



**P.S./I.S. 104  
2009-10  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 20K104**

**ADDRESS: 9115 5<sup>TH</sup> AVENUE, BROOKLYN, NEW YORK 11209**

**TELEPHONE: (718) 836-4630**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** P.S./I.S. 104      **SCHOOL NAME:** The Fort Hamilton School

**SCHOOL ADDRESS:** 9115 5<sup>th</sup> Avenue Brooklyn, New York 11209

**SCHOOL TELEPHONE:** (718) 836-4630      **FAX:** (718) 836-9412

**SCHOOL CONTACT PERSON:** Marie J. DiBella      **EMAIL ADDRESS:** mdibell@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Marie J. DiBella

**PRINCIPAL:** Marie J. DiBella

**UFT CHAPTER LEADER:** Robert Adler

**PARENTS' ASSOCIATION CO-PRESIDENTS:** Shirley Chin and Sue Caputo

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

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

**DISTRICT:** 20      **SSO NAME:** ESO # 22

**SSO NETWORK LEADER:** Neal Opromalla

**SUPERINTENDENT:** Karina Costantino

## 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 |
|-------------------|--|-----------|
| Marie J. DiBella  | *Principal or Designee   |           |
| Robert Adler      | *UFT Chapter Chairperson or Designee   |           |
| Sue Caputo        | *PA/PTA President or Designated Co-President   |           |
| Shirley Chin      | Title I Parent Representative<br><i>(suggested, for Title I schools)</i>   |           |
|                   | DC 37 Representative, if applicable  |           |
|                   | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |           |
| Suzanne Gordon    | Member/ Assistant Principal  |           |
| Luci Hartman      | Member/ Teacher  |           |
| Suzanne Strano    | Member/ Teacher  |           |
| Richard LaRosa    | Member/ Parent   |           |
| Renu Hingorani    | Member/ Parent   |           |
| Valarie Klenner   | Member/ Parent   |           |
| Rebecca Rodriguez | Member/ Parent   |           |
| Suzanne Gatto     | Member/ Assistant Principal  |           |

(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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P.S./I.S. 104 is a K-8 school that provides students with a well-rounded education in a nurturing and supportive environment. We strive to develop in each child a strong sense of civic responsibility through our participation in many altruistic and charitable endeavors. Our concern for the welfare of our students is evident through our school slogan: "We Are Family." Our school remains a beacon in the Bay Ridge Community.

Our accomplishments over the past five years have been significant. We are less reliant on a textbook model. Lessons are presented in a varied format including whole class, small group, and individualized instruction. We are excelling in team building: teachers meet informally on each grade, on a weekly or more basis resulting in developing Curriculum Maps that are updated throughout the year. As an extension of these maps, Learning Outcomes are developed on each grade level in all core subject areas. The Learning Outcomes are sent home on a monthly basis enabling parents to be made aware of the curriculum being taught while encouraging them to be active partners in their child's instructional program. In addition, monthly Instructional Team meetings and Chats with the Principal, enable us to share the work of the teams throughout the school. Our Magnet theme has been well developed and has been integrated into the instructional program. We integrate test sophistication skills into daily lessons without reliance on the use of test prep materials. Teachers on all grade levels have developed unit exams in the format of the state ELA exam. We provide professional development and encourage teachers to draw upon fellow teachers' expertise in assisting them to achieve their professional goals as indicated on their Individual Teacher Goal Setting Plan. We continue to improve our interpretation of data assisting us in achieving our goal of improved differentiated instruction. We have improved our Extended Day program to present a more unified form of instruction in grades 1 through 8. Specifically, in grades 1 and 2, we utilize Leap Track and in grades 3 – 8 the Kaplan Keys program is presented. We have improved our After-school program to stress test sophistication skills. To assist the English Language Learner in acquiring the English language more proficiently, we utilize the Imagine Learning program.

Our school is highly visible at community sponsored events throughout the year for which we are rewarded by support from many community groups and businesses. As part of our commitment to high standards in all young adults we offer many opportunities for field-work and student teaching to students attending a variety of high schools, colleges, and universities.

There are a number of factors that have aided our success. The work of our Inquiry Team has been fruitful and is now being expanded to include 90% of teachers. We have an active Instructional Team with representatives of each grade and department meeting regularly to review and refine our academic program. Teachers have monthly chats with the principal to ensure that a clear and unified message is delivered to all staff. We consistently provide funding to allow teachers to participate in professional development, and to purchase the materials and services to help promote the instructional programs. We hired a full time Guidance Counselor and F-Status teachers to supplement our education program.

A major obstacle to our improvement is the consistent overcrowding in the building. In addition, we have students from the Fort Hamilton Army Base admitted and discharged with inconsistent educational experiences.

## SECTION III – Cont’d

### Part B. School Demographics and Accountability Snapshot

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

#### CEP Section III: School Profile

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

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT                         |  |             |         |   |   |          |          |  |  |
|---|--|-------------|---------|---|---|----------|----------|--|--|
| <b>School Name:</b>   | P.S./I.S. 104 The Fort Hamilton School |             |         |   |   |          |          |  |  |
| <b>District:</b>  | 20                                     | <b>DBN:</b> | 20K104  | <b>School BEDS Code:</b>                      | 332000010104                                    |          |          |  |  |
| DEMOGRAPHICS  |  |             |         |   |   |          |          |  |  |
| Grades Served:  | Pre-K                                  |             | 3       | √   | 7   | √        | 11       |  |  |
|   | K                                      | √           | 4       | √   | 8   | √        | 12       |  |  |
|   | 1                                      | √           | 5       | √   | 9   |          | Ungraded |  |  |
|   | 2                                      | √           | 6       | √   | 10  |          |          |  |  |
| Enrollment  |  |             |         |   | Attendance - % of days students attended:       |          |          |  |  |
| (As of October 31)  | 2006-07                                | 2007-08     | 2008-09 | (As of June 30)                               | 2006-07   | 2007-08* | 2008-09  |  |  |
| Pre-K   | 0                                      | 0           | 0       |   | 94.4  | 94.3     | 95.2     |  |  |
| Kindergarten  | 145                                    | 141         | 154     |   |   |          |          |  |  |
| Grade 1   | 133                                    | 149         | 150     | Student Stability - % of Enrollment:          |   |          |          |  |  |
| Grade 2   | 131                                    | 130         | 145     | (As of June 30)                               | 2006-07   | 2007-08  | 2008-09  |  |  |
| Grade 3   | 132                                    | 122         | 131     |   | 93.4  | 94.3     | 95.0     |  |  |
| Grade 4   | 137                                    | 122         | 131     | Poverty Rate - % of Enrollment:               |   |          |          |  |  |
| Grade 5   | 145                                    | 134         | 125     | (As of October 31)                            | 2006-07   | 2007-08  | 2008-09  |  |  |
| Grade 6   | 150                                    | 163         | 141     |   | 47.2  | 46.7     | 46.1     |  |  |
| Grade 7   | 163                                    | 147         | 156     | Students in Temporary Housing - Total Number: |   |          |          |  |  |
| Grade 8   | 144                                    | 151         | 147     | (As of June 30)                               | 2006-07   | 2007-08  | 2008-09  |  |  |
| Grade 9   | 0                                      | 0           | 0       |   | 2   | 10       | 5        |  |  |
| Grade 10  | 0                                      | 0           | 0       | Recent Immigrants - Total Number:             |   |          |          |  |  |
| Grade 11  | 0                                      | 0           | 0       | (As of October 31)                            | 2006-07   | 2007-08  | 2008-09  |  |  |
| Grade 12  | 0                                      | 0           | 0       |   | 50  | 23       | 29       |  |  |
| Ungraded  | 0                                      | 5           | 0       | Special Education Enrollment:                 |   |          |          |  |  |
| Total   | 1280                                   | 1270        | 1284    | (As of October 31)                            | 2006-07   | 2007-08  | 2008-09  |  |  |
|   |  |             |         |   |   |          |          |  |  |
| Special Education Enrollment:   |  |             |         |   | Suspensions (OSYD Reporting) - Total Number:    |          |          |  |  |
| (As of October 31)  | 2006-07                                | 2007-08     | 2008-09 | (As of June 30)                               | 2006-07   | 2007-08  | 2008-09  |  |  |
| # in Self-Contained Classes   | 8                                      | 8           | 11      | Principal Suspensions                         | 14  | 32       | 29       |  |  |
| # in Collaborative Team Teaching (CTT) Classes                          | 7                                      | 5           | 17      | Superintendent Suspensions                    | 13  | 1        | 1        |  |  |
| Number all others   | 32                                     | 35          | 45      | Special High School Programs - Total Number:  |   |          |          |  |  |
| <i>These students are included in the enrollment information above.</i> |  |             |         | (As of October 31)                            | 2006-07   | 2007-08  | 2008-09  |  |  |
|   |  |             |         | CTE Program Participants                      | 0   | 0        | 0        |  |  |
|   |  |             |         | Early College HS Program Participants         | 0   | 0        | 0        |  |  |
| English Language Learners (ELL) Enrollment: (BESIS Survey)              |  |             |         |   | Number of Staff - Includes all full-time staff: |          |          |  |  |
| (As of October 31)  | 2006-07                                | 2007-08     | 2008-09 | (As of October 31)                            | 2006-07   | 2007-08  | 2008-09  |  |  |
| # in Transitional Bilingual Classes                                     | 0                                      | 0           | 0       |   |   |          |          |  |  |
| # in Dual Lang. Programs  | 0                                      | 0           | 0       | Number of Teachers                            | 70  | 77       | 79       |  |  |
| # receiving ESL services only   | 170                                    | 168         | 174     |   |   |          |          |  |  |

**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   | 2   | 2       | 2       | Number of Administrators and Other Professionals                           | 9       | 14      | 13      |
| These students are included in the General and Special Education enrollment information above. |   |         |         | Number of Educational Paraprofessionals                                    | N/A     | 1       | 2       |
| <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)   | 1   | 0       | 0       | % fully licensed & permanently assigned to this school                     | 100.0   | 100.0   | 100.0   |
|  |   |         |         | % more than 2 years teaching in this school                                | 67.1    | 68.8    | 73.4    |
|  |   |         |         | % more than 5 years teaching anywhere                                      | 50.0    | 46.8    | 54.4    |
| <b>Ethnicity and Gender - % of Enrollment:</b>   |   |         |         | % Masters Degree or higher   | 84.0    | 84.0    | 82.0    |
| (As of October 31)   | 2006-07   | 2007-08 | 2008-09 | % core classes taught by "highly qualified" teachers (NCLB/SED definition) | 98.1    | 98.6    | 100.0   |
| American Indian or Alaska Native   | 0.0   | 0.0     | 0.0     |  |         |         |         |
| Black or African American  | 6.2   | 6.5     | 6.1     |  |         |         |         |
| Hispanic or Latino   | 22.7  | 22.5    | 21.8    |  |         |         |         |
| Asian or Native Hawaiian/Other Pacific Isl.  | 16.0  | 16.0    | 17.1    |  |         |         |         |
| White  | 55.0  | 55.0    | 54.2    |  |         |         |         |
| <b>Male</b>  | 52.1  | 51.8    | 50.5    |  |         |         |         |
| <b>Female</b>  | 47.9  | 48.2    | 49.5    |  |         |         |         |
| 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:       |  |  |  |

|   |  |                                |      |         |                        |      |           |
|---|--|--------------------------------|------|---------|------------------------|------|-----------|
| <b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b> |  |                                |      |         |                        |      |           |
|   |  | <b>Elementary/Middle Level</b> |      |         | <b>Secondary Level</b> |      |           |
| <b>Student Groups</b>   |  | ELA                            | Math | Science | ELA                    | Math | Grad Rate |
| <b>All Students</b>   |  | √                              | √    | √       |                        |      |           |
| <b>Ethnicity</b>  |  |                                |      |         |                        |      |           |
| American Indian or Alaska Native  |  |                                |      |         |                        |      |           |
| Black or African American   |  | √                              | √    | -       |                        |      |           |
| Hispanic or Latino  |  | √                              | √    | √       |                        |      |           |
| Asian or Native Hawaiian/Other Pacific Islander   |  | √                              | √    | √       |                        |      |           |
| White   |  | √                              | √    | √       |                        |      |           |
| <b>Other Groups</b>   |  |                                |      |         |                        |      |           |
| Students with Disabilities  |  | √                              | √    | -       |                        |      |           |
| Limited English Proficient  |  | √                              | √    | -       |                        |      |           |
| Economically Disadvantaged  |  | √                              | √    | √       |                        |      |           |
| <b>Student groups making AYP in each subject</b>  |  | 8                              | 8    | 5       | 0                      | 0    | 0         |

|  |      |  |  |  |    |  |  |
|--|------|--|--|--|----|--|--|
| <b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b> |      |  |  |  |    |  |  |
| <b>Progress Report Results – 2008-09</b>     |      |  |  | <b>Quality Review Results – 2008-09</b>                    |    |  |  |
| <b>Overall Letter Grade:</b>                 | B    |  |  | <b>Overall Evaluation:</b>                                 | NR |  |  |
| <b>Overall Score:</b>                        | 67.3 |  |  | <b>Quality Statement Scores:</b>                           |    |  |  |
| <b>Category Scores:</b>                      |      |  |  | Quality Statement 1: Gather Data                           |    |  |  |
| School Environment:                          | 10.7 |  |  | 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:                          | 17.8 |  |  | Quality Statement 4: Align Capacity Building to Goals      |    |  |  |
| <i>(Comprises 30% of the Overall Score)</i>  |      |  |  | Quality Statement 5: Monitor and Revise                    |    |  |  |
| Student Progress:                            | 34.3 |  |  |  |    |  |  |
| <i>(Comprises 55% of the Overall Score)</i>  |      |  |  |  |    |  |  |
| Additional Credit:                           | 4.5  |  |  |  |    |  |  |

|   |  |  |  |   |  |  |  |
|---|--|--|--|---|--|--|--|
| <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?
- 

### ELA

#### **Performance Trends:**

- Our goal for 2008 – 2009 was to achieve a positive gain in student proficiency.
- We went from a .02 average change in proficiency to a .00 average change in proficiency.
- We once again made Adequate Yearly Progress (AYP).
- The overall percentage in Levels 3 & 4 increased from 77.3% to 85.5%
- We received no credit for exemplary proficiency gains in ELA.
- The classroom assessments including DRA, WRAP, Running Records, Conference notes and results from ELA based exams in science and social studies were used to monitor movement toward proficiency, in addition, the review of periodic assessments including the Fountas-Pinnell Benchmark Assessment System, Scantron, and Periodic Predictive Exams are used to monitor the same movement.
- The review of Assessment Binders and supervisory informal and formal observations indicate a need for further staff development in the conferring process and a differentiated approach to instruction.

The above mentioned Performance Trends yield the following Priorities for Improvement:

#### **Priorities for Improvement:**

1. While continuing to work with students at all performance levels to demonstrate positive gains in proficiency, we set an internal goal of developing students' knowledge of Goal Setting in all core subject areas with an emphasis on ELA.
2. While continuing to work with students at all levels to show positive gains in proficiency, we will work with teachers to improve their instructional practices to include differentiated approaches.

#### **Implications for Instruction:**

- Teachers confer with students in an effort to develop Individual Goal Setting Plans in grades K through 8.

- Teachers are participating in their own Goal Setting Plans, enabling them to experience the process firsthand.
- AIS is offered during the regular school day.
- Development of unit exams in science and social studies in the format of the ELA exam.
- Incorporating lessons from *Strategies That Work/Comprehension Toolkit*.
- Professional development providing teachers with the support necessary to implement the above mentioned lessons.
- Foundations program is implemented in Kindergarten.
- Assessment binders prepared by ELA teachers link data with instruction.
- Use of Performance Series to help monitor periodic student progress.
- The Inquiry Team will:
  - Provide monthly summaries to guide teachers in inquiry work.
  - Assist teachers in selecting target students and determining baseline data.
  - Provide turn-key training on inquiry work/instruments for measurement of growth.
  - To support the continued work of data interpretation.
  - Support teachers in the implementation of explicit comprehension strategy instruction.
  - Review of targeted student goals to monitor student progress.
- To utilize ARIS to identify the top, middle and bottom third of each class and select target population for inquiry work.
- 90% of staff will be involved with the Inquiry Process.
- An Extended Day program utilizing Kaplan Keys in grades 3 – 8 and Leap Track in grades 1 and 2.
- After School Literacy/Math Program is offered to all students in grades 3 – 8.
- Teachers will engage in professional development centered around differentiated instruction.
- Differentiated instruction strategies will be observed in formal and informal observations.
- Resources to support differentiated instruction will be visible in all classrooms.
- Weekly Bulletin will include a Tip of the Week focusing on differentiated practices.
- At Chats with the Principal, teachers will share best practices reflective of differentiated instruction.

## Parent Involvement

### **Performance Trends:**

According to the 2008 – 2009 Learning Environment Survey, communication with parents is an identified area for improvement.

### **Priorities for Improvement:**

In an effort to improve communication with parents, and enable them to become more aware of their child's curriculum and progress, we are working in teams in all core subject areas to develop Learning Outcomes.

### **Implications for Instruction:**

- Teachers will develop and distribute Learning Outcomes to all parents at the beginning of each month.
- Teachers will distribute Level 1 Progress sheets, available in all major languages, to all students far below grade level at the end of each month.
- Learning Outcomes are posted in every classroom and on the Parent Coordinator's website.

- The teachers' programs will have scheduled common preps on each grade level enabling them to develop Curriculum maps from where the Learning Outcomes are produced.

## 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:**

By June 2010, target population students identified in our Inquiry Process, will demonstrate progress towards achieving state standards in ELA as measured by a 5% increase in the number of students scoring in the upper quartile on the Scantron Performance Series assessment and the Fountas-Pinnell Benchmark Assessment System.

After conducting our needs assessment, we found that our average change in proficiency in ELA went from a .02 to a .00. We received no credit for exemplary proficiency gains in ELA. As a result, we have made progress for our target population students a priority for the 2009 – 2010 school year.

### **GOAL 2:**

By June, 50% of our 79 teachers will demonstrate an improvement in differentiated instruction as evidenced by improvement noted from the initial Checklist for Differentiated Classrooms created by *Teaching and Learning*.

After conducting our needs assessment, we found that the overall percentage of students in Levels 3 and 4 on the New York State 2008 – 2009 ELA exam, increased from 77.3% to 85.5%. As a result, we have made improvement in differentiated instruction a goal for the 2009 – 2010 school year.

### **GOAL 3:**

By June 2010, there will be a 30% increase in the number of Grade Level Teams developing Learning Outcomes aligned with their Curriculum Maps to be distributed to parents each month.

For the 2008 – 2009 school year, 9 out of 14 Grade Level Teams created monthly Learning Outcomes aligned with their Curriculum Maps. Based on the parent responses to the Learning Environment surveys, we have made the development of Learning Outcomes a goal for all Grade Level Teams in 2009 - 2010.

**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><br/>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>  | <p>By June 2010, target population students identified in our Inquiry Process, will demonstrate progress towards achieving state standards in ELA as measured by a 5% increase in the number of students scoring in the upper quartile on the Scantron Performance Series assessment and the Fountas-Pinnell Benchmark Assessment System.</p>   |
| <p><b>Action Plan</b><br/>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p><b>ACTIONS/STRATEGIES/ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>• The Inquiry Team will:             <ul style="list-style-type: none"> <li>○ Review targeted students’ goals to monitor student progress</li> <li>○ Provide monthly summaries to guide teachers in inquiry work.</li> <li>○ Assist teachers in selecting target students and determining baseline data.</li> <li>○ Provide turn-key training on inquiry work/instruments for measurement of growth.</li> <li>○ Support the continued work of data interpretation.</li> <li>○ Support teachers in the implementation of explicit comprehension strategies instruction.</li> </ul> </li> <li>• To utilize ARIS to identify the top, middle and bottom third of each class and select target population for inquiry work.</li> <li>• 90% of staff will be involved with the Inquiry Process.</li> </ul> <p><b>TARGET POPULATION:</b></p> <ul style="list-style-type: none"> <li>• Students in grades 5 through 8 with a Level 3 or 4 and a loss in proficiency and select students far below grade level in K through 4, as identified in our Inquiry Process.</li> </ul> |

|  |   |
|--|---|
|  | <p><b>RESPONSIBLE STAFF MEMBERS:</b> All teachers and administration.</p> <p><b>IMPLEMENTATION TIMELINES:</b></p> <ul style="list-style-type: none"> <li>• Day/extended day program, September 9, 2009 through June 28, 2010.</li> <li>• Inquiry Team, October 2009 – June 2010</li> </ul>  |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> | <p><b>IMPLICATIONS FOR BUDGET:</b></p> <ul style="list-style-type: none"> <li>• Administration (Principal, 3 Assistant Principals) TL Fair Student Funding, Title I ARRA</li> <li>• 79 teachers @ an average teacher salary of \$69,032.00 TL Fair Student Funding, TL Children First, EGCR, TL FSF Legacy Teacher Supplement, Title I ARRA</li> <li>• 1 Reading Recovery Teacher– 54.5% of average teacher salary C4E and 45.5% of average teacher salary TL Fair Student Funding</li> <li>• Inquiry Team at a cost of \$8400.00 TL Children First Inquiry Teams</li> <li>• Educational Consultant \$54,784.00 C4E</li> </ul> <p><b>STAFFING/TRAINING:</b></p> <ul style="list-style-type: none"> <li>• Teachers involved in Turn-key training – no cost to school</li> <li>• Educational consultant to work with select teachers</li> <li>• Chats with the Principal</li> </ul> |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>                           | <p><b>Use of Performance Series/ Fountas and Pinnell Benchmark Assessment System to monitor periodic student progress administered:</b></p> <ul style="list-style-type: none"> <li>• September/October baseline data established; December/January to determine growth; May/June to determine positive gains in proficiency</li> <li>• Review of Student Goal sheets: November, March, June</li> <li>• Inquiry Team will assist in the monthly monitoring of students</li> </ul>  |

## SECTION VI: ACTION PLAN

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 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):** Teacher Instruction

|   |  |
|---|--|
| <p><b>Annual Goal</b><br/>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>  | <p>By June, 50% of our 79 teachers will demonstrate an improvement in differentiated instruction as evidenced by improvement noted from the initial Checklist for Differentiated Classrooms created by <i>Teaching and Learning</i>.</p>   |
| <p><b>Action Plan</b><br/>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p><b>ACTIONS/STRATEGIES/ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>• Offer teachers professional development in differentiated approaches</li> <li>• Weekly Bulletin includes a differentiated practice Tip of the Week</li> <li>• At chats with the principal, teacher will share best practices reflective of differentiated instruction</li> <li>• Use of Checklist for Differentiated Classrooms (Teaching &amp; Learning) providing teachers with self-monitoring devices</li> </ul> <p><b>TARGET POPULATION:</b><br/>50% of our 79 teachers as identified through review of Teacher Goal sheets and administrators initial review of Checklists for Differentiated Classrooms.</p> <p><b>RESPONSIBLE STAFF MEMBERS:</b> Targeted teachers, administration and F-status Math Coach.</p> <p><b>IMPLEMENTATION TIMELINES:</b></p> <ul style="list-style-type: none"> <li>• Teacher Goal sheets completed September/October 2009</li> <li>• Checklist for Differentiated Classrooms distributed to teachers October 2009</li> </ul> |

|  |   |
|--|---|
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> | <p><b>IMPLICATIONS FOR BUDGET:</b></p> <ul style="list-style-type: none"> <li>• Administration (Principal, 3 Assistant Principals) TL Fair Student Funding, Title I ARRA</li> <li>• 39 teachers @ an average teacher salary of \$69,032.00 TL Fair Student Funding, TL Children First, EGCR, TL FSF Legacy Teacher Supplement, Title I ARRA</li> <li>• F-status Math Coach @ \$25,539 C4E</li> <li>• Educational Consultant \$54,784.00 C4E</li> </ul> <p><b>STAFFING/TRAINING:</b></p> <ul style="list-style-type: none"> <li>• Teachers involved in Turn-key training – no cost to school</li> <li>• Educational consultant to work with select teachers</li> <li>• Chats with the Principal</li> <li>• F-status Math Coach to work with select teachers</li> </ul> |
| <p><b>Indicators of Interim Progress and/or Accomplishment</b><br/> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>                           | <ul style="list-style-type: none"> <li>• Review of Teacher Goal sheets October 2009</li> <li>• Review of Checklist for Differentiated Classrooms (Teaching &amp; Learning) November 2009; February 2010; June 2010</li> <li>• An observable improvement in differentiated instruction as compared to the baseline checklist</li> </ul>  |

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 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):** Parent Involvement

|  |   |
|--|---|
| <p><b>Annual Goal</b><br/><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>  | <p>By June 2010, there will be a 30% increase in the number of Grade Level Teams developing Learning Outcomes aligned with their Curriculum Maps to be distributed to parents each month.</p>   |
| <p><b>Action Plan</b><br/><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><b>ACTIONS/STRATEGIES/ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>• Grade level teams develop Curriculum Maps</li> <li>• Teams develop Learning Outcomes aligned with the maps</li> <li>• Distribute Learning Outcomes to parents</li> <li>• Outcomes are posted in each classroom and on the Parent Coordinator website</li> </ul> <p><b>TARGET POPULATION:</b> All parents<br/> <b>RESPONSIBLE STAFF MEMBERS:</b> Grade level teams of teachers and administration.<br/> <b>IMPLEMENTATION TIMELINES:</b></p> <ul style="list-style-type: none"> <li>• Curriculum Maps are updated and published on USB keys on the staff development day in June by grade level teams</li> <li>• The teams prepare the Learning Outcomes for September on the same June staff development day</li> </ul> |
| <p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b><br/><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>          | <p><b>IMPLICATIONS FOR BUDGET:</b></p> <ul style="list-style-type: none"> <li>• Administration (Principal, 3 Assistant Principals) TL Fair Student Funding, Title I ARRA</li> <li>• 79 teachers @ an average teacher salary of \$69,032.00 TL Fair Student Funding, TL Children First, EGCR, TL FSF Legacy Teacher Supplement, Title I ARRA</li> </ul> <p><b>STAFFING/TRAINING:</b></p> <ul style="list-style-type: none"> <li>• Grade level team meetings</li> <li>• Chats with the Principal</li> <li>• June professional development day</li> </ul>  |

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

- Monthly distribution to parents
- Teachers meet weekly to update Curriculum Maps and Learning Outcomes
- An improvement in communication with parents on the Learning Environment Survey

## **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                 | ESL                            | At-risk Services:<br>Guidance<br>Counselor | At-risk<br>Health-related<br>Services |
|-------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--|---------------------------------------|
|       | # of Students<br>Receiving AIS             | # of Students<br>Receiving AIS        |
| K     | 0                              | 0                              | N/A                            | N/A                            | 39                             | 2  | 4                                     |
| 1     | 79                             | 55                             | N/A                            | N/A                            | 36                             | 2  | 4                                     |
| 2     | 121                            | 111                            | N/A                            | N/A                            | 14                             | 3  | 4                                     |
| 3     | 111                            | 193                            | N/A                            | N/A                            | 14                             | 3  | 7                                     |
| 4     | 96                             | 81                             | 139                            | 0                              | 14                             | 5  | 0                                     |
| 5     | 133                            | 186                            | 136                            | 0                              | 17                             | 1  | 3                                     |
| 6     | 81                             | 49                             | 0                              | 4                              | 7                              | 0  | 3                                     |
| 7     | 81                             | 50                             | 0                              | 0                              | 10                             | 2  | 3                                     |
| 8     | 87                             | 57                             | 0                              | 0                              | 11                             | 10   | 0                                     |

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

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

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

|   |   |
|---|---|
| Name of Academic Intervention Services (AIS)                | <b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).  |
| <b>ELA:</b>   | <b>Our services during the school day include: Reading Recovery (1 to 1), Wilson, Early Success, Resource Room and pull out programs with Reading specialists in small groups. Our extended day program offers AIS to small groups of students using the Kaplan Keys program in grades 3 – 8, Leap Track in grades 1 and 2, and Imagine Learning K- 8 ESL students.</b>   |
| <b>Mathematics:</b>   | <b>Our services during the school day include: small group instruction in Resource Room, weekly instruction by a licensed Math teacher to all students in grades 3 and 5 and selected grade 2 students and small group pull out instruction to select students in grades 4 – 8. Our extended day program offers AIS to small groups of students using the Kaplan Keys program.</b>  |
| <b>Science:</b>   | <b>We have targeted students who performed at Level 1 and are at risk on the Grade 4 Science exam with extra assistance from our Science teacher on a push in basis during the school day. This model allows all grade 5 students to benefit from an improved instructional ratio during science lessons.</b>   |
| <b>Social Studies:</b>                                      | <b>We have targeted students who performed at Level 1 and are at risk. Remediation in the classroom through a differentiated approach focusing on the examination of primary source documents.</b>  |
| <b>At-risk Services Provided by the Guidance Counselor:</b> | <b>ELL students are served by three full time licensed ESL teachers during the school day in a pull out model for the required number of lessons as mandated by their proficiency level on the LAB-R or NYSESLAT. ELL students use Imagine Learning – a technology based individualized program at designated times in their mainstream classroom and the ESL classroom. ELL students who are new comers, utilize the Imagine Learning Program in extended day.</b> |
| <b>At-risk Health-related Services:</b>                     | <b>Students who are referred by a teacher or a parent meet with the Guidance Counselor either on an individual or small group basis. The counselor focuses on behavioral skills needed for success in the classroom such as impulse control, turn taking and expressing feelings in an appropriate manner.</b>  |

**\* All AIS students are supported through at risk counseling as needed.**

**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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**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>20</b>                             | School <b>PS/IS 104</b>                    |
| Principal <b>Marie DiBella</b>                     | Assistant Principal <b>Suzanne Gordon</b>  |
| Coach <b>Lois Franco (Math/F–status)</b>           | Coach <b>type here</b>                     |
| ESL Teacher <b>Laura Albanese</b>                  | Guidance Counselor <b>Vanessa Morrison</b> |
| Teacher/Subject Area <b>Luci Hartmann/Grade 6</b>  | Parent <b>Richard LaRosa</b>               |
| Teacher/Subject Area <b>Suzanne Strano/Grade 2</b> | Parent Coordinator <b>Cynthia McMahon</b>  |
| Related Service Provider <b>MaryAnne Sheridan</b>  | SAF <b>AnnMarie Lettieri</b>               |
| Network Leader <b>Neal Opromalla</b>               | Other <b>type here</b>                     |

### B. Teacher Qualifications

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

|   |          |  |          |  |          |
|---|----------|--|----------|--|----------|
| Number of Certified ESL Teachers                          | <b>4</b> | Number of Certified Bilingual Teachers                   | <b>0</b> | Number of Certified NLA/FL Teachers                            | <b>0</b> |
| Number of Content Area Teachers with Bilingual Extensions | <b>0</b> | Number of Special Ed. Teachers with Bilingual Extensions | <b>0</b> | Number of Teachers of ELLs without ESL/Bilingual Certification | <b>0</b> |

### C. School Demographics

|                                    |             |                      |            |   |               |
|------------------------------------|-------------|----------------------|------------|---|---------------|
| Total Number of Students in School | <b>1306</b> | Total Number of ELLs | <b>165</b> | ELLs as Share of Total Student Population (%) | <b>12.63%</b> |
|------------------------------------|-------------|----------------------|------------|---|---------------|

## Part II: ELL Identification Process

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

1. 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 screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
- Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

## Part III: ELL Demographics

### A. ELL Programs

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

| ELL Program Breakdown  |    |    |    |    |    |    |   |    |    |       |
|--|----|----|----|----|----|----|---|----|----|-------|
|  | K  | 1  | 2  | 3  | 4  | 5  | 6 | 7  | 8  | Total |
| <b>Transitional Bilingual Education</b><br>(60%:40% → 50%:50% → 75%:25%) |    |    |    |    |    |    |   |    |    | 0     |
| <b>Dual Language</b><br>(50%:50%)  |    |    |    |    |    |    |   |    |    | 0     |
| <b>Freestanding ESL</b>  |    |    |    |    |    |    |   |    |    |       |
| <b>Self-Contained</b>  |    |    |    |    |    |    |   |    |    | 0     |
| <b>Push-In/Pull-Out</b>  | 39 | 35 | 18 | 14 | 14 | 17 | 7 | 10 | 11 | 165   |
| <b>Total</b>   | 39 | 35 | 18 | 14 | 14 | 17 | 7 | 10 | 11 | 165   |

### B. ELL Years of Service and Programs

#### Number of ELLs by Subgroups

|                 |     |   |     |                                      |    |
|-----------------|-----|---|-----|--------------------------------------|----|
| <b>All ELLs</b> | 165 | <b>Newcomers (ELLs receiving service 0-3 years)</b> | 142 | <b>Special Education</b>             | 19 |
| <b>SIFE</b>     | 2   | <b>ELLs receiving service 4-6 years</b>             | 18  | <b>Long-Term (completed 6 years)</b> | 5  |

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

|               | ELLs by Subgroups |      |                   |                  |      |                   |                                    |      |                   | Total |
|---------------|-------------------|------|-------------------|------------------|------|-------------------|------------------------------------|------|-------------------|-------|
|               | ELLs (0-3 years)  |      |                   | ELLs (4-6 years) |      |                   | Long-Term ELLs (completed 6 years) |      |                   |       |
|               | All               | SIFE | Special Education | All              | SIFE | Special Education | All                                | SIFE | Special Education |       |
| TBE           |                   |      |                   |                  |      |                   |                                    |      |                   | 0     |
| Dual Language |                   |      |                   |                  |      |                   |                                    |      |                   | 0     |
| ESL           | 142               | 2    | 12                | 18               | 0    | 7                 | 5                                  | 0    |                   | 165   |
| <b>Total</b>  | 142               | 2    | 12                | 18               | 0    | 7                 | 5                                  | 0    | 0                 | 165   |

Number of ELLs in a TBE program who are in alternate placement: \_\_\_\_\_

### C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education               |          |          |          |          |          |          |          |          |          |          |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Number of ELLs by Grade in Each Language Group |          |          |          |          |          |          |          |          |          |          |
|  | K        | 1        | 2        | 3        | 4        | 5        | 6        | 7        | 8        | TOTAL    |
| Spanish  |          |          |          |          |          |          |          |          |          | 0        |
| Chinese  |          |          |          |          |          |          |          |          |          | 0        |
| Russian  |          |          |          |          |          |          |          |          |          | 0        |
| Bengali  |          |          |          |          |          |          |          |          |          | 0        |
| Urdu   |          |          |          |          |          |          |          |          |          | 0        |
| Arabic   |          |          |          |          |          |          |          |          |          | 0        |
| Haitian Creole                                 |          |          |          |          |          |          |          |          |          | 0        |
| French   |          |          |          |          |          |          |          |          |          | 0        |
| Korean   |          |          |          |          |          |          |          |          |          | 0        |
| Punjabi  |          |          |          |          |          |          |          |          |          | 0        |
| Polish   |          |          |          |          |          |          |          |          |          | 0        |
| Albanian                                       |          |          |          |          |          |          |          |          |          | 0        |
| Yiddish  |          |          |          |          |          |          |          |          |          | 0        |
| Other  |          |          |          |          |          |          |          |          |          | 0        |
| <b>TOTAL</b>                                   | <b>0</b> |

| Dual Language (ELLs/EPs)                       |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Number of ELLs by Grade in Each Language Group |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
|  | K        |          | 1        |          | 2        |          | 3        |          | 4        |          | 5        |          | 6        |          | 7        |          | 8        |          | TOTAL    |          |
|  | EL       | EP       |
| Spanish  |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Chinese  |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Russian  |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Korean   |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Haitian Creole                                 |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| French   |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Other  |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| <b>TOTAL</b>                                   | <b>0</b> |

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both \_\_\_\_\_)

Number of third language speakers: \_\_\_\_\_

|                                  |   |
|----------------------------------|---|
| languages): ____                 |   |
| 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  | 11 | 8  | 5 | 2 | 0 | 3 | 0 | 0 | 1 | 30    |
| Chinese  | 4  | 5  | 2 | 0 | 1 | 3 | 1 | 0 | 2 | 18    |
| Russian  | 2  | 6  | 0 | 2 | 0 | 0 | 0 | 2 | 1 | 13    |
| Bengali  | 2  | 1  | 1 | 0 | 0 | 2 | 0 | 0 | 0 | 6     |
| Urdu   | 5  | 2  | 0 | 3 | 1 | 1 | 1 | 1 | 0 | 14    |
| Arabic   | 10 | 10 | 8 | 6 | 9 | 7 | 3 | 5 | 5 | 63    |
| Haitian Creole                                 | 0  | 0  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0     |
| French   | 0  | 2  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2     |
| Korean   | 0  | 0  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0     |
| Punjabi  | 0  | 0  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0     |
| Polish   | 1  | 0  | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 2     |
| Albanian                                       | 3  | 1  | 1 | 1 | 2 | 0 | 1 | 1 | 1 | 11    |
| Other  | 1  | 0  | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 6     |

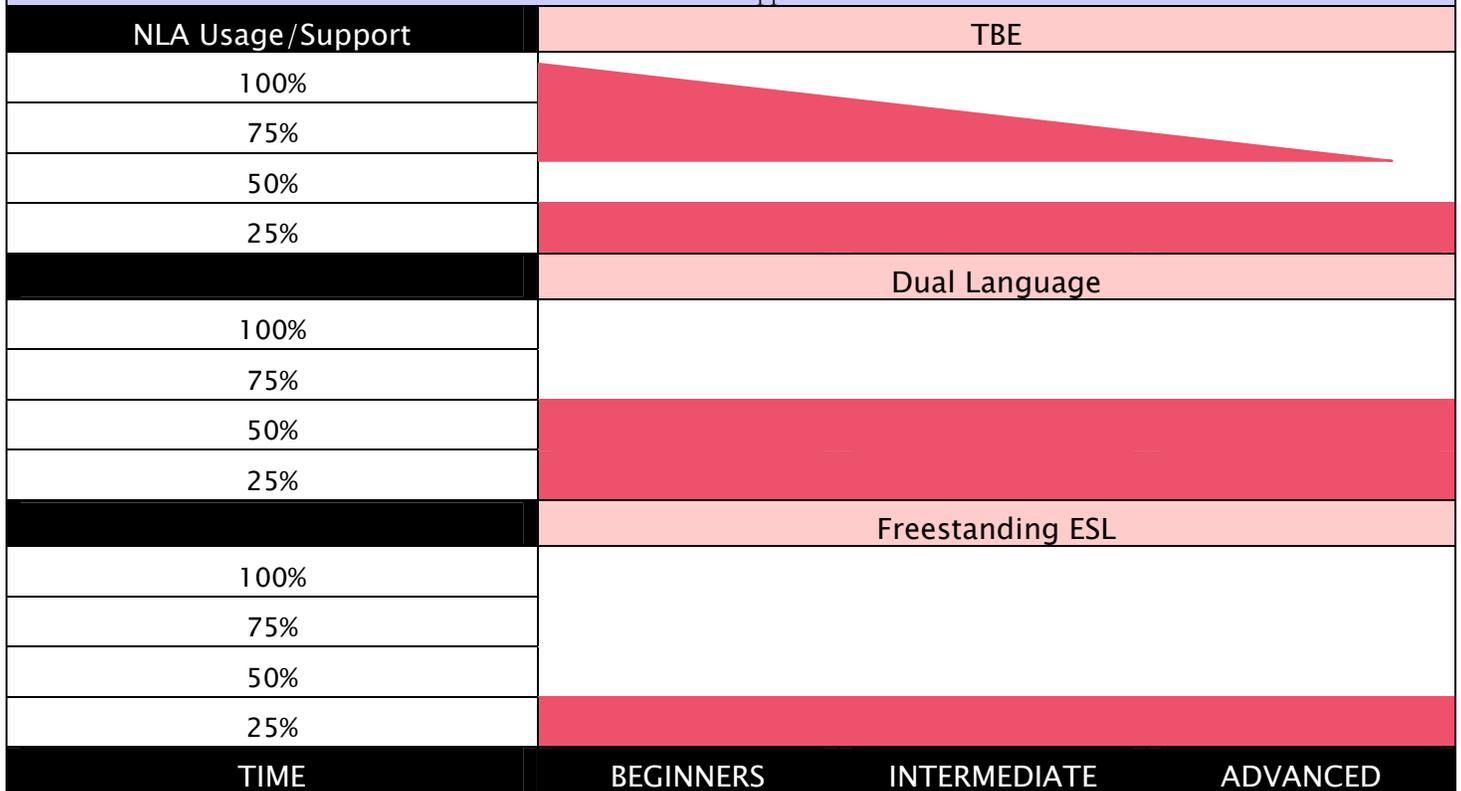
| Programming and Scheduling Information  |           |           |           |           |           |           |          |           |           |            |
|---|-----------|-----------|-----------|-----------|-----------|-----------|----------|-----------|-----------|------------|
| <p>1. How is instruction delivered?</p> <ol style="list-style-type: none"> <li>What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? If pull-out, specify the length of time, group, and plans for moving these students into a push-in model.</li> <li>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])?</li> </ol> <p>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)?</p> <ol style="list-style-type: none"> <li>How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?</li> </ol> <p>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.</p> <p>4. How do you differentiate instruction for ELL subgroups?</p> <ol style="list-style-type: none"> <li>Describe your instructional plan for SIFE.</li> <li>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.</li> <li>Describe your plan for ELLs receiving service 4 to 6 years.</li> <li>Describe your plan for Long-Term ELLs (completed 6 years).</li> <li>Describe your plan for ELLs identified as having special needs.</li> </ol> |           |           |           |           |           |           |          |           |           |            |
| <b>TOTAL</b>  | <b>39</b> | <b>35</b> | <b>18</b> | <b>14</b> | <b>14</b> | <b>17</b> | <b>7</b> | <b>10</b> | <b>11</b> | <b>165</b> |

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

|   | <b>Beginning</b>        | <b>Intermediate</b>     | <b>Advanced</b>         |
|---|-------------------------|-------------------------|-------------------------|
| <b>FOR ALL PROGRAM MODELS</b>                                     |                         |                         |                         |
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes<br>per week | 360 minutes<br>per week | 180 minutes<br>per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 |                         |                         | 180 minutes<br>per week |
| <b>FOR TBE /DL PROGRAMS</b>                                       |                         |                         |                         |
| Native Language Arts  | 90 minutes per day      | 90 minutes per day      | 45 minutes per day      |

**Native Language Arts and Native Language Support**

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models.  
Please note that NLA support is never zero.



## Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. 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

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. 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

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per Jose P.

## Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. 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. If there is a test your school uses that is not listed below, attach your analysis of the results to this worksheet.

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) |    |    |    |    |    |    |   |    |    |       |
|---|----|----|----|----|----|----|---|----|----|-------|
|   | K  | 1  | 2  | 3  | 4  | 5  | 6 | 7  | 8  | TOTAL |
| Beginner(B)   | 20 | 8  | 7  | 0  | 2  | 2  | 3 | 1  | 3  | 46    |
| Intermediate(I)   | 0  | 11 | 5  | 4  | 5  | 4  | 1 | 4  | 4  | 38    |
| Advanced (A)  | 19 | 16 | 6  | 10 | 7  | 11 | 3 | 5  | 4  | 81    |
| Total Tested  | 39 | 35 | 18 | 14 | 14 | 17 | 7 | 10 | 11 | 165   |



|                              |   |  |    |  |    |  |    |  |     |
|------------------------------|---|--|----|--|----|--|----|--|-----|
| 4                            | 2 |  | 12 |  | 44 |  | 71 |  | 129 |
| 8                            | 4 |  | 33 |  | 83 |  | 28 |  | 148 |
| NYSAA<br>Bilingual<br>Spe Ed | 0 |  | 0  |  | 0  |  | 0  |  | 0   |

| NYS Social Studies           |         |    |         |    |         |    |         |    |       |
|------------------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                              | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                              | English | NL | English | NL | English | NL | English | NL |       |
| 4                            | 3       |    | 2       |    | 50      |    | 62      |    | 117   |
| 8                            | 4       |    | 33      |    | 83      |    | 28      |    | 148   |
| NYSAA<br>Bilingual<br>Spe Ed | 0       |    | 0       |    | 0       |    | 0       |    | 0     |

| ECLAS-2 |         |          |           |          |         |          |
|---------|---------|----------|-----------|----------|---------|----------|
|         | Level I | Level II | Level III | Level IV | Level V | Level VI |
| K       | 41      | 77       | 4         | 5        | 0       | 0        |
| 1       | 5       | 34       | 50        | 22       | 15      | 20       |
| 2       | 1       | 2        | 3         | 13       | 17      | 23       |
| 3       |         |          |           |          |         |          |

| EL SOL |         |          |           |          |         |          |
|--------|---------|----------|-----------|----------|---------|----------|
|        | Level I | Level II | Level III | Level IV | Level V | Level VI |
| K      |         |          |           |          |         |          |
| 1      |         |          |           |          |         |          |
| 2      |         |          |           |          |         |          |
| 3      |         |          |           |          |         |          |

| NATIVE LANGUAGE READING TESTS |   |   |
|-------------------------------|---|---|
|                               | Percent of ELLs Passing Test (based on number of ELLs tested) | (For Dual Language) Percent of EPs Passing Test (based on number of EPs tested) |
| ELE (Spanish Reading Test)    | %   | %   |
| Chinese Reading Test          | %   | %   |

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

1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
3. For each program, answer the following:
  - a. 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?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
4. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
5. 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) |
|------------------------|--------------------------------|-----------|-----------------|
| Suzanne Gordon         | Assistant Principal            |           | 10/30/09        |
| Cynthia McMahon        | Parent Coordinator             |           | 10/30/09        |
| Laura Albanese         | ESL Teacher                    |           | 10/30/09        |
| Richard LaRosa         | Parent                         |           | 10/30/09        |
| Luci Hartmann/Grade 6  | Teacher/Subject Area           |           | 10/30/09        |
| Suzanne Strano/Grade 2 | Teacher/Subject Area           |           | 10/30/09        |
| Lois Franco (F-status) | Coach                          |           | 10/30/09        |
|                        | Coach                          |           |                 |
| Vanessa Morrison       | Guidance Counselor             |           | 10/30/09        |
| AnnMarie Lettieri      | School Achievement Facilitator |           | 10/30/09        |
| Neal Opromalla         | Network Leader                 |           | 10/30/09        |
|                        | Other                          |           |                 |
|                        | Other                          |           |                 |

|   |  |      |  |
|---|--|------|--|
|   |  |      |  |
|   |  |      |  |
| <b>Signatures</b>                                     |  |      |  |
| School Principal                                      |  | Date |  |
| Community Superintendent                              |  | Date |  |
| Reviewed by ELL Compliance and Performance Specialist |  | Date |  |
|   |  |      |  |

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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)** K through 8                      **Number of Students to be Served:**     162   **LEP**   1138   **Non-LEP**  
**Number of Teachers**     79                      **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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We will be implementing a supplemental instructional program to approximately 20 ELLs in grades 3 through 8. One .2 (one day) F-status licensed ESL teacher will be hired to provide supplemental services to at-risk ESL students based on the results of the Spring 2009 NYSESLAT exam. The emphasis of the program will be to support ELLs in the Test Sophistication Skills necessary for them to achieve the academic standards that all students are expected to meet. The program will address the Chancellor's recommendations by aligning the supplementary work to the comprehensive core curriculum in literacy taking place in the classrooms. In doing so, the students will be instructed through the Imagine Learning English program to strengthen word study, phonics, comprehension and writing strategies.

**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 entire staff will participate in staff development sessions throughout the year. ESL teachers and outside educational Consultants will conduct the sessions. Specifically, teachers will be provided professional development on:

- The content of the NYSESLAT exam and its alignment to the NYS English Language Arts exam and classroom instruction
- The interpretation of data from the ELA, MATH and NYSESLAT exams to drive instruction with a focus on ELLs
- The development of ESL methodologies and the improvement of content area instruction for ELL students in the mainstream classroom. The focus will be on an even greater dialogue between ESL teachers and mainstream classroom teachers on the core curriculum areas.

- Bridging the gap between the curriculum being taught in the classroom and in the ESL pull-out program through monthly chats with the principal.
- Implementing the Imagine Learning Program and support for the program in the regular classroom
- Differentiated approaches in instruction.

**Form TIII – A (1)(b)**

**School:**     P.S./I.S. 104          **BEDS Code:**     332000010104    

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

| <b>Allocation Amount: \$27,740.00</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> <ul style="list-style-type: none"> <li>- Per session</li> <li>- Per diem</li> </ul>  | <b>\$13,190.00</b>     | <b>1 F-Status Supplemental ESL Teacher 1x per week</b>   |
| <b>Purchased services</b> <ul style="list-style-type: none"> <li>- High quality staff and curriculum development contracts.</li> </ul>   | N/A                    |  |
| <b>Supplies and materials</b> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials.</li> <li>- Must be clearly listed.</li> </ul> |                        |  |
| <b>Educational Software (Object Code 199)</b>  | <b>\$14,550.00</b>     | <b>93 Site licenses for Imagine Learning Program @ \$150.00</b>  |
| <b>Travel</b>  |                        |  |
| <b>Other</b>   |                        |  |
| <b>TOTAL</b>   | <b>\$27,740.00</b>     |  |

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

**Part A: Needs Assessment Findings**

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

**In order to assess our school’s written and oral interpretation needs, we reviewed the following:**

- a. Review of the Home Language Surveys
- b. Parent requests to the Parent Teacher Association (PTA)
- c. Survey distributed by the Parent Coordinator requesting this information

At the beginning of each year, the parent coordinator distributes a survey to all students asking in what language/form they wish to receive information. This survey is used to provide parents with information in their native language when available. This information is disseminated to all staff in order to ensure all materials are provided in the appropriate languages and all parents are able to be active participants in their child’s education. The results of this survey are as follows:

**P.S. / I.S. 104 Translations Survey Tally by Class & Grade 2009 11/2/09**

| <b>Class</b>    | <b>Arabic</b> | <b>Bengali</b> | <b>Chinese</b> | <b>Korean</b> | <b>Russian</b> | <b>Spanish</b> | <b>Urdu</b> |
|-----------------|---------------|----------------|----------------|---------------|----------------|----------------|-------------|
| K-203           | 3             | 1              | 1              | x             | x              | x              | x           |
| K-107           | 2             | 1              | x              | x             | x              | 1              | x           |
| K-201           | 1             | x              | x              | x             | x              | 2              | x           |
| K-202           | 1             | x              | 1              | x             | x              | 3              | x           |
| K-105           | 2             | 1              | x              | x             | x              | 1              | 1           |
| K-113           | 1             | x              | x              | x             | x              | 4              | x           |
| K-204           | 3             | x              | 2              | x             | 2              | 1              | 1           |
| <b>Gr.Total</b> | <b>13</b>     | <b>3</b>       | <b>4</b>       | <b>0</b>      | <b>2</b>       | <b>12</b>      | <b>2</b>    |
| 1-210           | 1             | x              | x              | x             | 1              | 2              | x           |
| 1-207           | 1             | x              | 2              | x             | x              | x              | x           |
| 1-205           | 2             | x              | 1              | x             | x              | 1              | x           |
| 1-107           | 2             | x              | x              | x             | 1              | 1              | x           |
| 1-116           | 2             | x              | x              | x             | x              | 2              | x           |
| 1-120           | 1             | x              | 1              | x             | 1              | 4              | x           |

|                  |           |          |          |          |          |           |          |
|------------------|-----------|----------|----------|----------|----------|-----------|----------|
| <b>Gr. Total</b> | <b>9</b>  | <b>0</b> | <b>4</b> | <b>0</b> | <b>3</b> | <b>10</b> | <b>0</b> |
| <b>2-122</b>     | 1         | x        | 1        | x        | x        | x         | x        |
| <b>2-109</b>     | 6         | x        | x        | x        | x        | 1         | x        |
| <b>2-218</b>     | 1         | 2        | x        | x        | x        | 1         | 1        |
| <b>2-112</b>     | 6         | x        | x        | 1        | x        | x         | x        |
| <b>2-110</b>     | 1         | x        | x        | x        | x        | 2         | x        |
| <b>2-226</b>     | 3         | x        | 1        | 1        | x        | 4         | 1        |
| <b>2-253</b>     | x         | 1        | x        | x        | x        | 1         | x        |
| <b>Gr. Total</b> | <b>18</b> | <b>3</b> | <b>2</b> | <b>2</b> | <b>0</b> | <b>9</b>  | <b>2</b> |
| <b>3-207</b>     | x         | x        | x        | x        | 2        | x         | x        |
| <b>3-211</b>     | 2         | x        | 1        | x        | x        | x         | x        |
| <b>3-201</b>     | x         | x        | 1        | x        | x        | 2         | x        |
| <b>3-209</b>     | 6         | 1        | 1        | x        | x        | 1         | 1        |
| <b>3-212</b>     | 1         | x        | 1        | x        | x        | 1         | x        |
| <b>3-111</b>     | 2         | x        | 1        | x        | x        | 2         | x        |
| <b>3-210</b>     | 1         | x        | x        | x        | x        | x         | 1        |
| <b>Gr. Total</b> | <b>12</b> | <b>1</b> | <b>5</b> | <b>0</b> | <b>2</b> | <b>6</b>  | <b>2</b> |
| <b>4-208</b>     | 1         | x        | x        | x        | x        | x         | x        |
| <b>4-204</b>     | 2         | x        | 1        | x        | x        | 2         | 1        |
| <b>4-203</b>     | 2         | x        | x        | x        | x        | 1         | x        |
| <b>4-205</b>     | 5         | x        | 2        | x        | x        | 2         | x        |
| <b>4-202</b>     | 1         | 1        | 1        | x        | x        | 3         | x        |
| <b>Gr. Total</b> | <b>11</b> | <b>1</b> | <b>4</b> | <b>0</b> | <b>0</b> | <b>8</b>  | <b>1</b> |
| <b>5-222</b>     | x         | x        | x        | 1        | x        | x         | x        |
| <b>5-B28</b>     | 3         | x        | 1        | x        | x        | 5         | x        |
| <b>5-206</b>     | 3         | 1        | 1        | x        | x        | 1         | 1        |
| <b>5-306</b>     | 5         | 1        | 1        | x        | x        | x         | 1        |
| <b>5-220</b>     | 3         | x        | 1        | x        | x        | 2         | x        |
| <b>Gr. Total</b> | <b>14</b> | <b>2</b> | <b>4</b> | <b>1</b> | <b>0</b> | <b>8</b>  | <b>2</b> |
| <b>6-328</b>     | x         | x        | 2        | x        | x        | 1         | x        |
| <b>6-326</b>     | 2         | x        | x        | x        | x        | 3         | 1        |

|                  |            |           |           |          |           |            |           |
|------------------|------------|-----------|-----------|----------|-----------|------------|-----------|
| 6-324            | 1          | x         | 2         | x        | x         | 2          | x         |
| 6-228            | 2          | x         | 2         | x        | x         | x          | x         |
| 6-224            | 1          | x         | x         | x        | x         | 1          | x         |
| <b>Gr. Total</b> | <b>6</b>   | <b>0</b>  | <b>6</b>  | <b>0</b> | <b>0</b>  | <b>7</b>   | <b>1</b>  |
| <b>7</b>         |            |           |           |          |           |            |           |
| 7-311            | 1          | x         | 6         | x        | x         | x          | x         |
| 7-320            | 2          | x         | x         | x        | 1         | 1          | x         |
| 7-312            | 3          | x         | x         | x        | x         | 4          | x         |
| 7-310            | 1          | x         | x         | x        | x         | 4          | x         |
| 7-307            | x          | x         | 2         | x        | x         | 3          | x         |
| <b>Gr.Total</b>  | <b>4</b>   | <b>0</b>  | <b>8</b>  | <b>0</b> | <b>1</b>  | <b>8</b>   | <b>0</b>  |
| <b>8</b>         |            |           |           |          |           |            |           |
| 8-314            | x          | x         | 4         | x        | 1         | 2          | x         |
| 8-318            | 2          | x         | x         | x        | x         | 1          | x         |
| 8-322            | x          | x         | 1         | x        | x         | 2          | x         |
| 8-308            | 2          | x         | 4         | x        | 1         | 1          | x         |
| 8-316            | 2          | x         | 2         | 1        | x         | 1          | 1         |
| <b>Gr. Total</b> | <b>4</b>   | <b>0</b>  | <b>10</b> | <b>1</b> | <b>2</b>  | <b>6</b>   | <b>1</b>  |
| <b>9</b>         |            |           |           |          |           |            |           |
| <b>Sch Total</b> | <b>187</b> | <b>20</b> | <b>95</b> | <b>8</b> | <b>20</b> | <b>153</b> | <b>22</b> |

We also utilize the services of the Translation Unit to assist with the translation of all written communication to families and phone translations when needed. Translators are also available at all citywide parent teacher conferences.

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

Based upon the data above, the languages we have identified as high need are: Arabic, Spanish and Chinese.

### Part B: Strategies and Activities

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- 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.
  - Translation of all letters sent home
  - Translation of all brochures
  - Translation of PTA calendars

**d. Translation of Parent Coordinator correspondences**

**Translation and Interpretation unit must be contacted in a timely manner: at least two weeks turn around time.**

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.  
**The oral interpretation services the school will provide will be to have translators present at Parent Teacher Conferences Fall and Spring and at the ESL Parent Orientation. The services for both will be provided by the Translation and Interpretation Unit and in-house staff.**
  
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Attachment A of Section VII of Chancellor's Regulations A-663 will be translated, distributed to parents and posted in the main office. Information on this topic will be obtained from the Department's website as indicated in Chancellor's Regulations A-663.

**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:   | N/A     | \$1,137,658.00 | \$1,137,658.00 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement:  | N/A     |                |                |
| 3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):                                     |         | \$11,377.00    |                |
| 4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:            | N/A     |                |                |
| 5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):                     |         | \$56,883.00    |                |
| 6. Enter the anticipated 10% set-aside for Professional Development:   | N/A     |                |                |
| 7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language): |         | \$113,766.00   |                |

8. 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.

### **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.

## **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.

**Please see pages 10 and 11.**

2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - 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.

**Please see pages 10 and 11.**

3. Instruction by highly qualified staff.

**Please see Demographics on pages 7 – 9.**

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.

**Please see pages 10 and 11 and each Action Plan.**

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

**According to our BEDS survey, we are at 100% Highly Qualified teachers, therefore, we are not implementing strategies to attract Highly Qualified teachers at this time.**

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

**Please see page 18.**

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.

**Incoming Kindergarten students and families are invited into the Early Childhood Center to tour the programs offered while participating in classroom activities. A Kindergarten parent orientation is held in June for all incoming students. On the first day of school, parents are invited to a PTA sponsored breakfast while students are in class.**

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.

**Please see pages 14 – 17.**

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.

**Please see Appendix 1, page 23.**

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.

**Please see Implications for Budget on each Action Plan, pages 14 – 19.**

#### **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><br>(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.

**Our school examined the Curriculum Maps that were developed by Grade Level Teams. It was noted that these maps not only addressed content topics but also included skills and strategies to be taught and mastered at each grade level. The outline of student products include written products and presentations. These maps, reflective of the State Standards, were the springboard for developing Learning Outcomes that are distributed to parents each month. Our Learning Environment Survey indicates that teachers have sufficient materials to meet the needs of all learners including ELLs, students with disabilities and struggling students.**

**In addition, by examining the results of the NYSESLAT exam, we identified the benefit to a close alignment between instruction in the ESL program and the everyday program. ESL teachers will continue to utilize articulation sheets provided by the classroom teachers weekly by grade. These sheets describe content area topics being covered in the regular classroom enabling the ESL teachers to choose topics consistent with the classroom instruction.**

- Gaps in the Written Curriculum – A New York State Curriculum Alignment committee was formed to assess the school's existing curriculum maps in the area of writing and their alignment to New York State standards. If it is found that the maps are misaligned, said committee will update maps and training will be provided to the staff to discuss implementation requirements.
- Curriculum Maps – The New York State Curriculum Alignment Committee will review the school's existing curriculum maps representing all grade levels to update the content to include skills to be mastered, strategies to be utilized, and student outcomes to be attained. Student action plans in the areas of reading and writing will be reviewed to ensure alignment with content specific standards-based expectations.

- Taught Curriculum - Formal and informal observations will include a focus on teachers' attention to writing, critical analysis, speaking and listening.
- ELA Materials – The results of the 2008/2009 Learning Environment Survey will be used to ascertain whether teachers have the materials they need to adequately deliver instruction, particularly, to sub populations of students including: English Language Learners and students with special needs.
- English Language Learners – All classroom teachers and service providers, including ESL and teachers of bilingual education classes will be given the ESL Standards. These Standards will be reviewed at grade and department meetings in order to ensure alignment with the school's ELA curriculum and ELA standards.

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

Applicable  Not Applicable

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

PS/IS 104 uses a standards-based Balanced/Comprehensive Literacy program of study for all students including those for whom English is not their first language and for students who have special learning needs. Balanced Literacy stresses the essential dimensions of reading through explicit teaching of phonics, phonemic awareness, fluency and expressiveness, vocabulary, and comprehension. Daily read-alouds, independent reading time, reading workshop, writing workshop, and systematic word study instruction are key features of the approach. Teachers demonstrate the habits and strategies of effective reading and writing through a variety of structures: read-aloud, guided reading, shared reading, interactive writing, and mini-lessons in reading and writing. By coaching students in individual or small-group conferences, teachers allow students to successfully and independently apply those strategies to their own reading and writing.

Classroom libraries are the centerpiece of Balanced Literacy. These libraries allow teachers to organize instruction around authentic literature. Extensive use of classroom libraries encourages students to read and write about a variety of topics they know and like. The libraries are designed so that each grade will have a common core of books that span a range of reading levels and cover all kinds of literature from picture books, chapter books, and novels to poetry and nonfiction.

In the middle school grades, teachers continue to use the structures and components of Balanced Literacy. Though the emphasis shifts from learning to read to reading to learn, students in middle school continue to refine, advance, and apply their reading, writing, listening, and speaking skills to build knowledge about new subject matter.

Furthermore, our most recent test results in ELA show growth:

# Results By Performance Level

The number of tested students and the percentage of all tested students performing in each level.

■ Level 3 and above

|                     | Grade 3    |     | Grade 4    |     | Grade 5    |     | Grade 6    |     | Grade 7    |     | Grade 8    |     |
|---------------------|------------|-----|------------|-----|------------|-----|------------|-----|------------|-----|------------|-----|
|                     | #          | %   | #          | %   | #          | %   | #          | %   | #          | %   | #          | %   |
| Level 4             | 26         | 19% | 11         | 9%  | 18         | 15% | 14         | 10% | 16         | 10% | 3          | 2%  |
| Level 3             | 94         | 70% | 91         | 72% | 103        | 84% | 115        | 85% | 118        | 77% | 91         | 63% |
| Level 2             | 13         | 10% | 19         | 15% | 2          | 2%  | 6          | 4%  | 19         | 12% | 49         | 34% |
| Level 1             | 1          | 1%  | 5          | 4%  |            |     |            |     | 1          | 1%  | 1          | 1%  |
| <b>Total Tested</b> | <b>134</b> |     | <b>126</b> |     | <b>123</b> |     | <b>135</b> |     | <b>154</b> |     | <b>144</b> |     |

Percentages may not total 100 due to rounding.

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.

N/A

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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.

- *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 PS/IS 104 New York State Curriculum Alignment Committee will review the content strands of measurement and geometry and number sense and operations in order to uncover any gaps that may exist in the intended curriculum. We will then revise grade level specific maps to include stronger foci in each of these areas. Professional development will be provided by the Math Coach to teachers in the math department to ensure understanding of the curriculum areas in need or in deficit. Summative and formative assessment results will be used to determine student understanding in these as well as in other areas. Formal and informal observation will be used to assess teacher's depth in the delivery of all content in the area of mathematics including measurement and geometry and number sense and operations.

- *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.*

This school supplements the mathematics curriculum with constructivist problem solving opportunities for students on all grade levels. Regular and ongoing evaluations using problems that are aligned to the process strands allow the school to determine whether students have a conceptual understanding of mathematical content. Students' constructed responses are assessed using grade appropriate rubrics. Student work is discussed at grade meetings and the math program is adjusted, as necessary, based on students' ability/inability to problem solve. Furthermore, the New York State Curriculum Alignment Committee will review curriculum maps representing all grade levels to update content to include skills to be mastered, strategies to be utilized, and student outcomes to be attained

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

Applicable  Not Applicable

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

PS/IS 104 uses *Everyday Mathematics*, which is a research-based curriculum developed by the University of Chicago School Mathematics Project. UCSMP was founded in 1983 during a time of growing consensus that our nation was failing to provide its students with an adequate mathematical education. The goal of this on-going project is to significantly improve the mathematics curriculum and instruction for all school children in the U.S.

Several basic principles that have guided the philosophy of *Everyday Mathematics* include:

- Students acquire knowledge and skills, and develop an understanding of mathematics from their own experience. Mathematics is more meaningful when it is rooted in real life contexts and situations, and when children are given the opportunity to become actively involved in learning. Teachers and other adults play a very important role in providing children with rich and meaningful mathematical experiences.
- Children begin school with more mathematical knowledge and intuition than previously believed. A K-6 curriculum should build on this intuitive and concrete foundation, gradually helping children gain an understanding of the abstract and symbolic.
- Teachers, and their ability to provide excellent instruction, are the key factors in the success of any program. Previous efforts to reform mathematics instruction failed because they did not adequately consider the working lives of teachers.

The scope of the K-6 *Everyday Mathematics* curriculum includes the following mathematical strands which are aligned to the NYS standards:

- Algebra and Uses of Variables
- Data and Chance
- Geometry and Spatial Sense
- Measures and Measurement
- Numeration and Order
- Patterns, Functions, and Sequences
- Operations

- Reference Frames

*Impact Mathematics* is both a comprehensive program, including the strands of number and operations, proportional reasoning, geometry, probability, and data, as well as a program focused on the development of algebraic thinking. The publication of *Algebra for Everyone* by NCTM in 1990 put forth the view of algebra as the gateway course, a course that must be part of the background of all employees. Therefore, algebra must be taught on a broadened scale, where students come to it with an appropriate mathematical background and disposition. In *Impact's* approach to algebraic thinking, they relied on the research reported in the National Council of Teachers of Mathematics Algebra Working Group (1995), *Algebra in the K–12 curriculum: Dilemmas and possibilities*, pointing to the inaccessibility of the traditional algebra curriculum, generally taught as a stand-alone course in the 9<sup>th</sup> grade. In *Impact Mathematics*, student understanding of the algebra strand—interwoven with and related to the other mathematical strands—evolves over a three-year period, allowing such important ideas as patterns, functions, proportional reasoning, and algebraic structure and skills to develop and become familiar over time. The algebra strand is based on the highly successful Australian program, *Access to Algebra*, developed by Curriculum Corporation, which provided an algebra curriculum relevant to students' lives, more inclusive of the interests and experiences of middle school students. *Impact Mathematics* is unique, then, in its comprehensive, standards-based, developmental approach, while completing a full year of algebra by the end of the third course. Finally, the authors of *Impact Mathematics* recognize that mathematics has developed as an extension and a codification of ways of thinking that are natural to us all. To that aim, *Impact Mathematics* is written to help students use and sharpen their own logical thinking, learn to be comfortable with the abstractions that give mathematics its power, develop their ideas and mathematical imagination, and acquire the skills that support their good thinking and the ability to express their ideas clearly to others.

Furthermore, our most recent test results show growth:

## Results By Performance Level

The number of tested students and the percentage of all tested students performing in each level.

■ Level 3 and above

|                     | Grade 3 |     | Grade 4 |     | Grade 5 |     | Grade 6 |     | Grade 7 |     | Grade 8 |     |
|---------------------|---------|-----|---------|-----|---------|-----|---------|-----|---------|-----|---------|-----|
|                     | #       | %   | #       | %   | #       | %   | #       | %   | #       | %   | #       | %   |
| Level 4             | 66      | 48% | 59      | 46% | 80      | 64% | 57      | 41% | 62      | 40% | 30      | 20% |
| Level 3             | 71      | 51% | 64      | 50% | 42      | 34% | 76      | 54% | 86      | 55% | 96      | 65% |
| Level 2             | 1       | 1%  | 6       | 5%  | 2       | 2%  | 5       | 4%  | 6       | 4%  | 20      | 14% |
| Level 1             |         |     |         |     | 1       | 1%  | 2       | 1%  | 1       | 1%  | 1       | 1%  |
| <b>Total Tested</b> | 138     |     | 129     |     | 125     |     | 140     |     | 155     |     | 147     |     |

Percentages may not total 100 due to rounding.

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.

N/A

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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.

Formal and informal observation will be used to confirm that all teachers are using the workshop model of implementation for both reading and writing.

Informal observation will be used to assess student engagement.

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

Applicable  Not Applicable

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

As stated, PS/IS 104 employs a workshop model of instruction for English Language Arts instruction. The architecture of the mini lesson component of both the Reader's and Writer's Workshops includes:

|                              |  |
|------------------------------|--|
| Teacher directed mini lesson | 10-15 minutes (20%)                            |
| Active engagement            | 5-10 minutes (13.3% )                          |
| Share                        | 5 minutes (6.6%)                               |
| Independent practice         | 30-45 minutes (depending on grade level) (60%) |

During this time, teachers are either conferring with individual students or working with groups of students for guided practice and/or small group strategy instruction. Student independent practice does not include "busy work." At this time, students are reading independently from and responding to their "just-right" books. During writing, students are drafting or editing and revising their genre-specific pieces.

Student engagement is informally assessed using the following student engagement checklist:

**Student Engagement Checklist 2009/2010**  
**School-wide Informal Observations**

| Category   | Observation       | Comments |
|--|-------------------|----------|
| <b>Whole Class Instruction: Rug Area</b><br>-All students are attentive and looking at teacher(s)<br>-Students sit on rug in purposeful ways depending on task<br>-Various students participate when questions are posed - not the same hands all the time | _____ Yes to all  |          |
|  | _____ Yes to some |          |
|  | _____ Not really  |          |

|  |  |  |
|--|--|--|
| <p>-Student responses to queries are positively validated</p>  |  |  |
| <p><b>Independent Work</b><br/>         -All students are working productively on assigned task<br/>         -Students know what to do when "they are done"<br/>         -Students seek the assistance of a teacher or a peer when they are confused or need direction<br/>         -Students use environmental print for self-direction</p>   | <p>_____ Yes to all<br/>         _____ Yes to some<br/>         _____ Not really</p> |  |
| <p><b>Transitions</b><br/>         -Are quick and smooth<br/>         -Require little direction<br/>         -Students go from point A to point B without interruption<br/>         -Students are prepared with required materials</p>   | <p>_____ Yes to all<br/>         _____ Yes to some<br/>         _____ Not really</p> |  |
| <p><b>Organization of the Day</b><br/>         -Morning meeting sets the tone for the day: children are part of an interactive conversation concerning the flow of the day<br/>         -Children know what they will be learning / what is being taught<br/>         -Children know what is expected of them at all times<br/>         -Children know why they are part of a small group experience</p> | <p>_____ Yes to all<br/>         _____ Yes to some<br/>         _____ Not really</p> |  |
| <p><b>Student Accountability</b><br/>         -Students are held to a high standard: good is not good enough<br/>         -Students know what work that is good enough looks like<br/>         -Students are given opportunities to improve their work<br/>         -Students know the behavioral expectations in</p>  | <p>_____ Yes to all<br/>         _____ Yes to some<br/>         _____ Not really</p> |  |

|   |  |  |
|---|--|--|
| the room and act appropriately  |  |  |
| <p style="text-align: center;"><b>Metacognition</b></p> <ul style="list-style-type: none"> <li>-Students are given opportunities to share their thinking</li> <li>-Students are held accountable for their learning - they are asked to articulate or write what they know and understand</li> <li>-Incorrect answers are not validated or simply ignored - being "right" is important and misunderstandings are discussed</li> </ul>   | <p>_____ Yes to all</p> <p>_____ Yes to some</p> <p>_____ Not really</p> |  |
| <p style="text-align: center;"><b>Self Esteem - Building Toward Intrinsic Motivation</b></p> <ul style="list-style-type: none"> <li>-Children are self-directed and self-motivated</li> <li>-Children who need to be "pushed" are pushed in subtle, nurturing ways</li> <li>-Children do not sit next to peers who disrupt or interrupt learning (including friends)</li> <li>-Children feel good about their learning and are excited to share new experiences</li> <li>-Children who need behavioral plans have them and these are used in consistent ways</li> <li>-There is never a "why should I?" attitude - children perform because they understand that learning is important</li> </ul> | <p>_____ Yes to all</p> <p>_____ Yes to some</p> <p>_____ Not really</p> |  |

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.

N/A

**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.

Formal and informal observation will be used to confirm that all teachers are using the workshop model of implementation for mathematics instruction.

A student engagement checklist will be used to assess teachers' awareness of student intrinsic motivation and metacognition.

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

Applicable  Not Applicable

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

This finding is not relevant to PS/IS 104 for the following reasons:

PS/IS 104 employs a workshop model of instruction for Mathematics instruction. The architecture of the mini lesson component of the Math Workshop includes:

|                              |  |
|------------------------------|--|
| Teacher directed mini lesson | 10-15 minutes (20%)                            |
| Active engagement            | 5-10 minutes (13.3%)                           |
| Share                        | 5 minutes (6.6%)                               |
| Independent practice         | 30-45 minutes (depending on grade level) (60%) |

During this time, teachers are either conferring with individual students or working with groups of students for guided practice and/or small group strategy instruction. Student independent practice does not include "busy work." At this time, students are working alone, in partnerships or in groups to practice their computation and/or conceptual skills.

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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.

Formal and informal observation will be used to confirm that all teachers are using the workshop model of implementation for mathematics instruction.

At this school, SMART boards are often used for demonstration during the mini lesson.

Student engagement is informally assessed using the following student engagement checklist:

**Student Engagement Checklist 2008/2009**  
**School-wide Informal Observations**

| Category   | Observation  | Comments |
|--|--|----------|
| <p style="text-align: center;"><b>Whole Class Instruction: Rug Area</b></p> <ul style="list-style-type: none"> <li>-All students are attentive and looking at teacher(s)</li> <li>-Students sit on rug in purposeful ways depending on task</li> <li>-Various students participate when questions are posed - not the same hands all the time</li> <li>-Student responses to queries are positively validated</li> </ul> | <p>_____ Yes to all</p> <p>_____ Yes to some</p> <p>_____ Not really</p> |          |
| <p style="text-align: center;"><b>Independent Work</b></p> <ul style="list-style-type: none"> <li>-All students are working productively on assigned task</li> <li>-Students know what to do when "they are done"</li> <li>-Students seek the assistance of a teacher or a peer when they are confused or need direction</li> <li>-Students use environmental print for self-direction</li> </ul>                        | <p>_____ Yes to all</p> <p>_____ Yes to some</p> <p>_____ Not really</p> |          |
| <p style="text-align: center;"><b>Transitions</b></p> <ul style="list-style-type: none"> <li>-Are quick and smooth</li> <li>-Require little direction</li> <li>-Students go from point A to point B without interruption</li> <li>-Students are prepared with required materials</li> </ul>  | <p>_____ Yes to all</p> <p>_____ Yes to some</p> <p>_____ Not really</p> |          |
| <p style="text-align: center;"><b>Organization of the Day</b></p> <ul style="list-style-type: none"> <li>-Morning meeting sets the tone for the day:</li> </ul>  | <p>_____ Yes to all</p>  |          |

|  |  |  |
|--|--|--|
| <p>children are part of an interactive conversation concerning the flow of the day</p> <ul style="list-style-type: none"> <li>-Children know what they will be learning / what is being taught</li> <li>-Children know what is expected of them at all times</li> <li>-Children know why they are part of a small group experience</li> </ul>  | <p>_____ Yes to some</p> <p>_____ Not really</p>                         |  |
| <p style="text-align: center;"><b>Student Accountability</b></p> <ul style="list-style-type: none"> <li>-Students are held to a high standard: good is not good enough</li> <li>-Students know what work that is good enough looks like</li> <li>-Students are given opportunities to improve their work</li> <li>-Students know the behavioral expectations in the room and act appropriately</li> </ul>  | <p>_____ Yes to all</p> <p>_____ Yes to some</p> <p>_____ Not really</p> |  |
| <p style="text-align: center;"><b>Metacognition</b></p> <ul style="list-style-type: none"> <li>-Students are given opportunities to share their thinking</li> <li>-Students are held accountable for their learning - they are asked to articulate or write what they know and understand</li> <li>-Incorrect answers are not validated or simply ignored - being "right" is important and misunderstandings are discussed</li> </ul>                                      | <p>_____ Yes to all</p> <p>_____ Yes to some</p> <p>_____ Not really</p> |  |
| <p style="text-align: center;"><b>Self Esteem - Building Toward Intrinsic Motivation</b></p> <ul style="list-style-type: none"> <li>-Children are self-directed and self-motivated</li> <li>-Children who need to be "pushed" are pushed in subtle, nurturing ways</li> <li>-Children do not sit next to peers who disrupt or interrupt learning (including friends)</li> <li>-Children feel good about their learning and are excited to share new experiences</li> </ul> | <p>_____ Yes to all</p> <p>_____ Yes to some</p> <p>_____ Not really</p> |  |

|   |  |  |
|---|--|--|
| -Children who need behavioral plans have them and these are used in consistent ways<br>-There is never a "why should I?" attitude - children perform because they understand that learning is important |  |  |
|---|--|--|

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.

N/A

### 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.

Year-to-year teacher turnover rate is evaluated by the school's administrative Cabinet. To date, this school does not have a high turnover rate with a minimal number/percentage of new teachers joining the school's organization each year.

If the turnover rate becomes high, i.e., more than 10%, over a three-year period, the school will contact staffing pools such as Teach for America and/or NYC Teaching Fellows in order to recruit teachers with greater sustainability.

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

Applicable     Not Applicable

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

Over the past three years, the school has welcomed the following number and percent of new teachers:

|             |           |            |
|-------------|-----------|------------|
| <b>2008</b> | <b>8</b>  | <b>10%</b> |
| <b>2007</b> | <b>11</b> | <b>14%</b> |
| <b>2006</b> | <b>4</b>  | <b>5%</b>  |

These numbers are insignificant. New teachers at this school receive professional development and support from the school's internal coaches, external staff developers as well as from their UFT mentors.

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

N/A

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

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

Please respond to the following questions for Key Finding 4:

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

This school engages in teacher goal setting. When meeting with teachers who work with students for whom English is a second language, the administration will develop professional development plans aligned to those teacher's expressed and anticipated needs.

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

Applicable  Not Applicable

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

PS/IS 104 is an Empowerment Support Organization School. In addition to the professional development each teacher receives in the school from internal and external coaches, the ESO also customizes 1:1 PD for all ELL teaches. These sessions are planned and facilitated by the Network's Special Services Manager and delivered either at the school or in a venue for Network collaboration. Finally, this school year, the ESO has contracted an ELL Specialist, Catherine Brown, from *Accelerating Minds with Language*. Ms. Brown will be conducting five full-day workshops for the Network's ELL and bi-lingual teachers.

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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N/A

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

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

Please respond to the following questions for Key Finding 5:

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

The school will use Quality Statement 1 from its most recent and its upcoming Quality Review to determine whether or not this finding is relevant.

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?

PS/IS 104 received an overall score of well-developed for SQ1: "School leaders consistently gather and generate data, and use it to understand what each student knows and is able to do and to monitor the students' progress over time." and a score of well-developed for sub criteria 1.3: "School leaders and faculty provide an objective, constantly updated understanding of the performance and progress of English Language Learners."

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

N/A

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

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional

approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

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

The school will use formal and informal observation to assess the teacher's understanding of appropriate differentiated instructional practices.

The school will use Quality Statement 3 from its most recent and its upcoming Quality Review to determine whether or not this finding is relevant.

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

Applicable  Not Applicable

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

PS/IS 104 received an overall score of well-developed for SQ3: "The school aligns its academic work, strategic decisions and resources and effectively engages students around its plans and goals for accelerating student learning, and an overall score of well developed for sub criteria 3.4: "The school ensures that teachers use school, class and student data to plan for and provide differentiated instruction that meets the specific needs of all students in their charge."

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.

N/A

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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.

The school's Administrative Cabinet, along with the IEP Teacher, will review all IEP's in order to determine whether or not the NYS performance standards for English Language Arts and Mathematics were used on each grade level when determining, based on classification, student cognition and the results of both formative and summative assessments, the percentage each child with an Individualized Educational Plan must achieve in order to be promoted. Furthermore, the Administrative Cabinet and IEP Teacher will ensure that these performance outcomes have been incorporated into the IEP's and that short term goals were aligned to the performance/promotional outcomes.

Finally, the Administrative Cabinet and IEP Teacher will review IEP's for behavioral plans for those students who are Emotionally Handicapped and/or who, based on the school's data, have exhibited behaviors that deter from that child's educational and social/emotional growth and development.

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/IS 104 teachers have received extensive professional development in the area of student goal setting and writing correct, appropriate and educationally sound IEP's. This training has been provided to them at the school level by the Empowerment Support Organization's Special Services Manager. Teachers at this school use the NYS standards when making promotional decisions prior to writing an IEP at annual review. All students with special needs at this school have promotional goals that clearly reflect a percentage of their current grade level's performance outcomes. We aspire to have each classified student achieve proficiency in both ELA and mathematics.

Teachers at PS/IS 104 have received Mel Levine training and know how to write and use functional behavioral plans for students for whom this is a necessary intervention.

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.

N/A

**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.)  
**0**
2. Please describe the services you are planning to provide to the STH population.

**N/A**

### **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.

## **Title I Parent Involvement Policy**

### **I. General Expectations**

*P.S./I.S. 104* agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child’s learning;
    - that parents are encouraged to be actively involved in their child’s education at school;
    - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
    - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

### **II. Description of How School Will Implement Required Parental Involvement Policy Components**

1. *P.S./I.S. 104* will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
  - Parents, with the administration and staff, will review the success of various programs as based upon a review of available data. The ARIS Parent Link and Educator Link will be utilized for this purpose. A review of the Learning Environment Survey and Progress Report will further our efforts in this regard.

2. *P.S./I.S. 104* will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
  - We will be utilizing the existing PTA to develop school level parent involvement activities. Specifically, the sub-member group or Executive Board, will be the advisory body for this purpose.
  - Parents will be referred to the School Parent Compact, in particular, the identified Parent Responsibilities section. Similarly, the school's responsibility is identified in the same compact.
3. *P.S./I.S. 104* will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
  - The school will invite parents in an annual evaluation of the content and effectiveness of the Parent Involvement Policy during the regularly scheduled June Executive Board meeting.
4. *P.S./I.S. 104* will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:
  - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - i. The State's academic content standards;
    - ii. The State's student academic achievement standards;
    - iii. The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators.

Capacity building activities will include:

- Curriculum Conferences
- PTA meetings
- Parent Teacher Conferences
- Review of monthly Learning Outcomes
- Accessing ARIS for data information
- Attendance at school sponsored events

In addition, *P.S./I.S. 104* will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement as mentioned above.

- b. *P.S./I.S. 104* will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:
- A flexible schedule of parent meetings offered as follows:
    - PTA meetings are scheduled for evening and/or morning hours
    - Parent Teacher meetings are arranged at times equally convenient for the parent and teacher before, during and after school
  - Our Parent Coordinator bears the initial responsibility for addressing all written and oral parent concerns
  - To increase the accessibility for all parents to participate in school activities we:
    - Hold PTA meetings in the auditorium or main basement (ramp accessible)
    - Translators are available for major Parent Teacher meetings
    - Telephone translations are utilized
    - Written correspondences are provided in translated form
- c. *P.S./I.S. 104* will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- Timely information concerning all aspects of the instructional program is disseminated as follows:
- Curriculum Conferences
  - Open School Week
  - State of the School Address
  - PTA meetings
  - Parent Teacher Conferences
  - School and Parent Coordinator websites
  - Fliers
  - Letters to parents

### **III. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the members of the Executive Board. This policy was adopted by the *P.S./I.S. 104* on November 10, 2009 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before December 1, 2009.

Principal's Signature: \_\_\_\_\_

Date \_\_\_\_\_

## **School Parent Compact**

P.S./I.S. 104, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-2010.

### **Required School-Parent Compact Provisions**

#### **School Responsibilities**

*P.S./I.S. 104* will:

- ❖ provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
  - Lessons are presented in a varied format: whole class, small class, individualized instruction
  - We excel in team building where teachers meet informally on each grade on a weekly or more basis
  - We develop and follow Curriculum Maps, updating them throughout the year
  - We continue to integrate a well developed Magnet theme into the instructional program
  - Test sophistication skills are integrated into daily lessons
  - Teachers in grades 1 through 8 have developed Unit exams in the format of the New York State ELA Exam
  - Professional development is geared towards the needs of teachers as described in the individual Teacher Goal Setting Plans
  - A staff developer has been hired to work with teachers in need of assistance in planning and executing ELA lessons
  - An F-status Math Coach provides support to teachers in planning and executing math lessons
  - We continue to improve in our interpretation of data and its implications on instruction
  - We provide an Extended Day Program offering a more unified form of instruction in grades K through 8
    - Grades 1-2 Leap Track
    - Grades 3- 8 Kaplan Keys
  - We offer an improved After-school Literacy and Math Program stressing test sophistication skills
  - The Imagine Learning English Program assists the ELLs in acquiring the English language more proficiently
  - As an enrichment to our academic programs we offer After-school Theater, Lego-Robotics, and CHAMPS programs to students in grades 4 through 8
  - AIS programs include
    - Grade 1 Reading Recovery
    - Grade 2 Early Success
    - Grades 3- 8 Corrective Reading
    - Grades 3- 8 Kaplan ELA/Math
    - Level 1 and 2 students
      - Grade 5 Science
      - Grade 6 Social Studies

- ❖ hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
  - Parent Teacher Conferences discussing children's progress will be held in November 2009, March 2010 and as needed throughout the year.
  
- ❖ provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
  - Reports concerning children's progress are sent home on a monthly basis. These reports reflect the child's non-mastering of the curriculum objectives
  - Results of Scantron Assessments in grades 3 through 8 are sent to parents three times per year
  - Results of the Fountas and Pinnell Benchmark Assessment System will be sent to parents three times per year
  - Information regarding access to the ARIS Parent Link will be provided to all parents in September and as needed throughout the year
  
- ❖ provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
  - Staff is available to consult with parents as follows:
    - Curriculum Conferences
    - Parent Teacher Conferences
    - Open School Week
    - EPC Meetings
    - PTA Meetings
    - SLT Meetings
    - Title I Parent Meetings
    - As needed throughout the year
  
- ❖ provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:

Parents can volunteer, participate and observe classroom activities as follows:

  - Kindergarten Parent Breakfast
  - PTA Welcome Breakfast
  - ESL Parent Orientation
  - Curriculum Conferences
  - Grandparents' Day
  - Pumpkin Patch
  - Book Fair
  - Picture Days
  - PTA Fundraising
  - Winter Magic
  - Class Plays/ Presentations

- Special Classroom Events
    - Author Day
    - Multi-cultural Luncheons
    - Presentation of Curriculum Projects
    - Class Trips
  - Musicale
  - Holiday Show
  - Halloween Art
  - Parent Teacher Conferences
  - Open School Week
  - Junior High School Open Houses
  - High School Night
  - Dance Festival
  - PTA Meetings
  - Career Day
  - Cake Candy Plant Sale
  - Graduation
- ❖ involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
  - ❖ involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
  - ❖ hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
  - ❖ provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
  - ❖ provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
  - ❖ on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
  - ❖ provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
  - ❖ provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I (i.e. as per NCLB.)

### **Parent Responsibilities**

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

- reviewing Learning Outcomes with my child each month

- utilizing information from the Learning Outcomes to supplement and reinforce work completed in school
- reviewing my child's Progress Report based on the monthly Learning Outcomes
- taking advantage of programs offered to my child
- requesting teacher conferences when needed
- attending various PTA and school meetings and special events
- becoming more aware of my child's Individual Student Goals and supporting them to meet these goals
- visiting the ARIS website periodically to monitor my child's progress
- supporting my child's learning by making education a priority in our home by:
  - making sure my child is on time and prepared everyday for school;
  - monitoring attendance;
  - talking with my child about his/her activities every day
  - scheduling daily homework time;
  - providing an environment conducive for study;
  - making sure that home is completed
  - monitoring the amount of television my children watch
  - volunteering in my child's classroom
  - participating, as appropriate, in decisions relating to my children's education
  - participating in school activities on a regular basis
  - promoting positive use of my child's extracurricular time
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate
- serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- reading together with my child every day
- providing my child with a library card
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others
- helping my child accept consequences for negative behavior
- being aware of and following the rules and regulations of the school and district;
- supporting the school's discipline policy
- express high expectation and offer praise and encouragement for achievement.

### **Optional Additional Provisions**

#### **Student Responsibilities (revise as appropriate to grade level)**

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

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.

- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Work to achieve my Individual Goals
- Arrive to school on time and prepared to work everyday
- Support the service programs at my school
- Respect the differences of others
- Accept the consequences for negative behavior
- Be aware and follow the regulations of the school
- Be respectful of all members of the school community

| Name                                | Signature | Date |
|-------------------------------------|-----------|------|
| School – Print Name                 |           |      |
| Parent(s) – Print Name              |           |      |
| Student (if applicable)- Print Name |           |      |

**(NOTE: Signatures are not required. The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.)**

**The Fort Hamilton School  
P.S./I.S. 104 Brooklyn**

**Marie J. DiBella  
Principal**

## **Language Allocation Policy (LAP)**

### **Part I: School ELL Profile**

### **Part II: ELL Identification Process**

The school staff, including the administration, teachers, parent coordinator and support staff work diligently to provide a welcoming atmosphere for the students, their parents and the community. Our parent coordinator provides assistance to newcomers, ELL students and their families. Laura Albanese and Lisa Buonsante, two licensed ESL teachers, assist parents in completing the Home Language Survey and the Parent Option Letter and conduct the informal interview with the help of a translator if necessary. When registration takes place after the date of the Parent Orientation Meeting parents are given the opportunity to view the DVD explaining the program options that are available.

Based on the completion of the Home Language Survey and interview, students are administered the LAB-R within the first ten days of school when necessary. The results of the LAB-R are used to determine the level of ESL instruction given for new admits. In addition, beginning in April all eligible ELL students, according to the RNMR and RDGS, are administered the NYSESLAT. The

results of the NYSESLAT are used annually to determine which students receive ESL instruction for continuing ELLs.

We also utilize the services of the Translation Unit to assist with the translation of all written communication to families and phone translations when needed. Translators are also available at all citywide parent teacher conferences. Each year in September the parents of newly enrolled ELL students are invited to a special orientation designed to acquaint them with the ESL staff, the parent coordinator and the administration. It is at this meeting that parents view the DVD that discusses the parent options for ESL students in their native language if available. Translators assist in describing the three program choices and answer any questions they may have regarding each option. Parents then complete the Parent Option Letter. The program selection forms and parent surveys are collected at the completion of the ESL orientation meeting. The three ESL teachers record which parents were not in attendance. Phone outreach through use of a translator when necessary is conducted. Parents are provided an individual meeting with the ESL teacher to conduct and collect the Parent Option Letter. The results of the LAB-R for newly identified ELLs and the RNMR for continuing ELL students are used to inform program requirements. All Entitlement Letters are distributed to the children within the first week of school.

After reviewing the Parent Survey and Program Selection forms for the past three years it was noted that:

'07 - '08 160/170

'08 - '09 155/185

'09 - '10 152/176

Parents have selected ESL instruction as their program of choice. However, parents that select Bilingual/Dual Language programs are offered a list of Bilingual/Dual Language programs available. As a result, we offer an ESL program as a response to the high number of parents requesting this mode of instruction.

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

ELL students' placement is reflective of the required screening and the Parent Survey Selection Forms. When parents choose English as a Second Language instruction as their vehicle of service, we utilize the results of the LAB-R and NYSESLAT to determine their proficiency levels. All instruction is in an English pull-out model. Beginning and Intermediate ELL students are seen 8 periods or 360 minutes a week. Advanced ELL students are seen for 4 periods or 180 minutes per week. This service is provided by three full time ESL teachers and one F-status ESL teacher one day a week.

Students are grouped homogeneously according to their proficiency level on the NYSESLAT or results of the LAB-R for newly identified ELLs. ESL teachers utilize articulation sheets provided by the classroom teachers weekly by grade. These sheets describe content area topics being covered in the regular classroom enabling the ESL teachers to choose topics consistent with the classroom instruction. In addition the ESL teachers are part of the PPT team, the LAP team, the Instructional Team and have monthly chats with the principal.

The ESL teachers utilize a variety and combination of Balanced Literacy and English as a Second Language strategies and techniques, using the workshop model, when possible. These include word study, phonics, guided reading, direct instruction in reading and writing, often in the content areas. ESL classroom activities are reflective of the content area topics which are in the Core Curriculum of each grade. The ESL teachers realize that content related language/academic language takes a long time to develop. Therefore, the ESL teachers endeavor to modify content area materials to make the material comprehensible to the ELL student.

All ELL students receive testing accommodations including extended time and a third reading of any listening passage for all assessments. In addition, each of these students has a license to utilize the Imagine Learning Program. All ELL students are invited to participate in the Extended Day Program.

Differentiation is a goal of the school outlined in the CEP. Within this goal, teachers are differentiating for ELLs within their classrooms. ESL teachers meet monthly with grade level teams to analyze results of the NYSESLAT and group students according to ELL subgroups. Teachers utilize ARIS to track the progress of ELL students. Visual supports are utilized including word walls, pictures, diagrams, big books, wordless books, picture dictionaries, word for word translated dictionaries and glossaries. Other differentiated supports include books on tape, Leap Pads, listening centers, LeapTrack programs, laptops, SmartBoards, web activities and computer adapted programs. SIFE students, long term ELLs, ELLs with special needs and at-risk ELLs are

included in the PPT monitoring. They are provided extended day instruction focused on achieving proficiency on the ELA, Math and NYSESLAT exams.

Our 4 SIFE students receive targeted instruction through the Imagine Learning Program. This program provides individualized instruction in letter recognition, sight words, vocabulary, phonemic awareness, phonics, reading comprehension and grammar. In addition, these students are provided small group instruction within the regular day program to address the students' needs according to the results of the Imagine Learning assessments and classroom observations.

Our 93 Ells in U.S. schools for less than three years receive ESL instruction in the day program. In addition, they are offered Extended Day services where licensed ESL teachers provide one to one and small group instruction. Under Title III funding and F-Status licensed ESL teacher has been hired to work with the Beginner and Intermediate students one day per week on strengthening areas of weakness as identified through the NYSESLAT, LAB-R, Imagine Learning and classroom assessments. This group also includes the majority of our SIFE students.

Our 37 Ells receiving service for 4-6 years, receive ESL instruction as prescribed by their level according to the NYSESLAT exam and daily Imagine Learning support. All teachers have been trained in the format of the NYSESLAT exam in order to align curriculum with the skills necessary for the NYSESLAT exam. In addition, ESL teachers utilize articulation sheets provided by the classroom teachers weekly by grade. These sheets describe content area topics being covered in the regular classroom enabling the ESL teachers to choose topics consistent with the classroom instruction.

Our 4 long-term ELLs have received the above mentioned services including Imagine Learning. Additionally, these four students have been grouped for Extended Day. During this time they receive support from a licensed Reading Specialist who provides ELA and Math instruction with an ESL approach.

Our 16 ELLs identified as having special needs are offered accommodations on all assessments as per their IEPs. During Extended Day these students are supported by a licensed Resource Room teacher or a licensed Reading Specialist who provide ELA and math instruction with an ESL approach. These students have also received instruction in the Wilson and Fundation programs.

Newcomers are also provided extended day where they work with the Imagine Learning program to acquire English language skills. All classroom teachers will continue to receive professional development for differentiation of instruction and the implementation of Imagine Learning.

All teachers including paraprofessionals, the School Psychologist and the Parent Coordinator have been trained in the utilization and data interpretation of the NYSESLAT exam and the Imagine Learning Program. They have also been provided with professional development on ESL strategies that are implemented in the regular day program.

Teachers use small-group instruction to provide intervention to ELLs. Imagine Learning is utilized weekly to assist in acquiring English language skills. In addition, within the regular classroom program, Ells are provided with Native Language glossaries, use of computers, listening centers,

picture dictionaries with a CD, Leap Pads and Leapsters. Teachers utilize Elmo projectors, Smart Boards, word walls with pictures, overhead projectors and lap tops to engage the ELL Learner. Additionally, these students are given the Kaplan Keys program in ELA and math. This program is offered to ELLs at all levels of English.

Students who achieve proficiency on the NYSESLAT continue to receive testing modifications for two years. They are also provided support services through inclusion in the Corrective Reading Program and at-risk counseling as needed.

We have renewed our commitment to the Imagine Learning English Program based on the data from the NYSESLAT exam. We will be providing additional professional development to teachers on analyzing the data to drive instruction. We have established extended day groups based on ESL proficiency and the needs of the student. We are providing supplemental Title III services to all beginner and intermediate ELLs one day per week through a licensed ESL F-status teacher. All after school and supplemental services are open to all students based on need as identified through ELA, Math and NYSESLAT exams.

Teachers use small-group instruction to provide intervention to ELLs. Imagine Learning is utilized weekly to assist in acquiring English language skills. In addition, within the regular classroom program, ELLs are provided with Native Language glossaries, use of computers, listening centers, picture dictionaries with a CD, Leap Pads and Leapsters. Teachers utilize Elmo projectors, Smart Boards, word walls with pictures, overhead projectors and lap tops to engage the ELL Learner. The ESL teachers utilize a variety and combination of Balanced Literacy and English as a Second

Language strategies and techniques, using the workshop model, when possible. These include word study, phonics, guided reading, direct instruction in reading and writing, often in the content areas. ESL classroom activities are reflective of the content area topics which are in the Core Curriculum of each grade. The ESL teachers realize that content related language/academic language takes a long time to develop. Therefore, the ESL teachers endeavor to modify content area materials to make the material comprehensible to the ELL student.

The ESL staff will work with the Network Support Team and the administration to enhance ESL instruction. In addition we have contracted with Imagine Learning to provide support and professional development throughout the school year for ESL teachers, all staff and administration including Election Day. The June Professional Development day will be used for ESL curriculum mapping. ESL teachers will turnkey any training that they have received. Additionally, ESL teachers are part of the Instructional Team which shares information and best practices across the grades. They provide a seamless approach to instruction as students progress through this K through 8 school. Secretaries and the Parent Coordinator have received training regarding the Home Language Surveys, registration and translation for ELLs.

The school staff, including the administration, the ESL teachers, classroom and specialty teachers, the parent coordinator and the support staff, work diligently to provide a welcoming atmosphere for the students, their parents and the community. All school related information is distributed to parents of ELLs in English or in the native language when available. Our parent coordinator provides assistance to newcomers, ELL students and their families. Our school maintains a list of volunteer translators to assist communication with non-English speaking parents. At the

beginning of each year, the parent coordinator distributes a survey to all students asking in what language/form they wish to receive information. This survey is used to provide parents with information in their native language when available. The administration also receives the results of the Learning Environment Surveys completed by parents. In addition to previously mentioned parental support, parents of ELLs are invited to Fall and Spring parent conferences in November and March. PS/IS 104 is aware of the supportive role parents play in the daily education of all students. A continual outreach is made to the parents of ELL students. Their lack of ability with the English language sometimes makes them reluctant to participate. On-going parent workshops, translations of most materials, use of translation services and family oriented activities throughout the school year, work to inform and involve these as well as mainstream parents. PTA meetings are held monthly at varying times to include all parents in school activities. In addition to the ESL Orientation, Open School Week and Parent Teacher Conferences, parents are invited to the school for various events such as: Grandparents Day, multicultural celebrations, assembly programs, student performances, Book Fair, classroom presentations and trips. We have also begun to set up a new website capable of translating all school information into major languages to assist all parents. Prior to the school year, we offer families the opportunity to tour the school if requested.

PS/IS 104K is closely aligned with the local Bay Ridge community. Many senators, councilmen and civic agencies, as well as the Fort Hamilton Army Base, have an excellent relationship with the school. They support the school with additional funds as well as parent/community cooperation with school activities and events. The school hopes to maintain this cooperative atmosphere into the coming school year.

