non-instructional time</li> <li>• to provide opportunities for parents to volunteer and participate in their child’s class and in classroom activities</li> <li>• to assure that parents may participate in all parent involvement activities such as literacy classes, workshops dealing with parenting, reading strategies and other topics</li> <li>• to treat parents with courtesy and respect</li> <li>• to provide parents with translation and interpretation services as guaranteed by the Parents Bill of Rights</li> </ul>	<ul style="list-style-type: none"> <li>• to send the child to school prepared and ready to learn</li> <li>• to be aware of the child’s work, progress and problems by talking to the child about school by looking at the child’s work and progress report and by attending school functions when possible</li> <li>• to share the responsibility for improved student achievement</li> <li>• to maintain continuing contact with the child’s teacher and principal about the progress of the child’s education</li> <li>• to reinforce at home the importance of acquiring knowledge, skills, and values needed to become productive citizens</li> <li>• to volunteer time, skill or resources when needed and possible</li> <li>• to review homework daily including reading to Kindergarten through 2<sup>nd</sup> grade students for 15-30 minutes a day and to have students in grades 2-5 read by themselves 20-45 minutes a day</li> <li>• to take part in school and community programs that empower parents to participate in making educational decisions</li> <li>• to respond to communications from the child’s school</li> <li>• to hold the child accountable for their work, attendance and behavior</li> <li>• to monitor the child’s attendance, homework and extracurricular activities</li> <li>• to treat school personnel with courtesy and respect</li> </ul>

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

*See Needs Assessment in Section IV.*

2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

We have restructured the extended day program to focus on the students at the proficient level in an effort to have them progress to an advanced status. The needs of those who are approaching the standards continue to be met through our extensive AIS programs.

We have refined our AIS programs to systematically cycle out children who meet specific benchmarks and bring in children who have not yet met these benchmarks. These students receive small group instruction.

To accommodate our large class sizes in the fourth grade, our AIS providers push into the classrooms and assist in instruction rather than pull-out students.

- 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.

Our schools percentage of highly qualified teachers in core subject areas is 100%. Overall highly qualified staff is 96%. We will reach 100% highly qualified through assigning all teachers appropriately.

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.

We have instituted an on-site Professional Development Team. We also have Collaborative Wednesdays, which allows for demonstration lessons by qualified staff developers as well as common planning time for grade level teams to work together on curriculum pacing and applications.

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

We have obtained highly qualified teachers through an outreach program with Manhattanville College, as well as through recommendations by staff members, the Open Market System and the New Teacher Finder.

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

We have developed several programs to increase Parent Involvement including Family Fun and Learning Nights, Back to School Days classroom visitations and school tours, ESL classes for parents, monthly Parent Association meetings, and Phone Trees for communication amongst parents.

6. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

We have a Parent Coordinator and a Family Worker who work closely with parents on how to assist their children with the transitions into our early childhood grades. They institute parent workshops and volunteer programs to familiarize the parents with the goals of our early childhood grades.

7. 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.

Our School Inquiry Team targets a group of students with a common need and institutes a specific program with strategies to measure their progress. This helps to determine if a program is appropriate for the needs of our students. Also, the School Leadership Team meets on a monthly basis to discuss the instituted curricular programs and determine if the needs of our students are being addressed.

8. 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.

Our lower performing students are targeted to receive small group Academic Intervention Services in reading and math during the school day, while our moderately performing students are eligible to receive intervention services in our small group extended day and afterschool programs. All students benefit from individual conferences, small group instruction and reteaching as needed.

9. 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.

Our school supports adult education through our Adult ESL classes, parent workshops and other opportunities presented by our Parent Coordinator. Our Parent Coordinator receives and shares information with the staff members and parents on opportunities for the children including the Gifted and Talented testing, free breakfast and lunch programs and child abuse prevention workshops.

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS (Not Applicable)**

**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:** School in Need of Improvement      **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.

One reason we were identified as a SINI school is that our English Language Learner population did not meet the state AYP goals. This may be due to our rapidly growing ELL population. Another reason for our SINI school notice is that our Special Education students did not meet the state’s AYP goals. One possible reason for this is that in Special Education we tend to have a high teacher turnover, which affects consistency in education for students as well as consistency in teacher professional development and training. We also have a large number of Special Education students who are bussed in from other areas of the city. This affects their attendance as well as the time spent in the classroom on instruction.

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.

We have implemented several new initiatives this year to improve the status of the English Language Learners. We have two ELL immersion classrooms, one in grade 2 and one in grade 5. We have hired two paraprofessionals through the NYC DOE Bilingual Pupil Services Program who focus on assisting ELL students. We have a Saturday Academy for ELL students with the intention of immersing them in the English language and assisting them in all subject areas. Within general education classrooms, ELL students are grouped by ability, so they can progress with their peers and so teachers have fewer times during the day when students are pulled-out for services by our two in-house ELL providers. This maximizes time spent on instruction. Our beginner ELL students receive support through an extended day immersion program. We have also purchased listening centers so ELL students can read and hear books in English on their just right level.

In order to improve the standing of our Special Education students, we have brought in a program that boosts self-esteem and builds character through the dramatic arts called TADA!. We have arranged our mentoring program to ensure that new Special Education teachers receive mentoring from seasoned Special Education teachers. Through the Leadership Learning Support Organization, members of our staff have received extensive training in behavior management intervention strategies. Computers, headphones, and Lexia software have been purchased with the intention of providing targeted phonemic instruction for children who need it.

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

**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 = \$731,571.23; 10% of Title I allocation = \$73,157.12.

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

The amount of \$38,810 is allocated to our UFT Teacher Center point person and Literacy Coach. Further, literacy experts visit on Wednesdays to provide professional planning and fishbowl demonstrations, debriefing, and coaching sessions. An additional \$11,940 is allocated for these positions. \$48,513 of Title I funding is also used towards the Data Specialist/ AIS Coordinator position for the collection and dissemination of easily accessible data for each student. This supports educators in monitoring student progress toward interim goals.

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

This is our second year implementing our in-house Mentoring Program. Currently, we have six teachers enrolled in our program for the school year 2008-2009. To guide our selection of mentors, we considered matching certification areas and background experience: mentoring will take place during the school day. Each mentor will receive two periods with his or her protégé. One period is reserved for observation, while the other period is a consultation session. Protégés are guided by The Professional Teaching Standards that support them in assisting their mentors in an all-encompassing and developmental way. The Professional Teaching Standards incorporate and inform a developmental view of teaching and are an integral part of fostering excellence in teaching and learning.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Parents have received written and oral notification on our school's status. Letters have been translated into several languages based on the population of our students.

**APPENDIX 6 :            SURR SCHOOLS (NOT APPLICABLE)**

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

*All schools must complete this appendix.*

**Background**

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

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

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

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

**Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

## ELA Alignment Issues:

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

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

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.

The School Leadership Team (SLT) has been meeting since July to review our curriculum and determine if we are in alignment with the state standards. We will also institute a Grade Specific Performance Indicator checklist adapted from state standards to further ensure that our curriculum is in alignment with state standards.

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?

Each grade had a representative review and compare the Grade Specific Performance Indicator checklist, (which is aligned with the state standards), to the grade's curriculum. It was determined that the school's curriculum was mostly aligned with state standards.

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

In order to bring our school curriculum fully into alignment with state standards we will have teachers fill out a Grade Specific Performance Indicator checklist for each child in the class. Since this checklist is fully aligned with state standards, it will show where student's learning is aligned with state standards and where the gaps lie. We do not require additional support from central to address this issue.

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## **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

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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.

The School Leadership Team (SLT) has been meeting since July to review our curriculum and determine if we are in alignment with the state standards. We will also institute a Grade Specific Performance Indicator checklist adapted from state standards to further ensure that our curriculum is in alignment with state standards.

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?

Each grade had a representative review and compare the Grade Specific Performance Indicator checklist, (which is aligned with the state standards), to the grade's curriculum. It was determined that the school's curriculum was mostly aligned with state standards.

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.

In order to bring our school curriculum fully into alignment with state standards we will have teachers fill out a Grade Specific Performance Indicator checklist for each child in the class. Since this checklist is fully aligned with state standards, it will show where student's learning is aligned with state standards and where the gaps lie. We do not require additional support from central to address this issue.

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## **KEY FINDING 2: INSTRUCTION**

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

### **2A – ELA Instruction**

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in

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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.

The School Leadership Team (SLT) has been meeting since July to review how ELA is being taught in classrooms. It was determined that the school's curriculum was mostly aligned with state standards.

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?

Our school uses many strategies to teach ELA to our students. We differentiate instruction for all of our learners. ELA is taught in a variety of formats, including small group instruction. Students are actively engaged during the day in hands-on learning centers, through group and peer collaboration and conferencing with the teacher.

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.

Teachers will use the Grade Specific Performance Indicator checklist to determine individual student's academic needs and differentiate instruction accordingly.

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## **2B – Mathematics Instruction**

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

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

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.

The School Leadership Team (SLT) has been meeting since July to review how Mathematics is being taught in classrooms. It was determined that the school's curriculum was mostly aligned with state 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?

Our school uses many strategies to teach Mathematics to our students. We differentiate instruction for all of our learners. Mathematics is taught in a variety of formats, including small group instruction. Students are actively engaged during the day in hands-on learning centers, through group and peer collaboration and conferencing with the teacher.

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.

Teachers will use the Grade Specific Performance Indicator checklist to determine individual student's academic needs and differentiate instruction accordingly. Additionally, Miriam Beverly, from the UFT Teacher Center Regional School Support Center, was invited to conduct a series of workshops for teachers in aligning our math curriculum to the New York State process strands.

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

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

Please respond to the following questions for Key Finding 3:

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

The School Leadership Team (SLT) has been meeting since July to review our teacher turn-over rate in special education classrooms.

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?

P.S. 119 has a 97% retention rate, the 3% turn-over is generally in the special education classrooms.

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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.

We will work to assist our special education teachers through peer mentoring by special education licensed staff, common planning time, curriculum support and professional workshops.

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

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

Please respond to the following questions for Key Finding 4:

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

The School Leadership Team (SLT) has been meeting since July to determine if teachers are taking advantage of professional development opportunities being offered by the district. It was determined that many of our teachers participate in a wide range of professional development opportunities.

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?

An informal survey of ELL and classroom teachers indicated that although QTEL professional development courses regarding ELL students were attended, they were largely geared toward secondary education.

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 ELL teachers will attend grade level conferences to work with classroom teachers on how to align curriculum with state standards while taking into account the ELL student population.

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

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

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Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.  
We distributed a spreadsheet containing teacher and standardized assessment data gathered over time.

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?  
This year all classroom teachers received all available data on their ELL students at the beginning of the year. NYstart disaggregates ELL achievement data by years in program. We provide ongoing professional development on using this information for instructional planning and differentiation.

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

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**KEY** 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.  
The School Leadership Team (SLT) has been meeting since July to determine if teachers are taking advantage of professional development opportunities being offered by the district.

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?  
Professional development in IEP goal development was given to all special education teachers during the Chancellor's Conference Day. General education teachers were given instruction, at grade level meetings, on how to read and apply IEP information to students in their classes.

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.

General and special education teachers will continue to take professional development classes in-house and with the Leadership LSO. In addition, general and special education teachers will continue to work with our in-house IEP teacher, who will provide mentoring to each.

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

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

Please respond to the following questions for Key Finding 7:

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

The School Leadership Team has been meeting to if the classroom environment is being modified to meet the needs of student's with IEPs.

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?

All teachers who work with a child with an IEP have been notified and given access to that child's IEP. This is done to ensure that all teachers who work with a child with an IEP are aware of the IEP accommodations and use them in their daily instruction.

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.

All teachers who work with a child with an IEP will continue to be notified and given access to that child's IEP. In addition, our IEP teacher will continue to provide support to the staff through professional development in how to read and use IEPs.

## 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 Galaxy.
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: **Jul 10, 2008**

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

School DBN	08x119
School Name	
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 192,210
Principal Name	Lydia Tyner
Principal Email	ltyner@schools.nyc.gov
Principal Phone	7188225372

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

- Yes  
 No

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

Creation of additional classrooms	\$ 97,027
Reducing teacher-student ratio through team teaching strategies	\$ 95,183

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

- Yes  
 No

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

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

For example:

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

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

For example:

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

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

For example:

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

	Targeted Grade	Targeted Subject	Targeted Population	Average Class Size 2007-08	# New Classrooms / New Sections
C4E Target #1	5	All (ES only)	English Language Learners	26.0	1
C4E Target #2					
C4E Target #3					
C4E Target #4					
C4E Target #5					
C4E Target #6					

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

- Yes
- No

What grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2008- existing classrooms will be targeted for school year 2008-09?

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

For example:

C4E Target #1: 6 - ELA - ELLs - 16 - 1 -14  
C4E Target #2: 8 - Math - Students with Disabilities - 18 - 1 - 17

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

For example:

C4E Target #1: 6 - ELA - ELLs - 16 - 1 -14  
C4E Target #2: 6 - ELA- Students with Disabilities - 16 - 1 -14

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

For example:

C4E Target #1: 6 - ELA - ELLs - 16 - 1 -14  
C4E Target #2: 6 - Math - ELLs - 16 - 1 -14

Targeted	Targeted	Students per Teacher 2007-	# Classrooms / Sections
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	Targeted Grade	Subject	Population	08	Targeted
C4E Target #1	4	All (ES only)	Students with Low Academic Achievement	27	5
C4E Target #2					
C4E Target #3					
C4E Target #4					
C4E Target #5					
C4E Target #6					

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

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 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