



**THE ROSE E. SCALA SCHOOL  
P.S. 71/THE PREPARATORY ACADEMY**

**2009-2010  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 08X071  
ADDRESS: 3040 ROBERTS AVENUE BRONX, NY 10461  
TELEPHONE: 718-822-5351  
FAX: 718-239-3111**

## TABLE OF CONTENTS

**SECTION I: SCHOOL INFORMATION PAGE**

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

**SECTION III: SCHOOL PROFILE**

**Part A. Narrative Description**

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

**SECTION IV: NEEDS ASSESSMENT**

**SECTION V: ANNUAL SCHOOL GOALS**

**SECTION VI: ACTION PLAN**

**REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

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

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

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

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

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

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10**

**APPENDIX 9: TITLE I, PART A - SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 071      **SCHOOL NAME:** P.S. 71

**SCHOOL ADDRESS:** 3040 Roberts Avenue Bronx, NY 10461

**SCHOOL TELEPHONE:** 718-822-5351      **FAX:** 718-239-3111

**SCHOOL CONTACT PERSON:** Lance Cooper      **EMAIL ADDRESS:** LCooper1@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Cathy Felicione

**PRINCIPAL:** Lance Cooper

**UFT CHAPTER LEADER:** Debbie Briscoe

**PARENTS' ASSOCIATION PRESIDENT:** Jennifer Lama

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 08      **SSO NAME:** ESO-Network 19

**SSO NETWORK LEADER:** Elvira Barone

**SUPERINTENDENT:** Timothy Behr

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). 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 revised Chancellor’s Regulations A-655; 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 a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Lance Cooper	*Principal or Designee	
Margaret Mirando	Assistant Principal	
Debbie Briscoe	*UFT Chapter Chairperson or Designee	
Jennifer Lama	*PA/PTA President or Designated Co-President	
Cathy Felicione	DC 37 Representative	
Ana Ortiz	Member/Parent Coordinator	
Cathy Caiola	Teacher	
Siobhan Lynch	Parent	
Harry Oehler	Parent	
John Percoco	Parent	
Tara Capone	Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

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

### SECTION III: SCHOOL PROFILE

#### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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Public School 71 is a community-based learning organization located in the Pelham Bay section of the Bronx. It serves approximately 1,640 students from grades K through 8. Through heterogeneous grouping and ethnic diversity, the student population is fully integrated. Integration of curriculum occurs through interdisciplinary studies. There are 64 classes covering grade levels K through 8. We have 18 special education classes, comprising of 11 inclusion and 7 self-contained classes. The total ELL population is 88. They are provided with an instructional program that incorporates English Language immersion using a push-in/pull-out model. P.S. 71 prioritizes the expenditure of its budget to support students by offering Academic Intervention Services as well as Enrichment Services.

The diverse community has a positive partnership with P.S. 71; often involved with fundraisers, community service, community/school activities and events, and various outreach efforts. There is also strong parental involvement, which is evident throughout the school with Learning Leaders, volunteers, and participation in school functions. The Learning Leaders not only support the academic program, but also help promote the health and safety of our students. Other collaborations within the school are:

- I9 Sports After School Program
- Metropolitan Museum of Art
- Peer tutoring among middle school students and elementary students
- PENCIL-CNN broadcast center
- After school intramurals: basketball, soccer, track and field
- After school clubs: drama, band, broadcast center, yearbook

For the past three years, P.S. 71 has formed a partnership with CNN through PENCIL to create a broadcasting center for our Preparatory Academy. Middle school students have an opportunity to conduct interviews, videotape school events, and edit video for school broadcasts. Technology integration has become a priority for P.S. 71 and as a result, has created many exciting learning opportunities for student engagement.

P.S. 71 has historically performed well in both ELA and Mathematics throughout the years. However, being good is not enough. Our goal has been to develop a core of teacher leaders – staff members who have attended workshops, institutes and professional development activities that have enhanced their ability to become specialists in a variety of curriculum areas. Time is provided for those teacher leaders so that they may take on the role of co-teacher, model teacher, and mentors for their colleagues. Common planning time is programmed into teacher schedules to encourage collaboration and to develop a true professional learning community. We continually strive to move our school from good to great. Therefore, our focus for the past four years has been on Mathematics improvement. It is our primary goal to become the leader in Mathematics throughout the Bronx. With our focus and dedication set to become an exemplary Mathematics school, the following statements help steer our efforts toward achieving our goal:

## **Mission Statement**

We, the staff of Public School 71 and Preparatory Academy at 71, are dedicated to providing an exemplary public education for each of our students in a safe, supportive, and academically challenging environment. We will encourage our students to strive high and reach their full potential, academically and emotionally. We will achieve this by promoting learning in a multi-cultural atmosphere where problem solving and decision-making are fostered and independent thinking is required. We believe that we are creating the future leaders of society.

## **Our Vision**

We aspire to those habits, which instill in our students the drive to be proactive. We encourage all to take responsibility for their actions and goals for their future. We believe that all students are capable of succeeding and strive to develop a positive academic, physical, mental and emotional attitude where they are always learning and growing.

## **Our Goals**

It is the goal of the Preparatory Academy at 71 to create future leaders. We will provide quality education through meaningful and integrated instruction in all curriculum areas. This will be based upon the New York State and New York City's Performance Standard Curriculum Policies. It is our goal to:

- Create a positive learning atmosphere
- Respect each student's individuality and treat them as such
- Encourage good citizenship and acceptable social behavior
- Maintain instruction that is of the highest quality
- Develop and nurture a positive partnership between school and home with open communication at all times.



**CEP Section III: School Profile**

**Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	7	1	1	Number of Administrators and Other Professionals	12	24	22
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	4	5
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	58.2	61.2	56.4
				% more than 5 years teaching anywhere	54.4	46.9	43.6
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	92.0	84.0	78.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	91.1	97.1	91.5
American Indian or Alaska Native	0.6	0.4	0.4				
Black or African American	5.0	5.6	5.9				
Hispanic or Latino	46.1	48.8	48.8				
Asian or Native Hawaiian/Other Pacific Isl.	5.0	5.2	6.0				
White	43.3	40.0	38.8				
<b>Male</b>	50.5	49.4	49.4				
<b>Female</b>	49.5	50.6	50.6				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
							√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>Individual Subject/Area Ratings:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	IGS			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

Student Groups	Elementary/Middle Level			Secondary Level		Grad Rate
	ELA	Math	Science	ELA	Math	
<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	√	√	√			
Limited English Proficient	√	√	-			
Economically Disadvantaged	√	√	√			
<b>Student groups making AYP in each subject</b>	<b>8</b>	<b>8</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>	NR
<b>Overall Score:</b>	80.8	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment:	6	Quality Statement 2: Plan and Set Goals	
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	16.7	Quality Statement 4: Align Capacity Building to Goals	
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	
Student Progress:	49.8		
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:	8.3		

<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
	NR = No Review Required

\* = For 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, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) 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 implications 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?
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Upon looking at 2008-2009 state test scores, the school report card, curriculum, the Quality Review, teacher surveys, and findings from the Inquiry Team, we have noticed our school's strengths as well as our challenges.

An analysis of student achievement is based on formal and informal assessments. For formal measures, the school relies on Developmental Reading Assessments, Acuity interim assessments, and standardized test scores (ELA & Math). For informal measures, the school uses running records, teacher observations, teacher conferences, weekly tests and quizzes, student portfolios, and standards-based work utilizing student generated rubrics. The data shows that there was an increase in student proficiency level in ELA for the past three years: 61.0% to 68.1% to 76.9%. In Math, student proficiency levels increased as well: 75.8% to 84% to 88.9%

The supports that we have in place for at risk students work well to raise student achievement. We offer a variety of Academic Intervention services including small group instruction before and after school as well as Saturday Academy to targeted level 1 and 2 students. There are two Literacy Staff Developers (one for grades K-5 and one for grades 6-8) who assist teachers with curriculum planning, along with an AIS provider for the lower grades.

We noticed that our level 1s and 2s made tremendous progress whereas our level 3s and 4s made little to none. 63.7% of students made 1 year's progress in ELA and 75.5% of students made 1 year's progress in Math from 2007-2008 to 2008-2009 school year. For the 2009-2010 school year, we will focus on our level 3s and 4s, particularly the "pushables" and "slipables" to ensure that every student is making at least 1 year's progress.

To help address our need to challenge the top students while supporting our lower performing students, we have kept class sizes small in the middle school grades, homogeneously grouped CA and Math by ability level and gender, and partially departmentalized 5<sup>th</sup> grade in CA/SS and Math/Science. For 2009-2010, we have piloted a partially departmentalized 4<sup>th</sup> grade in CA/SS and Math/Science with two classes. One of our needs for the 2009-2010 school year is to seek out effective professional development on differentiated instruction and school-based mentorship, especially for our newer staff members.

An area of improvement, which grew out of Inquiry work for the past three years, is the need to build vocabulary in the content areas. We specifically targeted fifteen 7<sup>th</sup> grade boys who were low level 2s in Math. As we looked at student work, we noticed that they had difficulty explaining solutions to word problems. Students were struggling with word problems when there wasn't a clearly stated operation within the problem. Through ongoing low inference observations, interviews, a pre-test, and post-test, we were able to generate three strategies to improve vocabulary development.

These three strategies include:

- 1) Embedded test taking strategies during Math class focused on deconstructing word problems to identify the concept and operation needed to solve the problem.
- 2) Concept cards-having students write their own definition to a math term along with visual representations, a word problem, and other like and unlike terms associated with that term.
- 3) Conferencing-Using the concept cards as a starting point, teachers meet with students regularly to gauge their understanding of a particular math concept.

These vocabulary development strategies were then generalized to the entire school this year, and we are experiencing some success and are continuously monitoring the effectiveness of these instructional strategies. These practices are now part of our mathematics block.

Another area of improvement, which grew out of Inquiry work, is the need to develop mastery of computational skills especially in the area of subtraction across zeroes. Currently, we are in the process of administering and studying the results of an assessment for grades 3 through 6 with an emphasis on word problems that require subtraction across zeroes.

## 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 2009-10 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 (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

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**Goal #1: Increase the percentage of students making at least one year's progress in ELA in grades 4-8.** *By June 2010, students in grades 4-8 making at least one year's progress in ELA will increase from 63.7% to 64.7%, as measured on the New York State ELA exam.*

**Goal #2: Increase the percentage of students making at least one-year progress in Math in grades 4-8.** *By June 2010, students in grades 4-8 making at least one year's progress in Math will increase from 75.5% to 76.5%, as measured on the New York State Mathematics exam.*

**Goal #3: Ninety percent of students in grades K-3 will meet the promotional benchmarks in ELA to be promoted to the next level.** *By June 2010, ninety percent of students in grades K-3 will meet the promotional benchmarks in ELA to be promoted to the next grade. For grades K-3, student progress will be based on DRA levels for Literacy.*

**Goal #4: Ninety percent of students in grades K-3 will meet the promotional benchmarks in Math to be promoted to the next grade.** *By June 2010, ninety percent of students in grades K-3 will meet the promotional benchmarks in Math to be promoted to the next grade. For grades K-3, student progress will be based on cumulative math assessments.*

**Goal #5: Decrease the number of students placed on suspension.** *By June 2010, the number of students suspended will decrease by 1%, as measured by OORS.*

**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 2009-10 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, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Increase the percentage of students making at least on year progress in ELA in grades 4-8.</b> By June 2010, students in grades 4-8 making at least one year’s progress in ELA will increase from 63.7% to 64.7%, as measured on the New York State ELA exam.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Teachers in grades 4-8 will utilize various data sources to monitor their student’s progress throughout the year. They will utilize data from various sources such as, nySTART, ARIS and Acuity to identify students’ areas of need and to track their progress. Academic and enrichment services will be offered to students before, after, and during Saturday Academy. Scores from Acuity, in conjunction with other informal measures such as teacher made tests and unit tests associated with our Literacy program will be used. Both the teacher and the Assistant Principal will monitor progress towards these interim and final goals on a continual basis.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>To navigate through the multitude of data sources, such as Acuity, nySTART, and ARIS, a data team will be created. The data team will turnkey training sessions to staff and provide embedded professional development on data analysis. Support staff will assist their assigned grades during weekly common planning times, which have been scheduled into every teacher’s schedule.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>As evidenced by the NYS standardized ELA exam in conjunction with three periodic assessments (Acuity) throughout the school year (11/9, 1/21, 3/8).</p>

Subject/Area (where relevant): \_\_\_\_\_

**MATH**

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Increase the percentage of students making at least one-year progress in Math in grades 4-8.</b> By June 2010, students in grades 4-8 making at least one year's progress in Math will increase from 75.5% to 76.5%, as measured on the New York State Mathematics exam.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Teachers in grades 4-8 will utilize various data sources to monitor their student's progress throughout the year. They will utilize data from various sources to identify students' areas of needs and to track their progress. Academic and enrichment services will be offered to students before, after, and during Saturday Academy. Scores from prior State testing and other informal measures such as teacher made tests and unit tests associated with our Math program will be used.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>To navigate through the multitude of data sources, such as Acuity, nySTART, and ARIS, a data team will be created. The data team will turn key training sessions to staff and provide embedded professional development on data analysis. Support staff will assist their assigned grades during weekly common planning times, which have been scheduled into every teacher's schedule. Math Staff Developers and Consultants are available to assist teachers in all capacities.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>As evidenced by the NYS standardized Mathematics exam in conjunction with three periodic assessments (Acuity) throughout the school year (11/9, 1/21, 3/8).</p>

Subject/Area (where relevant): ELA

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Ninety percent of students in grades K-3 will meet the promotional benchmarks in ELA and be promoted to the next grade.</b> By June 2010, ninety percent of students in grades K-3 will meet the promotional benchmarks in ELA to be promoted to the next grade. For grades K-3, student progress will be based on DRA levels for Literacy.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Weekly and monthly conferences will Literacy Staff Developers will foster the competence to ensure that the DRA goals are met. The DRAs will be collected three times during the year to monitor progress. To support students who are in ‘promotion in doubt’ status, early identification and intervention will be provided by the AIS teacher through a push-in and pull-out program such as Wilson and Great Leaps.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>In-house professional development will be offered during common preps, lunch and learns, and at faculty conferences. We have also funded a Literacy Staff Developer for grades K-5 as well as an AIS Literacy cluster for grades K-5.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Evidence will be based on DRA graphs to show student progress in ELA. DRAs will be administered three times throughout the year-10/30, 2/26, and 3/21. As a school we use DRA benchmarks to determine and evaluate progress in reading accuracy and comprehension. Our benchmarks for the DRA by the middle of June to be promoted to the next grade are as follows: K-DRA-Level 2 1-DRA-Level 14 2-DRA-Level 26 3-DRA-Level 34</p>

Subject/Area (where relevant): Math

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Ninety percent of students in grades K-3 will meet the promotional benchmarks in Math to be promoted to the next grade.</b> By June 2010, ninety percent of students in grades K-3 will meet the promotional benchmarks in Math to be promoted to the next grade. For grades K-3, student progress will be based on cumulative math assessments.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>All classes have been scheduled for a ninety-minute block of math. The school has hired two Math Staff Developers and two Math Consultants; a new program (Scott-Foresman/Addison Wesley) has been purchased for the 2009-2010 school year. A school wide Math theme will focus on number sense and operations and multi-step word problems. AIS and enrichment programs will be offered during Saturday Academy.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>The school has hired two math staff developers and two math consultants. Weekly and monthly conferences with Math staff developers and consultants have been incorporated into the schedule in order to ensure that the Math goals are met. Professional Development from Scott-Foresman will be offered throughout the year.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>In math we use Scott-Foresman/Addison Wesley math assessments; additionally periodic assessments from Acuity will assist in measuring interim goals throughout the school year. The unit assessments will be collected five times during the year to monitor progress (10/26, 12/18, 2/26, 4/23, 6/4). K-3 has cumulative assessments, the last of which covers units 1-12. For June's cumulative assessments we will expect a passing rate of 65%.</p>

Subject/Area (where relevant): Discipline

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Decrease the number of students placed on suspension.</b> By June 2010, the number of students suspended will decrease by 1%, as measured by OORS.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>We have staggered arrival/dismissal times for the middle school and elementary school. This will help minimize potential conflicts between older and younger students before and after school. The deans will be responsible for documenting student removals and following up with phone calls home to parent(s). Deans will also collaborate and communicate clearly with teachers when dealing with disruptive behavior. A behavioral action plan will be created to help students who are removed from their regular classroom.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>We have hired a dean for grades K-5 and added an additional dean for the middle school (grades 6-8). There are different start and end times to the deans' hours, ensuring someone available at all times for staff.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Suspensions are put into OORS system and tracked. Deans will document all in school and out of school suspensions.</p>

## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

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

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

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

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

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

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

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

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS**

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A				
1	8	18	N/A	N/A	97	97	97	97
2	55	24	N/A	N/A	85	85	85	85
3	4	4	N/A	N/A	75	75	75	75
4	8	8	8	8	60	60	60	60
5	43	9	33	30	50	50	50	50
6	46	33	28	25	30	30	30	30
7	33	29	21	15	25	25	25	25
8	60	26	25	10	10	20	20	20
9								
10								
11								
12								

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

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

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

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p>Students who score below the designated performance level, receive AIS, 3x per week, during school hours. The groups range between 5 to 7 children. Multiple materials are used to assist in accommodating various types of learners. For example: sight word recognition using flashcards, <i>Scott-Foresman</i> phonics approach, <i>Guided Reading</i> using Leveled books with a follow-up writing assignment (response to literature). Small group instruction, 1 to 1 tutoring, Peer Tutoring (AM/PM), Intervention Services, Learning Leaders, Saturday Academy, Resource room</p>
<p><b>Mathematics:</b></p>	<p>Students will learn to explore with manipulatives to help them understand and model learned mathematics concepts using <i>Scott-Foresman</i> and <i>Singapore Math</i> approach. For example: make and analyze graphs, subtraction strategies using facts up to 20, explore attributes of solids and shapes, estimation and comparison of numbers to 1,000. Also measuring, telling time, and developing an understanding of fractions and their purpose. Small group instruction, 1 to 1 tutoring, Peer Tutoring (AM/PM), Intervention Services, Learning Leaders, Saturday Academy, Resource room</p>
<p><b>Science:</b></p>	<p>Small Group Instruction, Differentiated Instruction, Hands-on-Lab Activities, Saturday Academy, Guided Demonstrations, Cross-curricular activities through the use of technology.</p>
<p><b>Social Studies:</b></p>	<p>Small Group Instruction, Differentiated Instruction</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>Small Group, Peer Mediation, Bereavement Counseling, Anti-Bullying Workshops, Stress Management, Values Clarification, Referral to Outside Providers, Socialization Skills</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p>Crisis Intervention Specialist, Behavior Modification, Informal Classroom Observations</p>

<b>At-risk Services Provided by the Social Worker:</b>	Small Group, 1 to 1 services, Peer Mediation
<b>At-risk Health-related Services:</b>	OT, Speech, Resource, Guidance, Physical Therapy, Student workshops on health related issues by school nurse, vision, and hearing screenings

**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 (2009-2010) LAP narrative to this CEP

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**The Rose E. Scala School**  
Public School 71  
3040 Roberts Ave. Bx. NY 10461  
718-822-5351

Lance Cooper  
Principal

Phyllis Calzolaio  
Fausto Cordero  
Raquel Quesada  
Margaret Mirando  
Caitlin Mondelli  
Assistant Principals

Annemarie Amelio  
Antoniette Casali  
Diana Mannarino  
Renee Reilly  
Secretaries

Dennis Miskimmon  
Custodian Engineer

**Language Allocation Policy**

**Part I: School ELL Profile**

- A. The Language Allocation Policy team includes: Mr. Lance Cooper, Principal; Ms. Phyllis Calzolaio, Assistant Principal; Ms. Lee Anne Russian, Math Coach; Ms. Irene Pappas, Literacy Coach; Ms. Maria Savvides, ESL Teacher; Ms. Lynn Leinwohl, Guidance Counselor; and Ms. Ana Ortiz, Parent Coordinator.
- B. There is one Certified ESL Teacher. One Special Education Teacher will be certified in ESL in January. There are 3 Certified Foreign Language Teachers. There is one AIS Teacher working with ELL's who is not ESL certified. We do not have certified Bilingual Teachers; Content Area Teachers with Bilingual Extensions; or Special Ed. Teachers with Bilingual Licenses.
- C. There is a total number of 1640 students in our school. Out of 1640 students, 87 are ELL's. In other words, ELL's make up 5.37% of the total student population.

**Part II: Identification Process**

- 1. When a child is registered, a Home Language Identification Survey is given to the parent/guardian to complete. Once it is completed, the ESL teacher reviews the survey and determines whether or not the child needs to be tested with the LAB-R. If the child's home language is other than English, the child is given the LAB-R. If the child is eligible, he/she is placed in the ESL Program. There is a pedagogue available, our Assistant Principal, Phyllis Calzolaio to interview the registrant when it is necessary.

In the spring, the NYSESLAT is administered. The ESL teacher first administers the Speaking one-to-one. After completing the Speaking, the students are administered Listening, Reading, and Writing in groups.

In the fall, the NYSESLAT scores are available. The ESL teacher attains the Exam History Report and the RNMR Report which show the individual skills scores. Therefore, the teacher is able to view which skill/skills each individual

ELL needs additional help in. The reports show the students' strengths and weaknesses. The most recent scores are compared to the previous scores; thus, it is possible to view what gains, if any, were made and in which skill. Also, it is possible to see what needs must be addressed.

2. Our school ensures that parents understand all three program choices by holding a parent orientation in the fall. At these meetings, the parents of newly-arrived ELL's are informed of the available programs and are assisted in the program selection. We make every effort to provide the guides in the parents' native language. Our parent coordinator is present along with any other staff member who speaks the native language of a parent who may need a translator. If a parent
3. is not present at the orientation, we attempt to meet with him/her for an individual conference.
4. Our school ensures that entitlement letters along with fliers that announce the date, time, and location of the parent orientation are given to the parents. At the orientation, the parent survey and program selection forms are distributed, and we answer any questions. If a parent does not come to the orientation, we send the letters home with the student and request that the parent meet with our parent coordinator. The coordinator makes a follow-up call. Also the ESL teacher attempts to meet with parents at the end of the day and arranges for a meeting.
5. At the time of registration, an interview is conducted. If the parent wishes for his/her child to be placed in a bilingual program, every effort is made to find the closest program to the student's home. Our parent coordinator, assistant principal, guidance counselor, and ESL teacher work together to find a bilingual program.

If the parent does not wish to place his/her child in a bilingual program, the student is placed in a Freestanding ESL program. We make every effort to place the student in a classroom of a teacher who speaks the student's native language. If this is not possible, then we place the student in a class where there is at least one child who speaks his/her language. The ELL student is buddied up with a student who is fluent in English and who speaks the ELL's native language. Thus, the student has an additional channel through which he/she may express him/herself.

6. After reviewing the Parent Survey and Program Selection forms returned for the past three years, we conclude that 100% of our parents whose children are ELL's indicate the ESL Program as their first choice, the TBE Program as their second choice, and the Dual Language Programs as their third choice.
7. The program that is offered at our school is aligned with our parent requests. Our parents wish to have their children serviced in a small group setting so that each individual's needs are addressed.

### **Part III: ELL Demographics**

- A. The number of ELL's per grade is as follows: Kg has 4; Grade 1 has 16; Grade 2 has 19; Grade 3 has 12; Grade 4 has 15; Grade 5 has 8; Grade 6 has 7; Grade 7 has 3; and Grade 8 has 3.
- B. There is a total number of 87 ELL's in our school. Two students are SIFE. There are 53 newcomers, 2 are SIFE and 2 are in special education. There are 25 ELL's in years 4-6, 4 of which are in special education. There are 9 long-term ELL's, 1 of which is in special education. In total there are 7 ELL's in special education.
- C. In Kg, there are 2 students who speak Chinese; 1 who speaks Arabic; and 1 who speaks Vietnamese. In Grade 1, 9 students speak Spanish; 3 speak Chinese; 1 speaks Bengali; 1 speaks Urdu; 1 speaks Albanian; and 1 speaks Vietnamese. In Grade 2, 10 students speak Spanish; 2 speak Chinese; 1 speaks Arabic; 1 speaks French; 4 speak Albanian; and 1 speaks Vietnamese. In Grade 3, 7 students speak Spanish; 1 speaks Chinese; 1 speaks Urdu; 1 speaks Albanian; 1 speaks Tagalog; and 1 speaks Amharic. In Grade 4, 6 students speak Spanish; 1 speaks Chinese; 1 speaks Urdu; 3 speak Arabic; 2 speak Albanian; 1 speaks Vietnamese; and 1 speaks Tagalog. In Grade 5, 5 students speak Spanish; 1 speaks Urdu; 1 speaks Arabic; and 1 speaks Albanian. In Grade 6, 4 students speak Spanish, 1 speaks Chinese, 1 speaks French, and 1 speaks Albanian. In Grade 7, all 3 students speak Spanish. In Grade 8, 2 students speak Spanish, and 1 speaks Chinese.

### **Program and Scheduling Information**

- 1. A pullout program where students are serviced in a group setting is in place at P.S. 71. The ELL's are grouped based on their grade level and proficiency level. Our groups are homogeneous. Newcomers are placed in a small group where individual attention is given, and they are also taught in a larger group of Beginner and Intermediate ELL's so that they have the opportunity to interact with their peers who are more advanced.

Beginner and Intermediate students are serviced 360 minutes a week and Advanced students are seen 180 minutes a week. We analyze data to see the students' strengths and weaknesses. We teach strategies to help them strengthen their skills.

- 2. Through scheduling, we ensure that each student's mandates are met. Our elementary school hours are 8:15 to 3:05; our 6<sup>th</sup> and 7<sup>th</sup> grade hours are 9:00 to 3:50 and our 8<sup>th</sup> grade hours are 9:00 to 4:35. Therefore, there is flexibility in scheduling our program. Our Beginner and Intermediate students receive 360 ESL instructional minutes per week. Our Advanced students receive 180 ESL instructional minutes per week and 180 ELA instructional minutes per week.

3. The language used when teaching the content areas is English; however, as stated earlier, if the classroom teacher speaks the same language as the newly arrived ELL, then the native language is used to facilitate learning one-on-one. The instructional approach for teaching is hands-on. For example, visuals like maps and globes are used to show a map key, to teach the capitals, and the land formations of the different regions. In science, for example, we use visuals to show the difference between living and non-living. Students analyze parts of plants and label them.

In other words, we strongly believe in a hands-on approach to learning for our ELL's.

4. a. Presently, we group our SIFE student based on his proficiency level with other students and offer instruction in his native language of Spanish in the content area of math. We do this in order to prevent him from falling behind in the math.
  - b. Newcomers are placed in groups based on their proficiency level. We work with those who will be testing with test prep materials to build up their strategies and skills. For example, we use the COACH materials, and we also use materials that help the students build up their vocabulary in the content areas.
  - c. The ESL teacher is the resource and support for classroom instruction in an attempt to help students meet the state standards for their specific grade level in all subject areas. Classroom teachers regularly conference with the ESL teacher to discuss the progress of the ELL's in the classroom. Ideas are exchanged so that the needs of the ELL's are better met. Students who have completed 3 years of ESL service and have not scored proficient are given an extension so that we can meet their needs. These students need to refine their writing skills; therefore, emphasis is placed on the writing process. Brainstorming; organizing; editing; and publishing are skills that these students must master in order to be successful writers. Grammar and spelling rules are also emphasized. The Write Source and Betty Azar's Grammar books are used.
  - d. Students who have been long-term ELL's are eventually weaned out of the program since there are other factors affecting their progress. Therefore, other intervention services like Resource Room are provided.
  - e. Students with special needs receive other supports and resources as stated on their IEP's.
5. Our AIS, after-school program, and Saturday Academy have helped ELL's progress in the content areas. The Saturday Academy has offered additional hours to the students so that they can review and work on math and literacy skills. After-school classes have offered help in writing, particularly the grammar skills,

and speaking skills, particularly pronunciation. Our AIS teacher is an additional support for our students who need the strategies to be better readers and writers.

6. After-school programs and Saturday programs are transitional supports for these students. These programs are based on school funding.
7. A new math and literacy program by Scott Foresman has been implemented in our school. It is used with the Balanced Literacy Approach. Many of the teacher manuals include activities that address the ELL's such as role-playing in literacy, and in math, there are instructional strategies teachers can use to get the concept across to ELL's.

Also we are currently looking into content area books for ELL's that the ESL teacher can use to reinforce what is being taught in the classroom. Additional visual materials will be used.

8. Non-Applicable.
9. ELL's are offered the same support and resources as other students. After-school Programs, AIS, Peer Tutoring, and Learning Leaders are examples of resources available to our students.
10. Laptop's, smartboards, overhead projectors, audio-visuals, and a music program are used to support ELL's.
11. Bilingual dictionaries, books in the students' native language; and peer tutoring using the students' native language are resources that are available to our students.
12. Yes, our resources are age-appropriate.
13. We meet with parents to introduce them to the New York City Public School System. We hold parent workshops.

### **Professional Development and Support for School Staff**

1. BETAC conferences, workshops, and outside meetings are attended by the ESL teacher. The teacher then turnkeys to all personnel that work with ELL's. She meets with the Pupil Accounting Secretary and discusses any concerns about registration. In fact, the ESL teacher is called to speak with the parents of a prospective ELL. The parent coordinator also meets with the parents and explains the various programs the student is entitled to. The Assistant Principals meet with the ESL teacher to discuss the needs of the ELL's. Workshops held on Professional Development Day and Chancellor's Day help both common branch and special education teachers discuss and plan for our ELL's needs. The ESL teacher disseminates articles and lists of resource books that are recommended for

teachers of ELL's to the Literacy Coaches.

2. We hold informal meetings where the ESL teacher collaborates with the classroom teachers about the progress and needs of the students. The ESL teacher discusses with the middle school teachers the needs and concerns of the ELL's. She also gives them suggestions of what strategies have been proven to be effective. She informs them of the students' strengths and weaknesses. Because she has known the ELL's for so long, the ESL teacher
3. Professional development will be offered to keep the teachers updated on the mandates and regulations of the ESL program. They will also be given ESL strategies for teaching content area subjects.

### **Parent Involvement**

1. At P.S. 71, there are monthly P.T.A. meetings that are announced through fliers and P.T.A. newsletters. Our parent coordinator is bilingual and is always available to assist in translating. Workshops for our parents are held so that they can better understand the NYC public school system; the upcoming state exams; and the strategies parents can use to help their children succeed. Coffee klatches offer another venue for our parents to get involved with our school.
2. We refer the parents of ELL's to English services that are community based. These classes are offered in the area; thus, they are convenient.
3. We have an excellent rapport with our parents. They are aware that we are always available to offer our assistance. We offer translation services in Spanish, Italian, Greek, Arabic, Korean, Chinese, and French. We address their concerns through open dialogue. We direct them to community-based services when needed.
4. Our parental involvement activities address the needs of the parents by offering them workshops so that they can better help their children at home with effective strategies to help them improve in school.

### **Analysis of the Assessment Data**

- A. Assessment Analysis indicates that Kg has 1 Beginner; 1 Intermediate; and 2 Advanced students. Grade 1 has 7 Beginners, 7 Intermediates, and 2 Advanced students. Grade 2 has 4 Beginners, 7 Intermediates, and 8 Advanced students. Grade 3 has 2 Beginners, 4 Intermediates, and 6 Advanced students. Grade 4 has 3 Beginners, 4 Intermediates, and 8 Advanced students. Grade 5 has 2 Beginners, 3 Intermediates, and 3 Advanced students. Grade 6 has 2 Intermediates and 5 Advanced students. Grade 7 has 3 Advanced students. Grade 8 has 1 Intermediate and 2 Advanced students.

In the NYSESLAT Modality Analysis, in the skills of Listening/Speaking, Grade 1 has 1 Beginner; 2 Intermediate; 8 Advanced; and 3 Proficient students. Grade 2 has 1 Beginner; 2 Intermediate; 12 Advanced; and 3 Proficient students. Grade 3 has 1 Beginner, 1 Intermediate, 1 Advanced; and 9 Proficient students. Grade 4 has 1 Intermediate; 4 Advanced; and 7 Proficient students. Grade 5 has 1 Beginner; 4 Advanced; and 3 Proficient students; Grade 6 has 5 Advanced and 1 Proficient students; Grade 7 has 2 Advanced and 1 Proficient students; and Grade 8 has 1 Advanced and 2 Proficient students.

In the skills of Reading/Writing, Grade 1 has 6 Beginners; 7 Intermediate; and 1 Proficient student. Grade 2 has 4 Beginners; 6 Intermediate; 7 Advanced; and 2 Proficient students. Grade 3 has 2 Beginners; 5 Intermediate; and 7 Advanced students. Grade 4 has 4 Intermediate and 8 Advanced students. Grade 5 has 2 Beginner; 3 Intermediate; 1 Advanced; and 1 Proficient student. Grade 6 has 1 Intermediate; 4 Advanced; and 2 Proficient students. Grade 7 has 2 Advanced and 1 Proficient students. Grade 8 has 1 Intermediate and 2 Advanced students.

Grades 3-8 non-exempt ELL's were tested with the NYS ELA. In Grade 3, 3 ELL's scored at Level 1; 4 scored at Level 2; and 3 scored at Level 3. In Grade 4, 1 scored at Level 1; 5 scored at Level 2; and 1 scored at Level 3. In Grade 5, 4 students scored at Level 2. In Grade 6, 4 students scored at Level 2. In Grade 7, 1 student scored at Level 2 and 2 students scored at Level 3. In Grade 8, 1 student scored at Level 2 and 1 scored at Level 3.

Grades 3-8 ELL's were given the NYS Math Exam. In Grade 3, 9 students were tested in English. Two scored at Level 2 and 7 scored at Level 3. Four students were tested in their native language and scored at Level 3. In Grade 4, 7 students were tested in English. Two scored at Level 2 and 5 scored at Level 3. One student was tested in his native language and scored at Level 3. In Grade 5, 3 students were tested in English. One scored at Level 1 and 2 scored at Level 2. Four students were tested in their native language. One student scored at Level 2; 2 scored at Level 3; and 1 scored at Level 4. In Grade 6, 4 students were tested in English. One student scored at Level 1; 1 scored at Level 2; 1 scored at Level 3; and 1 scored at Level 4. In Grade 7, 3 students were tested in English. One student scored at Level 2; 1 scored at level 3; and 1 scored at Level 4. In Grade 8, 2 students were tested in English. 1 scored at Level 3 and the other scored at Level 4.

Grades 4 and 8 were given the NYS Science Exam. In Grade 4, 3 students were tested in English. Two scored at Level 1 and 1 scored at Level 2. Four students were tested in their native language. One scored at Level 2; 2 scored at Level 3; and 1 scored at Level 4. In Grade 8, 2 students were tested in English. One student scored at Level 2 and the other scored at Level 3.

1. The assessment tools our school use to assess the early literacy skills of ELL's are ECLAS, EPAL, DRA, and Acuity. By looking at the data from these assessments, we can determine the strengths and weaknesses of our ELL's. This information helps the classroom teachers and the ESL teacher plan more effectively to help meet the needs of the ELL's. Results are always shared. In fact, the ESL teacher has also administered these assessments. What these assessments reveal is that reading comprehension for ELL's needs to be improved.
2. The data patterns reveal that the areas of writing and reading seem most in need of assistance, followed by listening and speaking. Students in Grades K-2 acquire speaking and listening faster than the reading and writing skills. Newcomers are in immediate help with reading and writing. The upper grade students are in need of refining their reading and writing skills in order to score proficient.
3. Our mission is to provide a comprehensive literacy program to help develop the reading, writing, speaking, and listening skills for all ELL's. Teaching students strategies such as utilizing the prior knowledge they acquired in the content areas in their native language is one example of helping these students succeed. Visuals, hands-on activities, graphic organizers are all strategies that are being used. *On Our Way to English*, which encompasses literacy, social studies, math, and science, is a wonderful resource tool. McGraw-Hill's *On Location*, a three-level reading and writing program that provides an enrichment approach to language and literacy development is used. Houghton Mifflin's *The Write Traits Program* is used to help improve the students' writing skills.
4. The patterns across proficiencies and grades indicate that the speaking and listening skills are acquired earlier than the reading and writing skills. In fact students have scored proficient in listening/speaking; however, they have scored advanced in reading/writing. Thus, they are still eligible for ESL services. Also those students who took the exams in their native language performed better than they did on the ELA. Students who took the NYS Math and Science in their native language scored at Level 2 and above. Most scored at Level 3. These students scored at Level 2 on the ELA. Evidently, taking the exam in their native language gave the ELL's an opportunity to show that they understand the concepts taught.

Our ESL teacher will attend an upcoming workshop on the ELL Periodic Assessments. She will inform the leadership and the teachers of how to use the results. In the past, the ESL teacher has always informed the teachers of the students' weaknesses on the Periodic Assessments. The results of the Periodic Assessments help in planning for instruction that will take into account the weaknesses of the ELL's. For example, students who have problems with listening comprehension need repetition and simpler directions so that they can understand what is asked of them. .

5. We evaluate the success of our program by examining the data from the results on the NYSESLAT and the other state exams. Also we use the periodic assessments to identify strengths and weaknesses. Teachers collaborate and exchange ideas on how to help ELL's. We provide students with services to help them succeed. We learn from the Periodic Assessments where the strengths and weaknesses lie in listening comprehension; reading comprehension; and grammar. Lessons are developed to address the needs. Grammar points are explained and students are given exercises to reinforce what is learned. Reading strategies are taught for students to tackle the meaning of unknown words by using context clues. Students are given listening exercises to improve their listening skills which are necessary, especially in middle school when note-taking is expected. The native language is used when newcomers need help to understand concepts in math or science. Newcomers are also tutored in their native language when by bilingual staff members and bilingual peer tutors.

**OFFICE OF ENGLISH LANGUAGE LEARNERS**  
**GRADES K–8 LANGUAGE ALLOCATION POLICY**  
**WORKSHEET**

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

SSO/District <b>08</b>	School <b>P.S. 71</b>
Principal <b>Lance Cooper</b>	Assistant Principal <b>Phyllis Calzolaio</b>
Coach <b>Lee Anne Russian</b>	Coach <b>Irene Pappas</b>
Teacher/Subject Area <b>Maria Savvides/ESL Teacher</b>	Guidance Counselor <b>Lynn Leinwohl</b>
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator <b>Ana Ortiz</b>
Related Service Provider	SAF
Network Leader	Other

### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers		Number of Certified NLA/FL Teachers	<b>3</b>
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	<b>1</b>

### C. School Demographics

Total Number of Students in School	<b>1640</b>	Total Number of ELLs	<b>87</b>	ELLs as Share of Total Student Population (%)	<b>5.30%</b>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial





**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):     

Number of third language speakers:     

Ethnic breakdown of EPs (Number)

African-American:     

Asian:     

Hispanic/Latino:     

Native American:     

White (Non-Hispanic/Latino):     

Other:     

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

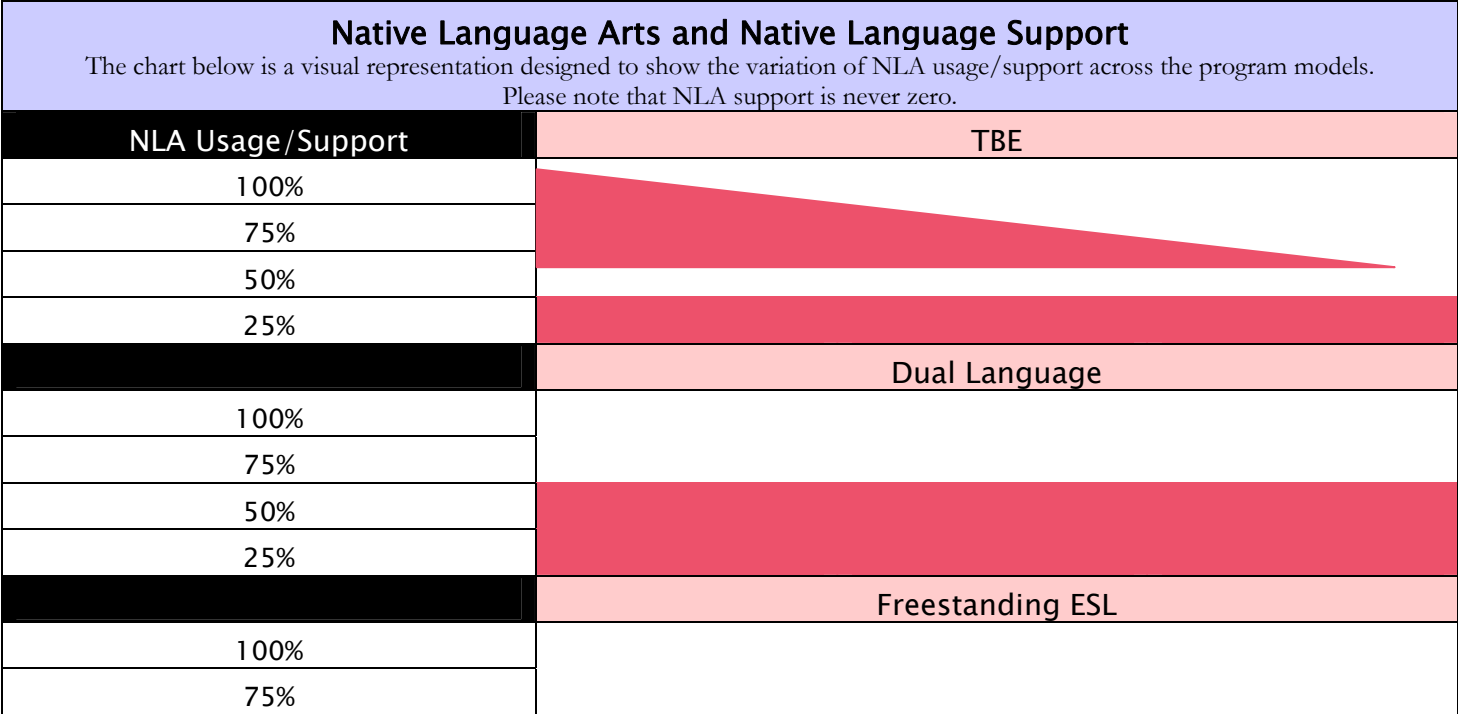
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish		9	10	7	6	5	4	3	2	46
Chinese	2	3	2	1	1		1		1	11
Russian										0
Bengali		1								1
Urdu		1		1	1	1				4
Arabic	1		1		3	1				6
Haitian Creole										0
French			1				1			2
Korean										0
Punjabi										0
Polish										0
Albanian		1	4	1	2	1	1			10
Other	1	1	1	2	2					7

**Programming and Scheduling Information**

<b>TOTAL</b>	<b>4</b>	<b>16</b>	<b>19</b>	<b>12</b>	<b>15</b>	<b>8</b>	<b>7</b>	<b>3</b>	<b>3</b>	<b>87</b>
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1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
<b>FOR ALL PROGRAM MODELS</b>			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS</b>			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day



50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>

### Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year

### Schools with Dual Language Programs

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?
- What Dual Language model is used (side-by-side, self-contained, other)?
- Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

### Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

### Parental Involvement

- Describe parent involvement in your school, including parents of ELLs.
- Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
- How do you evaluate the needs of the parents?
- How do your parental involvement activities address the needs of the parents?

## Part IV: Assessment Analysis

### A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	1	7	4	2	3	2				19
Intermediate(I)	1	7	7	4	4	3	2		1	29



NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		1	1		2		1	7
8			1		1				2
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

Native Language Tests									
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)				
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	
	ELE (Spanish Reading Test)								
Chinese Reading Test									

**B. After reviewing and analyzing the assessment data, answer the following**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights does the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?

- c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

## Part V: LAP Team Assurances

**Completing the LAP:** Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
P. Calzolaio	Assistant Principal		
Ana Ortiz	Parent Coordinator		
Maria Savvides	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
Lee Anne Russian	Coach		
Irene Pappas	Coach		
Lynn Leinwohl	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
	Other		
	Other		


**Signatures**

School Principal Date

Community Superintendent Date

Reviewed by ELL Compliance and Performance Specialist Date

**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 (2009-2010) LAP narrative to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010**

**Form TIII-A (1) (a)**

**Grade Level(s):** 2, 3, 5    **Number of Students to be Served:**    40 LEP    \_\_\_ Non-LEP

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

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

**Title III, Part A LEP Program**

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

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At present, we are projecting that approximately 40 ELL's will be receiving services after-school and on Saturdays to help them attain English proficiency while meeting state academic achievement standards. Our after-school program will target the Newcomers and the 5<sup>th</sup> grade ELL's. The rationale for this program is that most of these students will be required to take the State ELA, Math, Science, and Social Studies exams. Therefore, they need the additional support in reading comprehension strategies and responding to text. They also need additional help with word problems and scientific terms. The ESL teacher will be meeting with the students once a week for 8 weeks. The language of instruction will be English.

Our Saturday Academy will begin addressing the needs of our students in the 2<sup>nd</sup> grade. We need to provide these students with a great deal of help so that they can succeed in the 3<sup>rd</sup> grade where they will take the State ELA and Math exams. Our AIS teacher who will be servicing these students has years of experience with ELL's in the classroom. The program will last 6 weeks, three days per week. The ESL teacher will review *Spin*, a grammar-based program, and *Rigby's On Our Way to English*, a balanced literacy program with the AIS teacher. They will develop lessons that will reinforce the grammar points to be taught; work in small groups to give individualized attention to the students; do read alouds and address pronunciation issues; teach reading strategies; and group students according to their reading level so that they can read appropriate level books.

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

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Our Literacy staff developers (in the lower and upper grades) will collaborate with our ESL teacher to offer instructional support to the staff in order to better accommodate the needs of our ELL's. We will focus on the areas of need and brainstorm on buying a program that will help meet the needs of our ELL's. Study groups will be held on Saturdays and teacher resource materials will be reviewed to consider when planning for instruction.

**Parent and Community Participation Activity:** Parental involvement is necessary for our ELL's to be successful. Workshops will be given for the parents so that they are familiar with the State Exams their children are taking. Also we will inform parents on how they can help their children at home and show the different neighborhood programs available for their children and for themselves. Also we will help 8<sup>th</sup> grade parents understand the high school selection process.

**School Building Budget Summary:** Total Title III Allocation for our school is \$15,140.00 and our total Budget Summary amount is for \$3,028.00. We are currently looking into purchasing *In Step Readers*, by Rigby for ESL students and struggling readers.

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

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

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

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

---

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

We conduct our assessment of written translation needs by first running a Home Language Report and looking at the OTELE codes on our ELL list. Teachers also notify us if there is a need for translation. Appointments are made ahead of time so that a translator is given ample notification.

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

We have concluded thus far that our target languages are Spanish, Albanian, and Chinese. Our findings will be reported at parent orientations and staff development meetings.

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

---

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

Parent letters pertaining to our school's outreach for academic intervention services, promotion policy, Saturday Programs, after-school services, and parent participation workshops will be translated by our staff in Spanish, Arabic, Chinese, Greek, Italian, Korean, and French. Language assistance services will be used for translating in Albanian.

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

Oral interpretation services are provided by school staff. Our staff offer translation services in: Spanish, Italian, Greek, Korean, Chinese, and French. We also have parent volunteers who speak Albanian.

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

In the lobby of our building, there is a bulletin board displaying parent information and a table with NYC pamphlets with information concerning our public school system.

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010**

**Form TIII – A (1)(a)**

**Grade Level(s)** 1, 2, 4, and 5 **Number of Students to be Served:** 40 **LEP** \_\_\_\_\_ **Non-LEP**

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

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

**Title III, Part A LEP Program**

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

---

At present, we are projecting that approximately 40 ELL's will be receiving services after-school and on Saturdays to help them attain English proficiency while meeting state academic achievement standards. Our after-school program will target the newcomers and the 5<sup>th</sup> grade ELL's. The rationale for this program is that most of these students will be required to take the State ELA, Math, Science, and Social Studies exams. Therefore, they need the additional support in reading comprehension strategies and responding to text. They also need additional help with word problems and scientific terms. The ESL teacher will be meeting with the students once a week for 8 weeks.

Our Saturday Academy will begin addressing the needs of our students in the 2<sup>nd</sup> grade. We need to provide these students with a great deal of help so that they can succeed in the 3<sup>rd</sup> grade where they will take the State ELA and Math exams. Our AIS teacher who will be servicing these students has years of experience with ELL's in the classroom.

**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.

---

Our Literacy Staff Developers (in the lower and supper grades) will collaborate with our ESL teacher to offer instructional support to the staff in order to better accommodate the needs of our ELL's.

**Form TIII – A (1)(b)**

School: 08X071 BEDS Code: 320800010071

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

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$2333.00	55.57 hours of per session for ESL and General Ed teacher to support ELL Students: 55.5 hours x \$41.98 (current teacher per session rate with fringe) = \$2333)
<b>Purchased services</b> - High quality staff and curriculum development contracts.		
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$695.00	
<b>Educational Software (Object Code 199)</b>		
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	<b>\$3,028.00</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**

---

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

We conduct our assessment of written translation needs by first running a Home Language Report and looking at the OTELE codes on our ELL list. Teachers also notify us if there is a need for translation. Appointments are made ahead of time so that a translator is given ample notification.

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

We have concluded thus far that our target languages are Spanish, Albanian, and Chinese. Our findings will be reported at parent orientations and staff development meetings.

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

---

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

Parent letters pertaining to our school's outreach for academic intervention services, promotion policy, Saturday Programs, after school services, and parent participation workshops will be translated by our staff in Spanish, Arabic, Chinese, Greek, Italian, Korean, and French. Language assistance services will be used for translating in Albanian.

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

School staff provides oral interpretation services. Our staff offers translation services in: Spanish, Italian, Greek, Korean, Chinese, and French. We also have parent volunteers who speak Albanian.

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

In the lobby of our building, there is a bulletin board displaying parent information and a table with NYC pamphlets with information concerning our public school system.

**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**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:		\$1,481,263.00	\$1,481,263.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$14,812.63		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$14,812.63	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:			
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$74,063.15	
6. Enter the anticipated 10% set-aside for Professional Development:	\$148,126.30		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$148,126.30	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 100%
9. If the percentage of high quality teachers during 2008-2009 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 on the NYCDOE website.

#### P.S./M.S. 71

*To strengthen student academic achievement the school has worked jointly with the parents and used the Title I funds in the following ways:*

- Maintaining classroom positions to improve achievement for all students.
- Collaboration with the School Leadership Team and Parents’ Association to maintain classroom positions to ensure achievement for all students.
- Communication through monthly newsletters and other materials sent out to families that are pertinent to planning, implementation and outcomes.
- Parents and School will share responsibility for student achievement as a school-family partnership in raising student achievement student by student.
- Although Parents’ Association meetings are held monthly at a designated time, a flexible schedule on both the principal’s part and on the part of the child’s teacher is instrumental in terms of allowing for as much parent participation as possible. Parents are always welcome to make an appointment with a child’s teacher that is mutually convenient to both parent and teacher. Concerns and issues will be communicated with the principal on an as-needs basis.
- Parents are provided with timely information about instructional programs, curriculum, performance standards and assessment tools in the following ways: Monthly newsletter, progress reports, family conferences, and ARIS. We also have the following events to ensure our parents understand curricula in each grade: Curriculum Event, Monthly Coffee Klatch, Parent Workshops, Science and Art fairs.
- All concerns regarding the use of Title One Funds should be directed to our Parent Coordinator (Anna Ortiz) and will then go through the proper channels to reach the principal of the school.
- The school is committed to communicating with parents in their native language if need be.
- This Parent Involvement Policy will be reviewed annually in May 2010.

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

**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 on the NYCDOE website.

### **Student Behavioral Contract**

(Grades K-8)

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Name of Student

---

Date of Birth

---

Class

#### I know that I have a right to:

- Be in a safe school, free from discrimination, harassment and bigotry;
- Know what is a correct behavior and what behaviors may result in disciplinary actions;
- Counseling by staff about my behavior and how it affects my education and welfare in school;
- Due process of law when I violate school regulations for which I may be suspended or removed from class.

#### I agree to:

- Come to school on time with the assistance of my parents, prepared to work;
- Use courteous and polite language;
- Participation in class/community meetings to acknowledge a person's thoughtfulness, assistance or courtesy;
- Resolve conflicts peacefully and express my feelings in words;
- Dress in a clean, neat and safe manner;
- Take care of my personal belongings and respect other people's belongings;
- Tell my parents what I learned in school each day;

- Complete my homework every day and show it to my parent(s)/guardian(s);
- Follow the rules in the Discipline Code.

I have discussed this with my parents and I will follow this agreement.

Student Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### Parent Section

I have received a copy of the *Discipline Code* and *Bill of Students Rights and Responsibilities* and understand the behavior that is required of my child.

I understand that my participation in my child's education will help him/her be successful in school. I have read this agreement and I will carry out the following responsibility to the best of my ability

- Encourage my child to be a respectful and peaceful member of the school community.
- Discuss the Discipline Code and the Bill of Rights and Responsibilities with my child.
- Participate in parent conferences, class programs and other activities in which my child is involved.
- Assure that my child will arrive at school on time everyday.
- Provide a quiet place for my child to complete his/her homework.
- Spend at least 15 minutes per day reading with my child.
- Listen to my child retelling of his/her school day experiences.
- Provide the school with current telephone numbers and contact information.
- Alert the school if there are any significant changes in my child's health or well being that affects his/her ability to perform in school.

Parent/Guardian Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### 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.

PS 71 uses data from ARIS to implement professional development opportunities in areas of concern. Common planning meetings help teachers to discuss best practices.

2. School wide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. PS 71 has an AIS program that addresses the needs of low performing students. We also have many programs available to enrich the advanced leveled students: Specialized High School Test Prep, Regents-level classes for our 8<sup>th</sup> grade students, etc.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

PS 71 has an extended day for grade 8. We have Summer Program to address the at-risk student and also challenge the advanced learners.

- Help provide an enriched and accelerated curriculum.

PS 71 provides foreign language, arts, music, and dance throughout the grades. We also provide opportunities for students to take Regents leveled work in mathematics, science and language, which lead to Regents exams.

- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards. Support staff and consultants will offer Professional Development in-house during common planning times and after school. Other PD opportunities that are offered by the NYCDOE will be posted for all staff.

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

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

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

- a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
  
4. Coordinate with and support the regular educational program;
  
5. Provide instruction by highly qualified teachers;
  
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
  
7. Provide strategies to increase parental involvement; and
  
8. Coordinate and integrate Federal, State and local services and programs.

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

*This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.*

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

### **Part A: For All Schools Identified for Improvement**

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

### **Part B: For Title I Schools Identified for Improvement**

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. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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

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

*All SURR schools must complete this appendix.*

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

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

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

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

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

*All schools must complete this appendix.*

**Background**

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

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

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

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

**Background**

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

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

### ELA Alignment Issues:

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

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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.

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.

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

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

We have a Long Term Planning Committee that reviews the curriculum and instructional materials to insure alignment with NYS curricula. We also have a Professional Development Team comprised of two Literacy Staff Developers, two Mathematics Staff Developers, and Assistant Principals. All teachers have copies of content related performance indicators, scope and sequence, and common planning time to address all areas of the curriculum. We also have a Teacher Center Room in our building that has a variety of professional resources available to the staff.

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

Applicable   x Not Applicable

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

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.

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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 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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

We have a Long Term Planning Committee that reviews the curriculum and instructional materials to insure alignment with NYS curricula. We also have a Professional Development Team comprised of two Literacy Staff Developers, two Mathematics Staff Developers, and Assistant Principals. All teachers have copies of content related performance indicators, scope and sequence, and common planning time to address all areas of the curriculum. We also have a Teacher Center Room in our building that has a variety of professional resources available to the staff.

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

Applicable   x Not Applicable

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

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

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## **KEY FINDING 2: INSTRUCTION**

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

### ***2A – ELA Instruction***

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

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

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

We continue to engage in Lesson Study on different grade level to promote collaboration among staff and to take a deep look at present instructional practices and their impacts on student learning. We also continue to collaborate on Inquiry work to help support our

staff to become more reflective in their practice, and allow for inquiry and dialogue among colleagues. We will continue to support our staff with ongoing embedded professional development on differentiated instruction.

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

Applicable   x Not Applicable

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

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

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## **2B – Mathematics Instruction**

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

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

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

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

We have a Long Term Planning Committee that reviews the curriculum and instructional materials to insure alignment with NYS curricula. We also have a Professional Development Team comprised of two Literacy Staff Developers, two Mathematics Staff Developers, and Assistant Principals. All teachers have copies of content related performance indicators, scope and sequence, and common planning time to address all areas of the curriculum. We also have a Teacher Center Room in our building that has a variety of professional resources available to the staff.

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

Applicable   x Not Applicable

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

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

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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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

We have expanded from a Pre-K-5 school to a K-8 school within the last 4 years. Increasing student enrollment, and the pursuit of higher standards has increased the need for more certified content area teachers and specialized cluster teachers. We continue to have a low teacher turnover rate with a high retention rate of qualified teachers.

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

Applicable   x Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

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

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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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

We continue to disseminate information out to staff through faculty conferences, grade representative meetings, and through common planning times with administration. Support staff, such as Literacy Coaches, Math Coaches, and ESL Coordinator will play an important role in providing Professional Development opportunities to teachers.

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

Applicable   x Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

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

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

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

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

We have weekly grade meetings in which the ESL teacher and other support staff are invited to discuss information about students and their academic progress.

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?

Our ESL teacher is in constant communication with teachers regarding the ELL students that she services. She informs teachers of the NYSESLAT scores and discusses student progress.

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

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

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

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

During the 2008-09 school year, PS 71 has held several professional development workshops that included all personnel involved with students with IEP's. These workshops provided information on how to create Smart Goals and how these goals will be assessed. Currently, all general education teachers have copies of IEP's for any student that is provided with any special education services.

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

Applicable   X Not Applicable

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

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

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

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

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

A Special Education Committee is in place to review IEP's to insure the alignment of goals, objectives, and modified promotional criteria.

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

Applicable  Not Applicable

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

PS 71 will continue to provide professional development sessions that include training in the writing and implementation of behavioral plans.

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.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10**

*This appendix will not be required for 2009-10.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)**

## **APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

As of October 15, 2009, we have 4 students in temporary housing who are currently attending PS 71.

2. Please describe the services you are planning to provide to the STH population.

We provide our STH population with transportation to and from the school. We waive fees for school trips for our STH population. We also offer assistance with the purchase of school uniform (grades 6-8). Our guidance counselor, social worker, and other related personnel are available, if needed, to service these students.

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.