



**P.S. 203 FLOYD BENNETT**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: P.S. 203 FLOYD BENNETT**  
**ADDRESS: 5101 AVENUE M, BROOKLYN, NY, 11234**  
**TELEPHONE: 718-241-8488**  
**FAX: 718-209-9641**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 22K203      **SCHOOL NAME:** P.S. 203 Floyd Bennett

**SCHOOL ADDRESS:** 5101 AVENUE M, BROOKLYN, NY, 11234

**SCHOOL TELEPHONE:** 718-241-8488      **FAX:** 718-209-9641

**SCHOOL CONTACT PERSON:** Lisa Esposito      **EMAIL ADDRESS:** lesposi3@schools.nyc.gov

**POSITION / TITLE**      **PRINT/TYPE NAME**  
**SCHOOL LEADERSHIP TEAM CHAIRPERSON:**      Shuanna Telford

**PRINCIPAL:**      Lisa Esposito

**UFT CHAPTER LEADER:**      Pamela Jones

**PARENTS' ASSOCIATION PRESIDENT:**      Robin White

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

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

**DISTRICT:** 22      **SSO NAME:** Knowledge Network Learning Support Organization

**SSO NETWORK LEADER:**      Brucella, Joanne

**SUPERINTENDENT:**      Marianne Ferrara

**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/RulesPolicies/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
Lisa Esposito	Principal	Electronic Signature Approved.
Pamela Jones	UFT Member	Electronic Signature Approved.
Shuanna Telford	UFT Member	Electronic Signature Approved.
Lauren Alfarano	UFT Member	Electronic Signature Approved.
Nicoletta Gargano	UFT Member	Electronic Signature Approved.
Robin White	PA/PTA President or Designated Co-President	Electronic Signature Approved.
Tracey Braithwaite	Parent	Electronic Signature Approved.
Treasha Wauchope	Parent	Electronic Signature Approved.
Lizzette Bennett	Title I Parent Representative	Electronic Signature Approved.
Scherriean Rodney	Parent	Electronic Signature Approved.

***Signatures of the members 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.***

**\* Core (mandatory) SLT members.**

## **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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At P.S. 203 we are constantly looking for ways to obtain the most complete picture of student performance we can to inform our instruction. This is done while also devoting great effort to establishing an environment where quality instruction will take place for all students.

After partnering with AUSSIE for the past 10 years at P.S. 203 we have raised the quality of literacy instruction within the school. This partnership has sparked a level of professional dialogue about how students learn and on which forms of professional development lay ahead. In literacy we use authentic student work coupled with measurement tools to track student progress in reading. A similar approach is used in gathering data in mathematics. Here we track student progress in Everyday Mathematics using authentic assessments for grades K-5 joined with formalized assessments in grades 3-5.

The manner in which we have improved the quality of instruction our students with special needs receive has evolved in a positive direction over the past several years. Our Collaborative Team Teaching classes are identical in rigor and expectation to every other general education class on the grade. There is equal access to all programs and activities. Our ESL students, too, receive additional support on a weekly basis. All parents of students with needs are invited to tour the classrooms on the grades whenever they are considering an evaluation for their child so their decisions can be informed within the realm of having seen "real" classrooms. Our self-contained classes (12:1 and 12:1:1) also follow the same curriculum as the classes on the grades with the appropriate modifications in place. Participation and access to all school functions are extended equally across the school.

Our school is proud of its selection of the Knowledge Network as our Learning Support Organization. With the shared belief that school should be a place where students' experiences and knowledge are broadened, our responsibility is to increase the scope and depth of what we offer. Core Knowledge, the focus of the Knowledge Network LSO, offers our students in grades K-5 a rigorous and scaffolded curriculum. At present we offer our students the Core Knowledge curriculum in History and Geography and Language Arts. During the course of the year, our students study World History and American History. Topics in the early childhood grades include studies of the continents, Ancient Egypt, Ancient Greece and our early government. Our upper grade topics include the Vikings, the Middle Ages, the exploration of the Americas, the American Revolution and the Civil War. Also our Core Knowledge Specialist will provide instruction through additional topics of interest across the upper grades. This year we are excited to expand into other content areas (art and science) in Kindergarten.

Our school's involvement with Character Education and Positive Behavior Interventions and Supports (PBIS) has aided us in our desire to create an environment where instruction is productive. Our SOAR program (**S**how self-control; **O**n Task; **A**ct kindly and follow directions; **R**esponsible and respectful) is the visual enactment of PBIS and Character Education. It is a way for the school community to improve the environment of the larger spaces within our building. Our students are receptive to the benefits of making positive choices, and that has impacted on tone and student achievement.

We believe the narrative above supports our school's Mission statement: *We are dedicated to having all our students achieve high academic standards and raising the level of academic rigor and accountability for our entire school community. Through high quality standards-based instruction, within the setting of a nurturing*

*environment, all of our students will develop social, civic and technological skills to create a community of life long learners.*

**SECTION III - Cont'd**

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	P.S. 203 Floyd Bennett				
<b>District:</b>	22	<b>DBN #:</b>	22K203	<b>School BEDS Code #:</b>	22K203

DEMOGRAPHICS									
Grades Served in 2008-09:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			

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	60	69	52		94.2	94.6	95.4
Kindergarten	130	134	123				
Grade 1	134	144	172	<b>Student Stability: - % of Enrollment</b>			
Grade 2	135	138	139	(As of June 30)	2006-07	2007-08	2008-09
Grade 3	153	136	139		93.9	90.9	95.79
Grade 4	152	158	150				
Grade 5	178	154	154	<b>Poverty Rate: - % of Enrollment:</b>			
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 7	0	0	0			93.9	90.9
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 11	0	0	0		4	13	17
Grade 12	0	0	0				
Ungraded	0	2	0	<b>Recent Immigrants: - Total Number</b>			
Total	942	935	929	(As of October 31)	2006-07	2007-08	2008-09
					4.0	5.0	13

Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number			
(As October 31)	2006-07	2007-08	2008	(As of June 30)	2006-07	2007-08	2008-09

# in Self-Contained Classes	33	31	32				
# in Collaborative Team Teaching (CTT) Classes	68	76	74	Principal Suspensions	15	33	TBD
Number all others	32	29	42	Superintendent Suspensions	14	34	TBD
<i>These students are included in the enrollment information above.</i>							
				<b>Special High School Programs: - Total Number:</b>			
<b>English Language Learners (ELL) Enrollment (BESIS Survey)</b>				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	35	38	40	<b>Number of Staff: - Includes all full-time staff:</b>			
# ELLs with IEPs	7	1	2	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	68	71	71
				Number of Administrators and Other Professionals	9	23	24
<b>Overage Students: # entering students overage for grade</b>							
(As of October 31)	2006-07	2007-08	2008	Number of Educational Paraprofessionals	N/A	12	12
	0	0	0				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008	% fully licensed & permanently assigned to this school	98.5	98.6	98.6
American Indian or Alaska Native	0.5	0.1	0.1	Percent more than two years teaching in this school	73.5	74.6	90.1
Black or African American	81.5	84.2	83.5	Percent more than five years teaching anywhere	60.3	60.6	66.2
Hispanic or Latino	9.8	9.7	9.4				
Asian or Native Hawaiian/Other Pacific Isl.	2.4	2.2	2.9	Percent Masters Degree or higher	88.0	90.0	90.0
White	5.7	3.7	4.0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	91.9	99.2	99.1
Multi-racial							
<b>Male</b>	49.8	49.6	49.1				
<b>Female</b>	50.2	50.4	50.9				

**2009-10 TITLE I STATUS**

<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

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

<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<b>If yes, area(s) of SURR identification:</b>
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**Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):**

<input checked="" type="checkbox"/>	In Good Standing (IGS)
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 1
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 2
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 1
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 2/Planning for Restructuring (PFR)
<input type="checkbox"/>	NCLB Restructuring - Year ____
<input type="checkbox"/>	School Requiring Academic Progress (SRAP) - Year ____

Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level	
		ELA:	IGS	ELA:	
	Math:	IGS	Math:		
	Science:	IGS	Grad. Rate:		

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

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
<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</b>						

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

<b>subject</b>	5	5	4	0	0	0
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## CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	84.7	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10.4	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)	20.1	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)	46.7	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	7.5	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

Key: AYP Status		Key: Quality Review Score	
√	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	⊍	Well Developed
X*	Did Not Make AYP Due to Participation Rate Only	◇	Outstanding
<i>* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</i>			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>			

## **SECTION IV: NEEDS ASSESSMENT**

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

The data that is available to us as a school allows much reflection on the performance of our tested students. After reviewing these multiple sources, P.S. 203 has noticed ongoing improvement since 2006, inclusive of encouraging trends that we will be able to build upon this coming school year.

**General Education Students:** According to the Department of Education test results from 2006-2009 on the ELA exam, tested general education students have displayed encouraging results. Levels 3 and 4 have been steadily increasing whereas the number of students scoring level 1 has decreased. Similar success has been made on the State Math exam. The number of students scoring level 1 has decreased sharply and increases in levels 3 and 4 have been noted. Overall, all tested students are improving with every year of development. Based on last year's scores, we can see that students previously scoring in levels 1 and 2 have now attained scores in levels 3 and 4. What we can attribute to this success is the schools understanding of the benefits of teaching the individual learner, including differentiation of instruction and pairing group activities. For example, every teacher in the building focuses on supporting five students that he or she can work with on skill development. Morning school is an excellent place where this can happen. In addition, the high level of Academic Intervention Services, coupled with proactive student support services, creates a standard that supports the long and short term needs of the student body.

As we further disaggregate the General Education population, as per the needs found from the 2007-2008 Quality School Review, P.S. 203 will continue its efforts to enhance the academic program and success for all tested boys and girls:

**Boys:** There are slightly fewer boy students than there are girl students that make up the student body at P.S. 203. From 2006-2009 there has been an increase of boys who have scored at a level 4. A slight increase of level 1's in the 2007-2008 testing year and a more detailed disaggregation of grade 4 data in 2008-2009 by gender shows the need to reevaluate the needs of this subgroup. P.S. 203 has already begun to focus on all tested boys and the specific needs that come with them. We continue to increase the genre of texts available to read that will be more pleasing for them, as well as reconsidered clubs and activities that may foster an increasing love of coming to school. P.S. 203 has also recognized the parental role in the lives of their sons by offering evenings of social and academic interest.

**Girls:** Girls make up a slightly larger percentile of tested students at P.S. 203. They, too, have achieved more scores in levels 3 and 4 from 2006-2009. Subsequently, they score the fewest level 1's. However, it is still necessary to decrease the number of tested girls who score in level 1 before entering the fifth grade. As always, we continue to support them academically, athletically, and socially. Parents, too, play a large role in their daughters' success and we offer evenings of social and academic interest.

#### ELL Students:

The Department of Education testing results from 2006-2009 has displayed exciting trends of note on the ELA exam. Tested ELL students, over the course of three years, have significantly reduced level 1 scores. This trend signifies our intent to increase student achievement for tested ELL students in from level 1 to level 2. The State Math exam delivers the same encouraging results. From 2006-2009 the number of tested ELL students scoring at levels 3 and 4 has increased over this time period. It should be noted the decrease in number of students who scored a level 1 and level 2 is equally impressive. What has supported these results is our school's determination of raising the achievement level of this population of students.

#### Special Education Students:

Tested Special Education students on the ELA exam have shown a downward trend on the number of students scoring at level 1. P.S. 203 does recognize the need to build upon this success, again from level 1 to level 2 and above. The State Math exam delivers the same encouraging results. From 2006 through 2009, P.S. 203 enjoys a significant decrease in the number of Special Education students testing at level 1 and an increase of students scoring in levels 3 and 4. The number of students scoring in level 1 last year has shown a marked improvement, as many of the same students are scoring at level 2. It is recognized that these outcomes are a direct result of our professional development foci of differentiation of instruction and the mutual relationships between Collaborative Team Teachers and para-professionals. P.S. 203 will continue to elaborate on the roles of pedagogues in the lives of Special Education students during the 2009-2010 school year.

Student success on New York State exams at P.S. 203 can be attributed to the strong commitment by all staff members whose desire is to mold young minds into the leaders of the future. The Academic Intervention Team at P.S. 203 supports the individual goals set by a student's Individualized Education Plan with those of the classroom teacher. We pride ourselves on this collaborative practice and understand that it takes input from different sources to attain those high standards. AIS teachers spend time targeting skill development at an early age, identifying weaknesses and remediating them well in advance of the testing grades. After appraising the Quality School Review Report for the 2006-07 and 2007-08 school years, P.S. 203 recognizes that we have already begun to improve upon current approaches for raising the achievement of the students who are in most need of improvement, especially in literacy.

After its first inclusion into P.S. 203 three years ago, the energy surrounding Core Knowledge continues to pulse through the building. Currently, Core Knowledge strands are taught at every grade level, with an emphasis on Social Studies and Literacy through Phrases and Sayings. Evidence that Core Knowledge and its philosophies have influenced our young minds can be seen in the overwhelming authentic student work found in classrooms and on hallway bulletin boards, the vast content base students have amassed through their studies, leading to engaging dialogue and increased success on pre and post assessments, and through the dramatic theatrical presentations produced, directed, and performed by our staff and students; as our

community members have noted, "These shows are not to be missed." We, as a community of life long learners, look forward to incorporating more Core Knowledge into our academic lives.

Our commitment to raising achievement in ELA and Math is further promoted through the productive work initiated by the Inquiry Team members. This team reviews all forms of assessments, especially those online, like Acuity, to enhance student achievement through effective and concise planning. Classroom teachers, as well, tap into this resource as they use it as a tool to prepare lessons, differentiate instruction, and get to know their students as individuals.

P.S. 203 also recognizes that without a firm understanding of order and discipline, student success in the classroom may falter. We pride ourselves on the incorporation, and rising success, of our PBIS (Positive Behavior Interventions and Supports) initiatives since the 2006-2007 school year. Our SOAR program (**S**how self-control; **O**n Task; **A**ct kindly and follow directions; **R**esponsible and respectful) is the visual enactment of PBIS and Character Education. With the entire P.S. 203 staff on board, inclusive of teachers, para-professionals, school aides, and administration, we anticipate a decrease in the number of negative behavioral problems school wide, with targeted focus in the school cafeteria and in our brand new school yard. These expectations are ongoing and are immediately disseminated to any new admits, or visitors to our school, to ensure a smooth transition into the climate of success we have worked so hard to create. Currently, our student body is receptive to the benefits of making positive choices, and that has impacted on tone and student achievement.

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

Annual Goal	Short Description
By June 2010, the percentage of all students in Grades K-5 reaching grade level proficiency in ELA will improve by 3-5% as measured by the Fountas and Pinnell Assessments.	In order to maintain a continued increase in the number of students reaching grade level proficiency in ELA, as noted in a comparison of past Progress Reports, it has been determined that we should engage in a collaborative process with key school staff to identify students in greatest academic need in literacy and develop strategies for improvement.
By June 2010, the percentage of all Students in Grades K-5 who reach grade level proficiency in Mathematics will increase by 3-5% as measured by mathematics benchmarking results.	In order to maintain a continued increase in the numbers of students reaching grade level proficiency in mathematics, as noted in a comparison of past Progress Reports, it has been determined that we should engage all key school staff in a collaborative process that will ensure that all at-risk students receive instruction and intervention prescribed for their individual needs in mathematics.
By June 2010, all students in Grades 3-5 will increase their involvement in the Core Knowledge History and Geography strand by 50% as measured by teacher-created assessments.	Based on the results of a staff survey, it was determined that Core Knowledge History and Geography should be expanded through the addition of an increased number of units of study. This will increase the overall implementation of Core Knowledge studies in History and Geography and Sayings and Phrases in Grades 3-5.
By June 2010, the number of Tier 2 students will increase their performance in Tier 1 initiatives by 5% as measured by "in-flight" journals, office referrals and occurrence reports.	To continue to support the Safety and Respect component of our School Environment, based on the data in our school's Progress Reports, we will further employ PBIS (Positive Behavior Interventions and Supports) Tier 2 intervention strategies, where a small group of students who have not been responsive to Tier 1 school wide initiatives will receive targeted support so the total numbers of students embracing Universal PBIS principles will increase.
By June 2010, all teachers with established Professional Goals within the Standard for Planning Instruction and Designing Learning Experiences as outlined in the California Standards for the Teaching Profession will increase their proficiency levels within that Standard as measured by the Standard's descriptors.	In an effort to continue our success in the area of academic gains, as noted in a comparison of past School Progress Reports, we will provide professional development opportunities strategically targeted to raise the level of professional practice and increase student achievement.

## 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**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, the percentage of all students in Grades K-5 reaching grade level proficiency in ELA will improve by 3-5% as measured by the Fountas and Pinnell Assessments.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Target Population</p> <p>All students in grades K-5</p> <p>Staffing</p> <p>classroom teachers, supervisors, AIS teachers, cluster teachers, paraprofessionals, Data Specialist, Literacy Team, Professional Development Team, and Inquiry Team</p> <p>Actions/Strategies/Activities</p> <ul style="list-style-type: none"> <li>• Further implementation of Balanced Literacy for 120 minutes in Grades K-5</li> <li>• Schoolwide implementation of Fountas and Pinnell Benchmarking assesement in Grades K-5</li> <li>• Continued support for all others previously trained</li> <li>• Continued use of Making Meaning on grades K-5</li> <li>• Adherence to pacing and scope and sequence as put forth in CAB Planning Guides for Literacy</li> <li>• Increased availability of appropriate texts to support Balanced Literacy</li> </ul>

- Administration of ECLAS-2 and identification of student needs in grades K-3
- Administration of periodic assessments via Predictives and Instructionally Targeted Assessments for identification of student needs
- Continued expansion of the current collection of leveled materials in the Literacy room to include more titles for upper grade males, the younger grades, books of high interest and low readability for older less accomplished readers, and texts of high readability yet developmentally appropriate for younger more accomplished readers
- Further expansion of the materials available to ELL's
- Revitalization of full-time Library Media Center
- Continued reinforcement of staff development in Writing Workshop with a focus on using assessments to inform instruction and raising the level of questioning, particularly during conferences.
- Ongoing scaffolding of professional development in Writing Workshop with a focus on using accrued data to inform instruction and set goals
- Active representation from staff from grades K-5 on Literacy team and Professional Development Team
- Professional development guided by working with shared professional texts (The Continuum of Literacy Learning, Assessing Writers, Teaching the Qualities of Writing, and the Non-Fiction Craft Lessons.)
- Intervisitations, modeled lessons, collaborative planning opportunities, and curriculum mapping
- Waterford Early Reading program in Grades K-1 to provide diagnostic and prescriptive individualization of independent instruction (with accompanying staff development)
- Wilson Foundations for most at risk lower grade students and Wilson Reading program for most at risk upper grade students
- Great Leaps Reading 1:1 instruction in fluency for at risk students
- Quick Reads, Think Alongs and Thing Reading in comprehension for at risk students
- Leap Frog technology (Leap pads), SkillsTutor, and Acuity with accompanying Professional Development where needed
- On-going assessment using Fountas and Pinnell Benchmarking as well as rubric-based structures for evaluation
- Family Literacy evenings and days scheduled in conjunction with our Parent Coordinator for parents to experience, with their children, the skills involved with the state exams in ELA and Social Studies
- AIS (including before/after school programs like Project Read, AIPP, and Extended Day morning program)

- Reduced class size wherever possible

#### Implementation Timeline

- Sept 2009-June 2010 for students-Balanced Literacy implementation in grades K-5, daily 120 minutes per day for grades K-5
- Sept 2009-June 2010-- ongoing Fountas and Pinnell assessment
- Sept 2009-June 2010 – for staff – Professional Development 2-3x per year 45-60 minutes each during school day
- Sept 2009- June 2010—Monthly Grade Conferences focusing on student work and goal setting
- Sept 2009-June 2010—Implementation of Waterford Early Reading Program (Grades K-1), Making Meaning (Grades K-5), and SkillsTutor (Grades K-5)
- Sept 2009-June 2010—Skill of the Week lessons and tracking
- Sept 2009-June 2010—Literacy and IProfessional Development Team meetings 2 times per month
- Sept 2009-June 2010—Extended Day sessions AIS (37 ½ minutes four days per week)
- Sept 2009- October 2009 – administration of ECLAS-2
- Sept 2009- June 2010—AIS (Foundations, Wilson Reading, New Heights, Acuity, Great Leaps, Leap Track/Leap Frog technology and QuickReads) small group instruction for Grades K-5, initializing in Sept.
- October 2009-June 2010—Goal setting and Spotlight 5 targeted instruction, initializing in October and re-visited throughout the year
- Oct 2009-Nov 2009-- AIS for DBQ after school 3hrs./wk (Grades 3-5)
- October 2009- May 2010—Rubric based assessment of writing with supervisory review after each published genre (Grades K-5)
- November 2009-- ITA #1 in ELA (Grades 3-5)
- November 2009-- DBQ Family Night
- Jan 2010-- ECLAS for Grade K
- Jan 2010-- E-PAL for Grades 2 and 3
- Jan 2010-- Predictive ELA Assessment #1 (Grades 3-5)
- February 2010 – March 2010 – AIS 2 days per week for Grades 3-5, 3 hours per week
- February 2010- May 2010-- Family ELA Nights/Reading Series
- Feb/Mar 2010-- Gr. 3-5), April/May 2010 – (Grade K);
- March 2010-- ITA #2 (Grades 3-5)
- April 2010—New York State ELA exams (Grades 3-5)
- May 2010-- Kindergarten ECLAS-2 second administration (optional) ;Grades1-3

	<p>required second administration</p> <ul style="list-style-type: none"> <li>• May 2010-- NYSESLAT administration</li> </ul>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funding</p> <p>Use of Tax Levy and Title I SWP monies to fund library media specialist, Data Specialist, AIS teachers; purchase of specific content area materials; per session and per diem funds to support planning of curriculum units; budget allowance for celebrations, events to involve parents, and additional supplies for projects</p> <p>Use of C4E monies to reduce class size.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Ongoing throughout the school year, the pedagogical staff will use the following as indicators of accomplishment:</p> <ul style="list-style-type: none"> <li>• Tracking sheets from Benchmarking maintained on an ongoing basis all grades – reviewed by supervisors 3 times per year</li> <li>• Running records, goal-setting sheets, and conference notes to be maintained on an ongoing basis and to be reviewed in collaboration with supervisors at conferences 3-5 times per year</li> <li>• Rubric-based assessments of student writing – reviewed by teachers and students on an ongoing basis (portfolios, conferences, etc), and supervisors to review 4 times a year</li> <li>• Great Leaps tracking sheets reviewed by supervisor monthly</li> <li>• Skill of the Week sheets (Grades 3-5)—reviewed by supervisors 2 times a year</li> <li>• NYSESLAT (Spring Administration)</li> <li>• Leap Track individualized plans/progress charts, SkillsTutor and prescribed support on Acuity (teacher review weekly, supervisor review 2 times a year)</li> <li>• Standardized test scores (Grades 3, 4, and 5)</li> <li>• Use of ARIS and ARIS Connect</li> <li>• ECLAS –2 twice a year (Grades K-3)</li> <li>• E-PAL Grades 2 and 3 (winter administration).</li> </ul>

	<ul style="list-style-type: none"> <li>Waterford individualized plans/progress charts (teacher review weekly, supervisor review three times a year)</li> </ul> <p>Projected Gains</p> <ul style="list-style-type: none"> <li>Fountas and Pinnell levels will progress for 85% of all students every 3 months</li> </ul>
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**Subject Area  
(where relevant) :**

**Mathematics**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, the percentage of all Students in Grades K-5 who reach grade level proficiency in Mathematics will increase by 3-5% as measured by mathematics benchmarking results.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Target Population</p> <p>All students in grades K-5</p> <p>Staffing</p> <p>Coach, supervisors, lead teachers, consultants, classroom and cluster teachers, paraprofessionals, AIS providers, Data Specialist, Professional Development Team, and Math Team.</p> <p>Actions/Strategies/Activities</p> <ul style="list-style-type: none"> <li>Full implementation of Everyday Math in grades K-5</li> <li>Goal setting for students with particular focus on targeting interventions for students most at-risk in mathematics</li> <li>60 minutes math block in Grades K-2, 75 minutes in grades 3-5</li> <li>Pacing and Scope and Sequence provided by CAB in Mathematics and aligned with the NYS Standards</li> <li>Benchmark assessments and Strand of the Week aligned to NYS standards</li> </ul>

- Professional development, mentoring, modeling and collaboration by Math Coach and lead teachers, utilizing ARIS Connect and ARIS to examine data and resources
- Opportunities for Professional Development intervisitations
- Leap Frog technology (Leap pads, Quantum pads, and Leap Track), SkillsTutor and Acuity to individualize math skills application and corresponding professional development to formulate prescriptive individualization of skill practice
- Increased utilization of mathematics manipulatives that may prove beneficial to the different modalities of our male and female populations
- Family Math Nights
- Embedded product assessment; looking at student work to identify the strengths and weaknesses of our male and female populations
- 100th Day activities to develop number sense
- Expanding upon Journal writing in mathematics in grades K-5
- Administration of Indig Math Assessment as benchmarks for Grades 2-5
- Collaborations to create rubric-based assessments
- Raise the level of Accountable Talk and heighten quality of questioning in mathematics
- Periodic Assessments in Mathematics three to four times a year for grades 3-5
- Everyday Mathematics Unit Assessments and conferences with supervisors 3-4 times a year
- Leap Track individualized plans/progress charts, SkillsTutor and prescribed support on Acuity (teacher review weekly, supervisor review 2 times a year)
- Small group instruction for students most at risk (including use of Great Leaps Math, Leap Track)
- Representation of all grades on Professional Development Team and Math Team
- AIS(including before/after school programs like AIIP and Extended Day morning program)
- Reduced class size wherever possible

## Implementation Timeline

- Sept 2009-June 2010 CAB in Mathematics pacing and Scope and Sequence
- Sept 2009-June 2010 implementation of Everyday Mathematics 60-75 minutes per day (Grades K-5)
- Sept 2009-June 2010—Checking Progress Unit Assessments in Everyday Math administered 10 times per year (Grades 1-5); Guidepost assessments in Grade K
- Sept 2009-June 2010—Checking Progress Unit Assessment results and student work reviewed with teacher and supervisor (1:1) 3-4 times per year (Grades 1-5)
- Sept 2009- June 2010—Monthly Grade Conferences focusing on student work and goal setting
- Sept 2009-June 2010—AIS (Great Leaps Mathematics, Math Fact Fluency, Leap Track/LeapFrog and Acuity technology, and SkillsTutor) small group instruction for Grades K-5
- Sept 2009-June 2010—Math Team meetings 2 times per month
- Sept 2009- June 2010—Extended Day AIS (37 ½ minutes four days per week)
- September 2009/June 2010—Benchmark assessment in mathematics (Grades 2-5 in the fall and Grades 2 -5 in the spring)
- Sept 2009-February 2010—Hundred Day Activities (cumulative)
- October 2009-June 2010—Goal setting and Spotlight 5 targeted instruction, initializing in October and re-visited throughout the year
- November 2009—Instructionally Targeted Assessment (ITA) #1 in Mathematics (Grades 3-5)
- January 2010 Predictive Math Assessment #1 (Grades 3-5)
- January 2010-March 2010—Strand of the Week lessons and tracking
- January 2010-February 2010 – Family Math Nights (Grades 3-5)
- February 2010-March 2010—AIIIP in Mathematics after school (Grades 3-5 academic intervention)
- March 2010-- ITA #2 in Mathematics (Grades 3-5)
- April 2010—New York State Mathematics exams (Grades 3-5)
- May2010- June 2010—Post Assessment for benchmark in Mathematics (Grades 2-5)

<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funding</p> <p>Use of Tax Levy and Title I SWP monies to fund coach, Data Specialist, AIS teachers; purchase of specific content area materials; per session and per diem funds to support planning of curriculum units; budget allowance for celebrations, events to involve parents, and additional supplies for projects</p> <p>Use of C4E monies to lower class size.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Ongoing throughout the school year, the pedagogical staff will use the following as indicators of accomplishment: Rubric-based assessments of student work – reviewed by teachers and students on an ongoing basis (portfolios, conferences, etc), and supervisors to review 3 times a year.</p> <ul style="list-style-type: none"> <li>• Everyday Mathematics pacing calendars and assessment, ongoing and reviewed at 1:1 conferences between teachers and supervisors 4 times a year.</li> <li>• Standardized Test scores (Grades 3-5)</li> <li>• Periodic Assessments including Predictives and Instructionally Targeted Assessments three to four times a year.</li> <li>• Great Leaps Math tracking sheets reviewed by supervisor monthly.</li> <li>• Strand of the Week sheets (Grades 3-5)—reviewed by supervisors 2 times a year.</li> <li>• Math Benchmarks (Fall and Spring administration)</li> <li>• Projected Gains</li> <li>• Secure goals on Checking Progress assessments will be mastered by 85% of all students with a minimum of 75% accuracy.</li> </ul>

**Subject Area**  
 (where relevant) :

**Core Knowledge**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, all students in Grades 3-5 will increase their involvement in the Core Knowledge History and Geography strand by 50% as measured by teacher-created assessments.</p>
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**Action Plan**

*Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*

**Target Population**

All students in Grades 3-5

**Staffing**

Core Knowledge facilitator, arts teachers, lead teachers, classroom and cluster teachers, supervisors, and external content specialists

**Actions/Strategies/Activities**

- Schedule common planning time to create model lessons, enhance professional dialogue on content topics, and plan for future performances
  - Turnkey initial round of Core Knowledge professional development from previous years to any teacher new to the grades
  - Extended Core Knowledge Professional Development sessions in house every 12 weeks with lead teachers and/or teachers on the grade and Core Knowledge facilitator
  - Increased exposure to a minimum of two additional units in History and Geography in Grades 3-5
  - Intervisitations between Core Knowledge elementary schools
  - One large-scale Core Knowledge celebration on each grade before the school community and several in-class displays of student work
  - Off site experiences
  - In-house collaboration with Visual arts and Music specialists
- Implementation

**Timelines**

- Sept 2009- June 2010—Pre- and Post- Unit Assessments in Core Knowledge History and Geography and Sayings and Phrases strands
- Sept 2009-June 2010—Professional Development sessions for curriculum planning/pacing (each grade 90 minutes 2-3 times per year)
- Sept 2009-June 2010—Off-site experiences (museum, tours, festivals) to support Core Knowledge content studied
- Sept 2009-June 2010— Culminating projects as outgrowths of 6-8 week cycles, Rubric-based assignments in writing, art, etc. to evidence gains in knowledge (ongoing displays)
- January 2010-March 2010—Performances (one per grade) for units of Core Knowledge

	<p>studies</p> <ul style="list-style-type: none"> <li>• June 2010—Reflection of practices and evaluation of progress</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funding</p> <p>Use of Tax Levy and Title I SWP monies to fund purchasing of specific Core Knowledge content area materials; per session and per diem funds to support planning of curriculum units and pertinent professional development; budget allowance for celebrations, events to involve parents, parent newsletter, and additional supplies for projects.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Ongoing throughout the school year, administrators will use the following as indicators of accomplishment:</p> <ul style="list-style-type: none"> <li>• Student portfolios/projects ongoing</li> <li>• Core Knowledge pre- and post-assessments 4-6 times per year</li> <li>• Photographs of student work displays</li> <li>• Student trips to support Core Knowledge curriculum twice a year</li> <li>• Programs from celebratory events</li> <li>• Agendas from professional development</li> <li>• Sample unit plans/exemplary lesson plans ongoing and cumulative</li> <li>• Teacher lesson plans that include Core Knowledge topics and materials</li> <li>• Formal and informal observations</li> </ul> <p>Projected Gains</p> <p>Increased achievement on Standardized test scores (Spring administration) and a measure of 75% of the students performing with grade level proficiency on Core Knowledge post-unit assessments.</p>

**Subject Area  
(where relevant) :**

**Character Education (PBIS)**

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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, the number of Tier 2 students will increase their performance in Tier 1 initiatives by 5% as measured by "in-flight" journals, office referrals and occurrence reports.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Target Population</p> <p>All students in Grades K-5</p> <p>Staffing</p> <p>Lead PBIS teacher, PBIS team, Pupil Personnel Team, consultants, supervisors, pedagogical staff, school aides, custodial and office staff, crossing guards, SSAs, and substitute teachers</p> <p>Actions/Strategies/Activities</p> <ul style="list-style-type: none"> <li>• Full value contracts in each classroom</li> <li>• Universal lessons created by PBIS team and modeled in larger spaces as identified by needs assessments</li> <li>• Check-In/ Check-Out approach for Tier 2 students</li> <li>• Breakfast, informal meetings, and daily communications as a support for parents/guardians of Tier 2 students</li> <li>• Monitoring student behavioral progress via OORS</li> <li>• Monitoring incident patterns via SWISPBIS consultants to work with in-house liaison</li> <li>• Celebration periods for classes earning many gold coupons</li> <li>• Celebrating individual achievement by earning green coupons</li> <li>• Student and class affirmations during morning announcements</li> <li>• Maintaining the SOAR Port Gift Shop to redeem green coupons for a variety of items</li> <li>• Recognition of students displaying outstanding application of the Character Education Value of the Month during Student/Citizen of the Month assemblies</li> <li>• Dissemination of PBIS/Character Education literature on a monthly basis</li> <li>• Inclusion of PBIS/Character Education philosophies on daily Morning Message and in Vision/Mission statements</li> </ul> <p>Implementation Timeline</p> <ul style="list-style-type: none"> <li>• Sept 2009—Creation of Full Value Contracts in all classrooms</li> </ul>

	<ul style="list-style-type: none"> <li>• Sept 2009-October 2009—Review previous year’s data to identify students for “in flight” program</li> <li>• October 2009- June 2010—Implementation of Check-in Check -out for in flight students (following goal setting there is a daily checking in at line-up, lunch time, end of the day)</li> <li>• Sept 2009- June 2010—PBIS Team meetings (weekly)</li> <li>• Sept 2009-June 2010—Whole school (universal) lessons in various common spaces (school yard, auditorium, morning line-up locations, hallways, cafeteria) initially in fall with a focus on renovated spaces, and refresher lessons throughout the year as needed</li> <li>• Sept 2009- June 2010—Expanding green/gold ticket program to include families and neighborhood businesses</li> <li>• Sept 2009- June 2010—Lesson plans to facilitate classroom exploration of Character Education values (every 1-2 months) supported by daily morning announcements praising students who embody Character Education values</li> <li>• Sept 2009- May 2010—Monthly recognition of Student/Citizen of the Month at grade assemblies</li> <li>• Sept 2009- June 2010—Data entry onto SWIS system to track office referrals</li> <li>• Sept 2009- June 2010—Distribution of Green and Gold SOAR tickets (school wide incentive plan)</li> <li>• Sept 2009- June 2010—Class and individual visits to SOARport Gift Shop (3-4 times a year)</li> <li>• November 2009- June 2010—SOAR dances for classes with largest numbers of gold tickets</li> </ul>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funding</p> <p>Use of Tax Levy and Title I SWP monies to fund the purchase of instructional materials, per session, per diem for professional development support activities including team meetings, inter/intra visitations, lead teacher PBIS position, external professional development, and consultants</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Ongoing throughout the school year, Lead PBIS teacher and administrators will use the following as indicators of accomplishment:</p> <ul style="list-style-type: none"> <li>• Faculty Conferences and professional development agendas</li> <li>• In-Flight Goal setting sheets reviewed daily</li> <li>• Inter/Intra- visitation schedules</li> <li>• Availability of and access to teacher professional resources and texts</li> </ul>

	<ul style="list-style-type: none"> <li>• Sample lesson plans 3-4 times a year</li> <li>• Exemplary student behavior growth in targeted areas on the P.S. 203 campus; auditorium, lunchroom, school yard, hallways, and classrooms, etc. as documented on SWIS</li> <li>• Assessments indicating increase in student skills and achievement</li> <li>• OORS incident reports documented daily and reviewed monthly or more frequently if needed</li> </ul> <p>Projected Gains</p> <p>The number of students school wide responding to PBIS Tier 1 Universal strategies will increase by 5%, improving the overall climate of the school as evidenced in surveys and OORS reports</p>
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**Subject Area  
(where relevant) :**

**Professional Development**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, all teachers with established Professional Goals within the Standard for Planning Instruction and Designing Learning Experiences as outlined in the California Standards for the Teaching Profession will increase their proficiency levels within that Standard as measured by the Standard's descriptors.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Target Population</p> <p>All teachers Grades Pre-K-5</p> <p>Staffing</p> <p>Professional Development Team, Math Team, Literacy Team, classroom and cluster teachers, lead teachers, mentors, external content specialists, and supervisors</p> <p>Actions/Strategies/Activities</p> <ul style="list-style-type: none"> <li>• Determine what current instructional practices are supported by the California Standards for the Teaching Profession and those that are viable to implement and select one focus Standard for the year</li> </ul>

- Design a menu of “evidence” criteria for each level of the continuum associated with the Standard’s descriptors
- Suggest resources that could be considered to foster teacher movement along the continuum
- Turnkey the self-reflection and goal-setting processes for teachers
- Reflect upon the continuum for the focus Standard and identify their place along the continuum in each of the descriptors
- Establish goals for professional growth that are closely linked to student growth
- Facilitate of the goal-setting process
- One: one meetings with teachers and supervisors to review teacher self-assessment and select goals and next steps within the continuum for the Standard
- Re-convene goal setting meetings to reflect on interim progress and annual progress made
- Support teachers in the use of and access to resources needed to move along the continuum of the descriptors
- Evaluate the impact of the process on pedagogy via observations and walkthroughs
- Common planning time for the Professional Development Team

#### Implementation Timeline

- Sept 2009- Nov 2009—Professional Development Team meets twice a month to determine focus standard and design implementation of professional goal setting
- Nov 2009—Professional Development Team turnkeys the goal-setting process
- Nov 2009—Teachers conduct self-reflection of where they are along the continuum of the descriptors for the focus Standard
- Nov 2009-Dec 2009—Teacher-Supervisor professional goal setting conferences 1:1 to identify next steps and/or supports for moving along the descriptors’ continuum
- Nov 2009-June 2010—Professional development opportunities including intervisitations, lunch and learns, collaborations, etc. to further professional goals and move forward the quality of instruction and professional practice
- Dec 2009-Feb 2010—Teachers are involved with attempting strategies and practices at the next levels on the continuum
- Feb 2010-March 2010—Teacher-Supervisor professional goal-setting conferences re-convene to note movement and/or challenges along the professional journey and establish “next steps”
- March 2010-May 2010—Teachers continue in the process towards meeting their goals
- May 2010-June 2010—Teachers conduct self-evaluation with “evidence” of their

	<p>progress and share it at a final reflection conference</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funding</p> <p>Title I SWP funds for per diem for professional development opportunities, including planning time, intervisitations, meetings, etc.; OTPs from Tax Levy and Title I SWP for instructional materials, software, etc. to support teachers in realizing the goals established</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Ongoing throughout the school year, the pedagogical and supervisory staff will use the following as indicators of accomplishment:</p> <ul style="list-style-type: none"> <li>• Meeting notes</li> <li>• Conference notes</li> <li>• Observation reports</li> <li>• Lesson plans</li> <li>• LSO - Professional Development Calendar</li> <li>• Availability of teacher professional resources</li> <li>• Study Groups</li> <li>• Visitation schedules</li> <li>• Professional Development handouts</li> <li>• Continuum of descriptors</li> </ul> <p>Projected Gains</p> <p>The percentage of teachers moving forward at least one level on a majority of the Standard's descriptors will be 50%</p>

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

**Directions:** All schools must complete Appendices 1, 2, 3, 7, & 9. (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**

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

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	32	28	N/A	N/A	1			1
1	82	55	N/A	N/A	1			3
2	137	112	N/A	N/A	1		1	6
3	87	86	N/A	N/A	3			6
4	110	102			4		3	4
5	105	99	35	20	5		3	3
6								
7								
8								
9								
10								
11								
12								

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

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.

- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

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

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>	<p>AIIIP is an after school intervention program in literacy conducted over the course of 6 weeks consisting of one and a half hour sessions held twice a week. A Balanced Literacy approach is utilized, incorporating test taking techniques and strategies. A diagnostic/prescriptive approach with small group instruction is used. AIS is also provided to Gr. K-5 students as part of our Extended Day program (37.5 minutes for reading two days a week). This before-school intervention is limited to a group size of ten students. It serves over 400 students in reading twice a week for 75 minutes. In addition, an AIS provider services a group of 10 students in Grade 5 using a pull-out model for 45 minutes 5x per week.</p> <p><u>The Wilson Reading System</u> is administered to 50 at risk students in grades 3-5 during the school day, 3-5x a week for 45-60 minutes each day. Each group consists of 4-6 children. The Wilson Reading System is a research-based program utilizing a multi-sensory, interactive approach “to teach total word structure for decoding and encoding”.</p> <p><u>Wilson Foundations</u>, incorporating Wilson Reading System principles, is provided to 40 at risk and IEP children in grades 1 and 2.</p> <p><u>“The Great Leaps” Reading Program</u> is administered to 50 students in grades 1-4 5x a week during the school day for 15-minute sessions. This is a remedial reading program designed to build fluency and train students in “essential phonics”.</p> <p><u>“New Heights”</u> instruction is provided to 20 ESL children, grades 2-5, 5x a week during their 45 minute scheduled time. New Heights is a research based audio facilitated program. The teacher monitors students for accuracy, fluency, and comprehension, after they practice reading books at their instructional level with the support of an audiotape.</p> <p><u>Think Along</u> and <u>Think Reading</u> are administered to 450 students in Grades K-2 and Grades 3-5 respectively two days a week during Extended Day (37.5 minutes). They present a metacognitive approach to reading to facilitate the students’ thinking about their thinking as they read.</p>

<b>Mathematics:</b>	AIP is an after school intervention program in mathematics conducted over the course of 6 weeks consisting of one and a half hour sessions held twice a week. A diagnostic/prescriptive approach is utilized, incorporating test taking techniques and strategies. AIS is provided to Gr. 3-5 students in-school using small group pull-out intervention 45-minutes 3-4x a week. Group size is limited to 9 students. AIS is also provided to Gr. K-5 students as part of our Extended Day program (37.5 minutes for math two days a week). This before-school intervention is limited to a group size of ten students. It serves over 400 students in mathematics twice a week for 75 minutes.
<b>Science:</b>	AIS in science is provided on an on-going basis during instructional time. Small group and individual instruction occur based on the specific needs of each student. The students who fell short of the promotional criteria in science receive this intervention by the classroom teachers and an AIS provider.
<b>Social Studies:</b>	AIP In Social Studies is provided after school to 20, 5 <sup>th</sup> graders, for approximately 5 weeks consisting of one and a half hour sessions held twice a week. There is an emphasis on interpreting primary source documents, content understandings, and comprehension of main points and supporting details with reiteration of those facts in writing.
<b>At-risk Services Provided by the Guidance Counselor:</b>	Individual counseling, group counseling, and full-class guidance lessons are provided. In addition, family-school problem solving meetings and conflict resolutions are conducted as crisis interventions for those at-risk.
<b>At-risk Services Provided by the School Psychologist:</b>	
<b>At-risk Services Provided by the Social Worker:</b>	Educationally related services (ERSS) are short term early intervention services provided to general education students in Grades K-5 to help them overcome academic, social, or emotional difficulties so they may improve their academic achievement and attendance.
<b>At-risk Health-related Services:</b>	All students in Grades Pre-K -5 are screened for vision and follow-up referrals are made for those students who qualify. In addition, our school staff makes outreach to the families of all students with regard to these results, if indicating the student may be at risk, as well ensuring all students are up-to-date with their immunizations. Our school Nutrition Committee works with our school's Food Service Manager to select menu items that are both nutritious and well-liked. Students who have asthma receive small group sessions 1-3 times a year with our school nurse.

## **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.

### LAP Narrative

P.S. 203 is an elementary school located in Flatlands, Brooklyn. We are part of District 22, of the New York City Department of Education. We have about 930 students, 37 being English Language Learners. This is about 2% of the school population. We service the ELL students in a Pull-Out program, or a Freestanding English as a Second Language Program, for grades kindergarten through fifth. There is one licensed ESL teacher. We do not have a bilingual or dual language program.

The ESL teacher serves as the ESL testing coordinator for the school. The LAB-R is a test administered based on the questions from the Home Language Survey (HLIS). The HLIS is translated into nine languages. The informal interview is conducted during registration by the ESL teacher or another licensed trained pedagogue. It is initially conducted in English. One of the translated versions is given to the parents, with the help of a bilingual pedagogue, if it is determined that the child speaks a language other than English. The LAB-R is given to a student if the child speaks another language based on the HLIS. This is for only newly enrolled students into a New York City School System and within 10 days of admission. The Spanish LAB is administered to our Spanish speaking ELL students.

The breakdown of ELL students by grade in each language is as follows: Kindergarten has 3: 2 Spanish and 1 Urdu, first grade has 2: 1 Spanish and 1 Haitian, second grade has 6: 1 Urdu and 5 Haitian, third grade has 10: 4 Spanish, 5 Haitian, and 1 French, fourth grade has 11: 5 Spanish, 1 Urdu, and 5 Haitian, fifth grade has 5: 1 Spanish and 4 Haitian. Progress is measured through the administration of the NYSESLAT on a yearly basis, periodic assessments three times a year (for Grades 3-5), and informal teacher assessments throughout the year. Exam history reports are checked through ATS to determine if a transfer student is an ELL student. This is to ensure that there is no duplicate of the LAB-R exam.

New ELL students, based on the hand scores of the LAB-R, receive Entitlement letters, in English and their native language, to take home so the parents know the children are being serviced. New parents are invited to attend a parent orientation where a video, available in many languages, is shown explaining the ESL, bilingual and dual language programs. Parent handbooks are available. Parents fill out the Survey and Program Selection form. On this form, parents have the option to request a bilingual or dual program. We do not offer such programs in this school. Parents have the option to transfer to another school with bilingual or dual programs. 75% of the time parents select ESL. If the parents do not attend, then the packets are sent home with the children. Parent selection forms are filed and attendance is taken to keep record. Students who are continuing from last year receive Continued Entitlement letters to let parents know they are still in the program. The ESL teacher keeps record of letters that go home.

The program is created based on the scores from the NYSESLAT and LAB-R tests. Students are grouped according to grade and proficiency levels. The breakdown this year of the LAB-R (kindergarten and new students, who are scored informally) and NYSESLAT (returning students) scores is as follows: kindergarten has 2 beginners and 1 advanced, first grade has 1 beginner and 1 advanced, second grade has 2 beginners and 4 intermediate, third grade has 3 beginners, 4 intermediate and 3 advanced, fourth grade has 3 beginners, 2 intermediate and 6 advanced, and fifth grade has 3 beginners, 1 intermediate and 1 advanced. Included in these groups are the eight children with IEPs. Five of the IEP children are in self contained classes. The other three are in Collaborative Team Teaching (CTT) classes. We have no SIFE students. Students with advanced levels receive 180 minutes weekly, where the beginners and intermediates receive 360 minutes weekly. This year we do not have Long-Term ELLs. There are 10 ELLs who have been serviced 4-6 years. There are 27 ELLs who have been

serviced 0-3 years. Native language support is given to those who need help. We have people on staff who speak Spanish, French and Haitian. There are parents available who can translate to Urdu.

The NYSESLAT scores show the pattern across modalities that the students do better on the listening/speaking sections rather than the reading/writing sections. Students do better in speaking than listening. They do better in writing than reading. Students learn speaking skills before reading comprehension. This affects instructional decisions. Lessons are created to help the children acquire stronger skills in reading and writing. Time is given to speaking and to listening to others. There are more children on the advanced level in the upper grades because they have been in the country longer, usually, and have the time to acquire more skills.

The goals of the ESL program are to provide academic instruction using ESL methodology and instructional strategies. It is to assist students to achieve the level of proficiency. It is to help meet and exceed New York City and State standards. All four modalities: listening, speaking, reading and writing, are used to strengthen the students' skills. Newcomer ESL lessons are built on themes such as: colors, shapes, numbers, letters, clothing, food, weather, money and time. Vocabulary is enriched in topics such as these which are a necessity to daily conversations. Students learn through modeling, demonstrations, and practicing. Children who are here longer are encouraged to use prior knowledge and learning experiences in their writing on these and other topics. Antonyms, synonyms, homonyms and homophones are encouraged as well. Main idea and details, sequence, inference, predictions, and compare and contrast are skills that are worked on during class. Since we have many students speaking the same language, students are helped by their fellow classmates who speak the same language with peer conversations. If a child doesn't understand the subject then another student can translate for him. Students have rigorous lessons and their writing is more detailed using even more knowledge and experiences. Children who are special needs are assisted a little more individually, may have easier tasks according to their IEP levels, and be given a little more time to complete their tasks. Some of these children have their own paraprofessionals to assist them.

Materials used include: Leap Pad library, New Heights reading program, Rigby leveled books with topics such as: Animals, Seasons, Plant Growth, Celebrations and Food, Journeys English Language Learning through Science, Fairy Tale and Folktale Big Books, Sequence and Phonics puzzles, Flash grammar books, leveled workbooks such as: Speedy Spelling, Math Options, Hit the Ground Running (idioms), Just Right Reading, Math and Literature Connections, Approach and Connect Math, Connecting Vocabulary and Writing Thesaurus. These books include the different content area subjects, as well as different levels. This enables the ESL teacher to teach a variety of subjects at a variety of different levels.

Standardized tests are offered to the ELL student in their native language, along with native language translation-only glossaries. The pattern has been to take the tests in English and keep the translation on the side for assistance during the test. The Periodic Assessment is given three times a year (for Grades 3-5). It is in English and is a good practice for the other tests. Since they take the assessments in English, this is what they become comfortable with on the other tests. These tests are analyzed to find the student's strengths and weaknesses and used to help direct instruction throughout the year. It has shown that students' scores go up as the year goes on.

There are also additional programs for the ESL student. Some children have Academic Intervention Services (AIS) where they are learning how to read through the Foundations or Wilson programs. This is small group instruction using phonemic awareness, phonics and letter recognition. We have an after school Title 3 program for the students to have extra learning time three times a week. This is a program just for the ELL and FLEP (former LEP) students. This allows our ELL and former ELL students to have additional sessions for the content areas and to reinforce language skills.

Our parent coordinator is available for parents with questions about our school and programs. She speaks Spanish and helps to make our Spanish speaking parents more comfortable. A packet of school information is given out to the newly enrolled ELL students in English and their language. The ELL teacher works closely with the parent coordinator to ensure the new families are invited to a tour of the school and to have a meeting to introduce the school and its programs. At the moment there are no free programs for parents in the area. We always have

our ears open for possible events to invite our parents to. Our social worker speaks Haitian for those parents needing translations to Haitian Creole. He meets with the new Haitian students to make them feel comfortable when they first enter our school. He also works closely with their families.

A translation survey is given out to all families who speak another language. The parents have the option to receive school information, report cards, and other information in their own language. We give our students handouts in their languages by having DOE paperwork translated. Parents are invited to attend PTA meetings and volunteer to help in our bake sales, pumpkin patch, carnival and watch our monthly grade assemblies. Parents are invited to a yearly full day event with workshops.

Mainstream teachers have professional development at our monthly faculty meetings and grade meetings throughout the year. Faculty meetings include the whole staff, school based support team, principal, and assistant principal. They are informed of the new techniques and strategies to be able to help the ESL students in their classrooms. Information and notes from the meetings are also seen by the secretaries and parent coordinator. The ELL teacher goes to monthly workshops to learn and be able to articulate to the other teachers about differentiated instruction and new planning strategies. The ELL teacher invites the teachers to come to her room to articulate about their students and discuss new strategies for those who need extra help. Attendance is recorded at all meetings.

Upon entering the new school year, the ELL teacher articulates with the new teachers about her ESL students. Strengths and weaknesses are noted to help make the adjustment as easy as possible. The teachers have the benchmark levels and notes from previous teachers. This gives them a little of information about their new students. These scores are attained through testing with ECLAS-2 and Fountas and Pinnell. ECLAS-2 is a test that looks at letter recognition and phonics, among other skills for the younger grades. Fountas and Pinnell checks the student's reading level on all the grade levels. This way the student will do independent reading at the level he is comfortable with.

Children who are no longer ESL students still receive extended time for the standardized tests for two years in a separate location. These FLEP students (Formally Limited English Proficient) feel more comfortable during the exam being able to continue to take the tests in a small group setting. They may also get AIS services to further give them confidence in their success.

P.S. 203 students have shown achievement on their ELA, Math, Science and Social Studies tests.

For the ELA test:

Grade 3: 8 scored level 1, 27 scored level 2, 85 scored level 3, and 13 scored level 4.

Grade 4: 4 scored level 1, 43 scored level 2, 98 scored level 3, and 2 scored level 4.

Grade 5: 2 scored level 1, 32 scored level 2, 112 scored level 3, and 6 scored level 4.

For the Math test:

Grade 3: 2 scored level 1, 5 scored level 2, 94 scored level 3, and 32 scored level 4.

Grade 4: 4 scored level 1, 20 scored level 2, 99 scored level 3, and 26 scored level 4.

Grade 5: 1 scored level 1, 11 scored level 2, 100 scored level 3, and 41 scored level 4.

For the 4th Science test:

9 scored level 1, 28 scored level 2, 61 scored level 3, and 50 scored level 4.

For the 5<sup>th</sup> grade Social Studies test:

2 scored level 1, 7 scored level 2, 76 scored level 3, and 68 scored level 4.

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

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

**Grade Level(s)**

**2-5**

**Number of Students to be Served:**

**LEP 20**

**Non-LEP 10**

**Number of Teachers 2**

**Other Staff (Specify) 0**

**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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### **Title III ELL After School Program**

A Title 3 program will run from mid January through mid June for a total of 21 weeks. It will include 2 groups of 10-15 student after school three days a week for an hour and a half each day. This will be offered to the ELL students in grades 2-5, about 30 students. All classes will be given in English. Scores range on the NYSESLAT from beginner to advanced. FLEP students from the last 2 years, approximately 6, will be invited too. Supplies will be purchased to help increase the ELL's skills in listening, speaking, reading and writing. Supplementary materials to be purchased with the Title III funds are Brightpoint Literacy- guided reading books, Ballard and Tighe- Carousel (2 kits), Creative Idea ( 10 packs of grammar workbooks on 8 levels), 12 Idea Picture Dictionaries and Creative Beat ( 2 sets of reproducible music and lyric chants with cds) The teachers will be ESL/BL certified, if none apply we will have certified K-6 teachers with ESL/BL expertise. These are teachers from the school who are experienced working with the ELLs in their classrooms and have received more than 30 hours of ESL training and professional development. The goal will be to improve the reading, math and NYSESLAT scores.

### **Professional Development Program**

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

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It is planned that the Title 3 teachers will be given professional development throughout this time period, approximately once a month. Mainstream teachers have staff development at our monthly faculty meetings and throughout the year. They are informed of the new techniques and strategies to be able to help the ESL students in their classrooms. This is supplemental to the general school professional development. Title III will pay for 2 per diem subs four days to cover for the teachers participating in the PD sessions.

Utilizing Title I SWP funds, consultants will continue to be contracted to provide professional development for our staff in literacy and possibly in mathematics as well. Through their in-class demonstration lessons, collaborative planning, and mentoring, they will assist in ensuring that the implementation of the Uniform Curriculum is of high caliber.

A Professional Development team, consisting of our coach, teachers, paraprofessionals, service providers and administrators meets on a biweekly basis to address needs identified by staff. Grade meetings and curriculum mapping meetings will occur once-twice a month throughout the year, and topics are differentiated based on a variety of factors (staffing position, grade, content area, etc.) Presenters are teachers, administrators, our coach or consultants—each selected for their area of expertise.

Ongoing scaffolding of professional development in Writing Workshop with a focus on using accrued data to inform instruction and set goals- Inter-visitations, modeled lessons, collaborative planning opportunities, and curriculum mapping-

Professional Development 2-3x per year 45-60 minutes each during school day Sept 2009- June 2010

Monthly Grade Conferences focusing on student work and goal setting Sept 2009-June 2010

Implementation of Waterford Early Reading Program (Grades K-1)

Making Meaning (Grades K-5)

Skills Tutor (Grades K-5) Sept 2009-June 2010

Skill of the Week lessons and tracking Sept 2009-June 2010

**Form TIII – A (1)(b)**

School: **P.S. 203K**  
BEDS Code: **332200010203**

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

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$10,770.01	2 teachers for 21 weeks at 4.5 hours a week
<b>Purchased services</b> - High quality staff and curriculum development contracts	\$0	n/a
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$4,229.99	Bright point Literacy Guided Reading books and Orbit Shared Reading kits Boldprint Kids magazines  Ballard and Tighe  Carousel (2Kits); Creative Idea 10-paks of grammar wkbks on 8 levels; 12 Idea Picture Dictionaries; Creatvie Beat (2 sets of reproducible music and lyrics and chants with cds); Guided Reading books (levels H-R)

<b>Educational Software (Object Code 199)</b>	\$0	n/a
<b>Travel</b>	0	
<b>Other</b>	\$0	
<b>TOTAL</b>	<b>\$15,000.00</b>	

Grade 3- A	Monday	Tuesday	Wednesday	Thursday	Friday
8:37-9:22	Guided Reading (GR)	(GR)	(GR)	(GR)	(GR)
9:22-10:00	ESL	ESL	ESL	ESL	ESL
10:00-10:45	Individualized Reading (IR)	(IR)	WRITING PREP	(IR)	(IR)
10:50-11:35	Math	Math	(IR)	Math	Math
11:40-12:25	Lunch	Lunch	Lunch	Lunch	Lunch
12:30-1:15	CORE KNOWLEDGE PREP	Social Studies	Math	SCIENCE PREP	Word Study
1:20-2:05	Word Study	COMPUTER PREP	Science	Social Studies	Writing

2:05-2:50	Writing	Writing	Science	Writing	GYM PREP

Grade 2- I	Monday	Tuesday	Wednesday	Thursday	Friday
8:37-9:22	Guided Reading (GR)	(GR)	(GR)	(GR)	(GR)
9:22-10:00	Making Meaning/Independent Reading (MR/IR)	Shared Reading/Independent Reading (SR/IR)	(MR/IR)	(SR/IR)	(MR/IR)
10:00-10:45	Word Work	GYM PREP	Writer's Workshop	Writer's Workshop	Word Work
10:50-11:35	SCIENCE PREP	Writer's workshop	MUSIC PREP	COMPUTER PREP	ART PREP
11:40-12:25	Lunch	Lunch	Lunch	Lunch	Lunch
12:30-1:05	Math	Math	Math	Math	Math
1:05-2:15	ESL	ESL	ESL	ESL	ESL
2:15-2:50	Core Knowledge	Science	Social Studies	Word Work/Grammar	Character Education
2:57	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

SSO/District	Core Knowledge/22	School	P.S. 203
Principal	Lisa Esposito	Assistant Principal	Brian Sadowski
Coach	Jeanie Denaro	Coach	type here
ESL Teacher	Sheryl Cohen	Guidance Counselor	Lori Skunca
Teacher/Subject Area	Angeline Victor	Parent	Robin White
Teacher/Subject Area	type here	Parent Coordinator	Julianna Primo
Related Service Provider	Faigi Ackerman	SAF	Martin Weinstein
Network Leader	Joanne Brucella	Other	type here

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers		Number of Certified NLA/FL Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	0

### C. School Demographics

Total Number of Students in School		Total Number of ELLs	37	ELLs as Share of Total Student Population (%)	%
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## Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial 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).
- 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
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										0
Dual Language (50%:50%)										0
Freestanding ESL										
Self-Contained										0
Push-In/Pull-Out	3	2	6	10	11	5	0	0	0	37
<b>Total</b>	<b>3</b>	<b>2</b>	<b>6</b>	<b>10</b>	<b>11</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>37</b>

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	37	Newcomers (ELLs receiving service 0-3 years)	27	Special Education	8
SIFE		ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	0

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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	27	0	2	10	0	6	0	0	0	37
<b>Total</b>	<b>27</b>	<b>0</b>	<b>2</b>	<b>10</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>37</b>

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

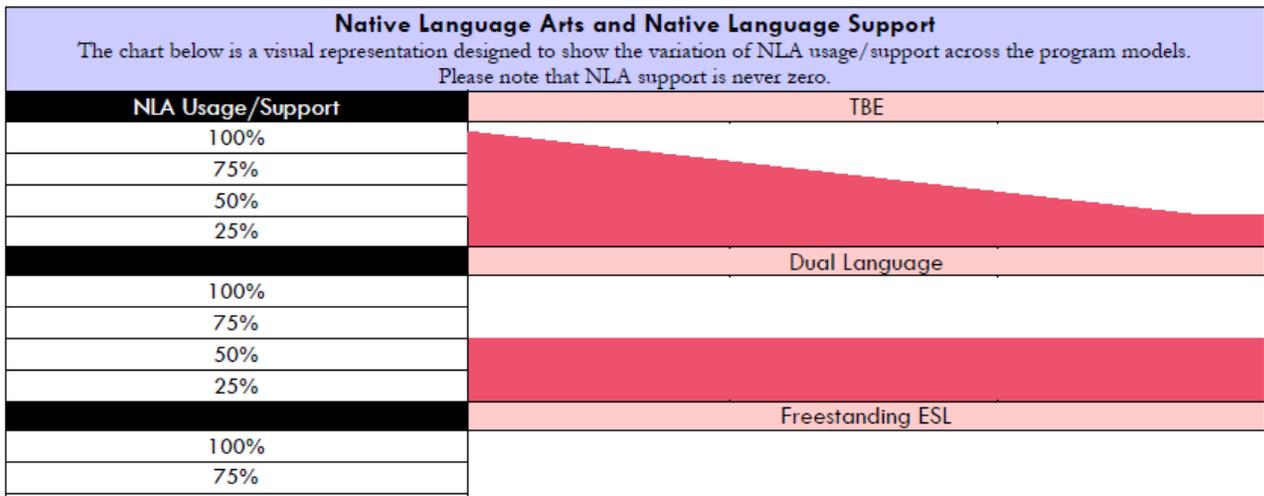
### C. Home Language Breakdown and ELL Programs

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



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

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



### 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)	2	1	2	3	3	3				14
Intermediate(I)	0	0	4	4	2	1				11

NYSESLAT Modality Analysis										
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8
LISTENING/ SPEAKING	B	1	0	0	0	0	0			
	I	0	0	1	1	1	0			
	A	1	0	3	4	3	3			
READING/ WRITING	B	2	0	2	3	2	2			
	I	0	0	4	3	2	1			
	A	0	1	0	3	4	1			

NYS ELA						
Grade	Level 1	Level 2	Level 3	Level 4	Total	
3	8	27	85	13	133	
4	4	43	98	2	147	
5	2	32	112	6	152	
6					0	
7					0	
8					0	
NYSAA Bilingual Spe Ed					0	

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2	0	5	0	94	0	32	0	133
4	4	0	20	0	99	0	26	0	149
5	1	0	11	0	100	0	41	0	153
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	9	0	28	0	61	0	50	0	148
8									0

NYSAA Bilingual Spe Ed									0
------------------------------	--	--	--	--	--	--	--	--	---

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		7		76		68		153
8									0
NYSAA Bilingual Spe Ed									0

ECLAS-2						
	Level I	Level II	Level III	Level IV	Level V	Level VI
K						
1						
2						
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**
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
  - How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
  - For each program, answer the following:
    - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
    - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
    - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
  - For dual language programs, answer the following:

## 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)
Brian Sadowski	Assistant Principal		12/22/09
Julianna Primo	Parent Coordinator		12/22/09
Sheryl Cohen	ESL Teacher		12/22/09
Robin White	Parent		12/22/09
Angeline Victor	Teacher/Subject Area		12/22/09
	Teacher/Subject Area		
Jeanie Denaro	Coach		12/22/09
	Coach		
Lori Skunca	Guidance Counselor		12/22/09
Martin Weinstein	School Achievement Facilitator		12/22/09
Joanne Brucella	Network Leader		12/22/09
	Other		
	Other		
<b>Signatures</b>			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

## **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.

The school has created a parent survey to be administered early in the year to determine both the need for and the availability of translation services.

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

Surveys were distributed and collected to families who indicated another language on the Home Language Survey. Those who requested to receive another language other than English will be able to receive written translations for the handouts that have been or will be translated.

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

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

The school makes sure notices go out to the ELL students when it comes in other languages. In addition, the Translation Unit for the Department of Education has provided translations of school wide notices. When individual communications are needed, the school has enlisted the services of staff members who are able to write in the languages needed.

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.

As a result of the survey, a group of parents has been established to provide translations services at Parent Teacher Conferences. The Parent Coordinator also has the capability of accessing the Dept. of Education's Translation unit with oral interpretations, if need be. Our Parent Coordinator has been trained by the Dept. of Education's Translations Unit and is considered a recognized translator of Spanish. The school has also purchased a translation device called "Talk and Listen". It will enable us to have up to three individuals translate the ongoings at meetings from English into the Native language.

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>.

The school identifies the children with another language through the Home Language Survey. The Department of Education's Translation and Interpretation Unit will be available to translate certain documents. Parents are notified of their rights to have translations available through signage at entrances to our school, main office and Parent Coordinator's office.

**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:	\$830,878	\$240, 368	\$1,071,246
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 8, 309		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$2,404	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$41,544		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$12,019	
6. Enter the anticipated 10% set-aside for Professional Development:	\$110,900		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):			

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year:  
100%

9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

## **PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**

**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.

The Floyd Bennett School  
P.S. 203 K

*East 52<sup>nd</sup> Street*  
and Avenue M  
Brooklyn , New York 11234

718-241-8488

Fax: 718-209-9641

Lisa Esposito  
Principal

Brian Sadowski, Assistant Principal

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### SCHOOL PARENTAL INVOLVEMENT POLICY

#### PART I – GENERAL EXPECTATIONS

P.S. 203 agrees to implement the following statutory requirements:

- As a Title I Schoolwide Project School (SWP), P.S. 203 will put into operation programs, activities and procedures for the involvement of all parents. The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children such as Family Nights, Read Aloud Day, Information Nights, Promotional meetings, etc.
- In carrying out the Title I, Part A Parental Involvement requirements, to the extent practicable, the school will provide opportunities for the participation of parents with limited English proficiency (LEP), and parents of students with special needs. This will include providing information and school reports in an understandable and uniform format, 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 program(s) in decisions about how the Title I, Part A funds reserved for parental involvement is spent through the School Leadership Team and monthly P.T.A. meetings.
- The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:  
*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;
  - >Ensuring that parents are encouraged to be actively involved in their child's education at school;
  - >Ensuring 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;
  - >Ensuring the carrying out of other activities to encourage greater parent involvement.

## PART II – DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. P.S. 203 will take the following actions to involve parents in the development of the Parental Involvement plan:  
 Through the involvement of the School Leadership Team where there are five (5) parent members, participation of the Parent Teacher Association meetings, and the Annual Title I meeting, the parental involvement policy will be reviewed and developed.
2. P.S. 203 will take the following actions to involve parents in the process of school review and improvement:  
 Through the School Leadership Team, all members of the school community discuss and review the academic achievement of the school. Parents will be invited to participate in the PASS review, Quality School Review, and Learning Environment Survey. This information is reported to the parents at the Parent Teacher Association meetings.
3. P.S. 203 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. The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary, its parental involvement policies. The evaluation will be conducted by the Parent Teacher Association and reviewed with the School Leadership Team. Parents' feedback will be considered and changes will be made if appropriate.
4. P.S. 203 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:

- The school will provide assistance to parents of children served by the school, as appropriate, in understanding the state’s academic content standards; the state’s student academic achievement standards; the State and Local assessments; how to monitor their child’s progress and how to work with the educators.

- The school will provide materials and training to help parents work with their children to improve their children’s academic achievement through workshops.

- The school will ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents school wide in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language parents can understand.

- The school will hold Parent Orientation meetings for the parents to learn about the grade curriculum and standards.

5. P.S. 203 will maximize parental involvement and participation in their children’s education by arranging school meetings at a variety of times; Parent Teacher Association meetings are held in the morning and the evening most usually on alternating months; Parent Teacher Conferences are held twice a year during the afternoon and the evening; phone calls and letters are sent home to contact the parent as needed.

This policy will be in effect for the 2009/2010 school year.

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I have received and read the School Parental Involvement Policy and the Parent Compact for the 09-10 school year.

\_\_\_\_\_  
Student’s name

\_\_\_\_\_  
Class

\_\_\_\_\_  
Parent’s signature

\_\_\_\_\_  
Date

**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.

#### P.S. 203 VISION STATEMENT: SCHOOL-PARENT COMPACT

We envision our school as a community where we will provide a meaningful and integrated curriculum; one that will empower all of our students to reach high academic standards, to develop decision making and problem solving skills, and to develop an appreciation of and have experiences in the arts. Our goals will foster the development of each student's positive self-esteem and create a love of learning in an atmosphere of collaboration among supportive educational staff, parents, and the surrounding community.

**SCHOOL RESPONSIBILITIES:**

P.S. 203 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 through the Balanced Literacy Approach: Read Aloud, independent reading, guided reading, phonemic awareness; Accountable Talk; Hands-on mathematics teaching with an emphasis on problem solving; Hands-on science program; Social Studies curriculum and developmental programs in technology, the arts, and Core Knowledge.
- Conduct classroom orientations and Information Night early in the school year.
- Hold parent/teacher conferences twice a year in November and in March to discuss the individual child's achievement.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: State and city assessments, portfolio assessment, report cards three times a year, Predictive and Instructionally Targeted assessments in October, December, January, and May, results of teacher made tests, assessed writing assignments with teacher comments and rubrics. Individual conferences will be arranged as the need arises.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents during the school day according to the teacher's schedule. Appointments should be prearranged with the classroom teacher for a mutually convenient time. The Parent Coordinator is always available to act as the liaison between the home and the school.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities during Open School Week in November. If parents wish to observe, this can be arranged with the classroom teacher. In addition, parents are invited to join for special activities (trips, presentations, etc.). If parents wish to become Learning Leaders, training will be arranged.
- Provide parents with an opportunity to view the school's CEP to ensure school's compliance with goals established.

**APRIL 2010**

**PARENT RESPONSIBILITIES:**

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

- Monitoring attendance.
- Sending my child to school on time.
- Picking my child up on time.
- Making sure that homework is completed and signed.
- Monitoring the amount of television my child watches.
- Monitoring my child's use of the Internet and/or other interactive technologies.
- Volunteering in my child's school and/or classroom, as needed.
- Participating, as appropriate, in decisions relating to my child's education.
- 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 region either received by my child or by mail and responding when requested.
- Participating in the Parent/Teacher Association.
- Attending school programs such as Family Nights, Read Aloud Day, assemblies, Poem in Your Pocket Day, etc.
- Ensuring that my child is dressed appropriately for school.
- Monitoring my child's behavior with peers and staff.

Principal _____	Parent _____
Teacher _____	

**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 refer to Sections IV and V in the main body of the CEP.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

See Sections V and VI

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

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

See Sections V and VI

o Help provide an enriched and accelerated curriculum.

See Goal 3

- o Meet the educational needs of historically underserved populations.

See Sections IV, V, and VI

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

See Appendix 1

- o Are consistent with and are designed to implement State and local improvement, if any.

N/A

### 3. Instruction by highly qualified staff.

At P.S. 203 we are anticipating that all of our teachers will be fully state certified for the 2009-2010 school year. To meet that end, 5% of our Title I SWP funds will be set aside to provide equitable financial assistance to those taking courses for completion of their certification requirements.

### 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.

Utilizing Title I SWP funds, consultants will continue to be contracted to provide professional development for our staff in literacy and possibly in mathematics as well. Through their in-class demonstration lessons, collaborative planning, and mentoring, they will assist in ensuring that the implementation of the Uniform Curriculum is of high caliber.

A Professional Development team, consisting of our coach, teachers, paraprofessionals, service providers and administrators meets on a biweekly basis to address needs identified by staff and Region. Grade meetings and curriculum mapping meetings will occur once-twice a

month throughout the year, and topics are differentiated based on a variety of factors (staffing position, grade, content area, etc.) Presenters are teachers, administrators, our coach or consultants—each selected for their area of expertise.

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

Insideschools.org visited and toured our school. There have been several potential candidates for teaching positions that have referenced what they have read in the write up on that site as reasons for wishing to interview with us. The Dept. of Ed. Website also provides data to the public that includes our school report card Progress Report and Quality School Review.

When appropriate, we extend the opportunity for potential teaching candidates to tour the building, and schedule and conduct demonstration lessons. Supervisors debrief with candidates as well.

Our school's long standing relationship with local universities keeps us connected with highly qualified new teachers. Student observers can become student teachers who can become appointed staff, if they appear to be a good match to forward our school's mission.

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

Please refer to Action Plans in Section VI

#### 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.

Our school will offer pre-school children attending local CBOs and their parents, and those registering in the spring, an opportunity to tour our kindergarten classrooms in action. Our Parent Coordinator and Pre-K support staff (part-time social worker) will answer questions as well as serve as "tour guides" during this event.

#### 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.

Individual teacher-administrator conferences are held 5-7 times per year regarding student progress. Assessment information is reviewed and collaborations occur to determine next steps that will allow students to meet the Standards.

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.

For 2009-2010 students were already recommended to participate in Extended Day academic programs by their previous year's teachers with additional recommendations being made by current teachers. In addition every student identified in Grades 4 and 5 as a Level 1 or 2 students has automatically been scheduled to receive AIS during the school day by the end of September. Grade 3 holdovers and Promotion in Doubt students (from the previous school year) are also being addressed. Grade 1 and 2 at-risk students are prioritized based on ECLAS-2 and Benchmarking results. The AIS team and those involved in Inquiry work meet on a regular basis to ensure that all identified students are being serviced. This allows us to accommodate new admits or previously not identified students as needs arise.

Activities in Literacy

The Wilson Reading System is administered to at risk students in grades 2-5 during the school day, 5x a week for 60 minutes each day. Each group consists of 4-7 children. The Wilson Reading System is a research-based program utilizing a multi-sensory, interactive approach to "teach total word structure for decoding and encoding".

Wilson Foundations, incorporating Wilson Reading System principles, is provided to students in Grades K-2 along the same time guides as the Wilson Reading System.

"The Great Leaps" Reading Program is administered to students in Grades 1-5. This is a remedial reading program designed to build fluency and train students in "essential phonics" in daily 15-minute blocks 1:1.

New Heights is a research-based audio facilitated program. The teacher monitors students for accuracy, fluency, and comprehension, after they practice reading books at their instructional level with the support of an audiotape.

Quick Reads program consists of short texts that are designed to be read quickly while obtaining full meaning. The program's function is to improve the fluency and comprehension of the students.

AIIP is an after school intervention program in literacy conducted for about 36 hours during 1½ hour sessions twice a week. Group size is usually limited to 15.

Activities in Mathematics

"Great Leaps" Math program is a research-based program that moves through concrete, representational and abstract levels. Components taught include math facts, operations, concepts, and rules. Each student's progress is monitored with corrective feedback provided until a mastery level is reached

AIIP is an after school intervention program in math, incorporating test-taking strategies, conducted for about 36 hours during 1½ hour sessions twice a week. Group size is usually limited to 15.

AIS is also provided to Grade 3-5 students in-school using small group pull-out intervention. Group size is usually limited to 6 students. Support personnel provide pull-out instruction in test-taking strategies 3-5 periods a week while the classroom teacher remains with a small group of students to continue to provide intervention using similar approaches as well.

#### Activities in Science

AIS in science is provided on an on-going basis during instructional time. Small group and individual instruction occur based on the specific needs of each student. The students who fall short of the state criteria in science receive this intervention by classroom teachers.

#### Activities in Social Studies

AIS in social studies is provided on an on-going basis during instructional time. Small group and individual instruction occur based on the specific needs of each student. The students who are at risk of not meeting the promotional criteria in social studies receive this intervention by support personnel using push-in and pull-out models.

DBQ AIIP classes are provided before/after school to 5<sup>th</sup> graders, with an emphasis on comprehension of main points and supporting details with reiteration of those facts in writing.

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.

State AIS funding and State and Federal Magnet monies comingled with Title I SWP allocations will allow us to fund additional personnel to provide AIS to at-risk students. In 2009-2010 we are continuing to fund an early childhood (Grades K-2) in-school AIS position to structure a program that replicates the success we have experienced with intervention for Grades 3-5 (Wilson, Great Leaps, etc.)

Similar funding sources will be combined to conduct after-school programs in literacy, math, social studies, and science ( AIIP).

## **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.

N/A

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

*All schools must complete this appendix.*

### **Background**

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

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

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### **CURRICULUM AUDIT FINDINGS**

#### **KEY FINDING 1: CURRICULUM**

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

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

##### **Background**

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

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

#### **ELA Alignment Issues:**

**-Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.

**-Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.

**-Taught Curriculum.** The Surveys of Enacted Curriculum (SEC)<sup>2</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.

**-ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

#### **-English Language Learners.**

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

<sup>2</sup>To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the Surveys of Enacted Curriculum (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards

(intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

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

1A.1: Describe the process your school engaged in, during the 2008-2009 school year, to assess whether this finding is relevant to your school's educational program.

P.S. 203 has developed its Literacy curriculum as a result of a long standing collaboration between the Literacy Team (consisting of early childhood and upper grade representatives as well as a coach, consultants and supervisor(s)), through grade level professional development sessions that include curriculum mapping, and its Professional Development Team which includes representation above as well as content specialist and paraprofessional representation and a Core Knowledge facilitator. Our Literacy Team and Professional Development Team met to review the findings noted above to determine if our reflection on this finding was indeed accurate and as thorough as it might be.

In an ongoing effort to address the lack of awareness on New York State Learning Standards for ESL, professional development was provided to staff focusing on the ESL standards and ways implementation can take place in the classroom. Our ESL teacher will continue to support staff through ongoing professional development as well as offer individual support to staff members as needed. In addition, varied technology programs will be used to support students' individual needs as well as support staff in addressing the needs of the ESL population in our school. These programs include Skillstutor, Earobics, Leaptrack, Leapfrog, Waterford, Acuity and Filemaker. Use of these programs will aid in addressing the ELL areas of need and staff will utilize Filemaker to select ESL/ELA goals for individual students based on NYS Standards in ELA/ESL.

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?

The curriculum maps that have been developed in literacy are twofold. One map does deal with a year-long view of Reading, Writing, Word Work, Special Events (driven by Core Knowledge) and Character Education and their relative assessments. The other deals with month-long objectives in Reading, Independent Reading, Writing, Word Study/Vocabulary Development, Core Knowledge and Assessment. The programs utilized in the school-- Balanced Literacy, Units of Study in Primary Writing (Grades K-2) and Teaching the Qualities of Writing (Grades 3-5), and the rubrics that are generated for them are aligned with the NYS Standards. Teachers are cognizant of the Standards in their planning and that is also reflected on work displayed. Students are involved with Goal Setting with their teachers to establish realistic and attainable goals to better themselves as readers and writers, and these goals are revisited often throughout the year. This leads to differentiation of instruction that is supported both with the direct classroom instruction as well as technology that can be prescribed to meet children at their need. The

materials available are also able to be differentiated to meet the needs of the students. Our Literacy room is well-stocked with materials on a variety of levels and we continually update the inventory to ensure that we have enough books to meet the demand. Similarly, the technology available to the students via Waterford, Leap pads, SkillsTutor and Acuity can be differentiated in our classrooms. The school is working on systems to differentiate the materials used specifically with our ELL population within the Guided Reading, Spotlight 5, and technology venues.

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

## **1B. Mathematics**

### **Background**

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

Specific Math Alignment Issues:

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

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

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

Our Math Team ( consisting of early childhood and upper grade representatives as well as a coach and supervisor(s)) and Professional Development Team which includes the representation above as well as a content specialist, a paraprofessional, and a Core Knowledge facilitator, met and continue to meet on a regular basis to ensure that instruction is aligned with the NYS Standards in Mathematics.

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

Applicable  Not Applicable

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

Each classroom has a set of NYS Math Standards posted. These standards are evident in formal plans that are submitted. We have noticed that the content strands cannot be addressed without engaging students in the process strands, and that is a critical component of Everyday Mathematics. Extensive Professional Development in and out of school in mathematics takes place, as available, with aligning the curriculum to the Standards. Our Spotlight 5 Goal Setting refers to the NYS Standards as do alignment documents generated by our Math coach to accompany test preparation and Extended Day materials. We have found that the Everyday Mathematics curriculum is often more rigorous than the NYS Standards, presenting topics anywhere from 1-3 years above the State's grade level expectations.

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

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## **KEY FINDING 2: INSTRUCTION**

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

### ***2A – ELA Instruction***

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently

or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high - observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

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

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

Having engaged in walkthroughs and observations we have noted that inherent in the Balanced Literacy model we follow there is always some kind of direct instruction being provided during our one and three-quarter hour Literacy block but in different configurations.

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 above, the Balanced Literacy model requires students’ needs to be addressed with different levels of support. Differentiation of instruction occurs in the direct instruction provided during Guided Reading and conferences both during writing and independent reading. The configurations utilized vary following a TAPS (Total group, Alone, Partner groups and Small group instruction) format. The teacher is constantly engaged with students, but all students are not always directly involved with the teacher during the 100+ minutes of Literacy instruction each day.

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

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## **2B – Mathematics Instruction**

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

classrooms. *School Observation Protocol (SOM<sup>3</sup>)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

Ongoing self evaluative teacher analysis was organized by the Professional Development team to serve as a benchmark to improve instruction. In addition, the use of technology via Skillstutor, Leapfrog, and Leaptrack was used to assist in planning and implementation of lessons. Other forms of technology that continue to be utilized at P.S. 203 are Smartboards and mimios. These technological tools aid in improving instruction as well as motivate and encourage student learning beyond traditional methods.

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

Applicable    Not Applicable

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

At present it is thought that the last part of the findings is accurate for our school. Our teachers do provide a great deal of direct instruction and hands-on learning experiences, but the configurations noted above in ELA (TAPS) are not as evident in mathematics. We do, however, have access to differentiating materials for our students in math via the Everyday Math Assessment Assistant, SkillsTutor, Acuity, Leap Track, and Games Day every Friday.

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.

It would be our intent to raise the percentage of classrooms that do adopt the TAPS format to math instruction – more along the lines of a Reading/Writing workshop model, and increase the use of technology in the classrooms for differentiation in mathematics school wide. This may be realized as a result of the professional goal-setting practices we are establishing.

<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.

### **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.

Our Professional Development Team conferred about these findings as they pertained to our school.

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?

Longitudinal data as evidenced on our Annual School Report card and our Organization sheets over the past 3-5 years indicate this finding is not relevant to our school at this time.

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

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

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

Please respond to the following questions for Key Finding 4:

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

As indicated in section 1A, professional development was offered to staff as to the ESL standards and varied ways of ensuring that standards are met.

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?

As in the past, our classroom teachers, other than our ESL teacher, do not participate in the offered Professional Development opportunities for ELL's. Oftentimes the costs of these workshops become prohibitive as the funding to attend the courses themselves need to be co-mingled with the cost of covering the teacher's programs when they attend. Our limited funds are used to provide professional development experiences where the teachers can implement what they learn and adapt it to a wide variety of learners in their classes.

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.

The support that can be offered by Central would be to include, or earmark, some funding allocation to promote more participation. Data from district and teacher interviews indicate that there is very little specific monitoring of ELL's academic progress or English language Development. Testing data, where they do exist (for example, the the NYSESLAT yearly scores) either are not reported to all teachers involved, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

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## **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.

Our school created an internal survey to determine exactly how much information they were familiar with about their ELL students' performance. We also disaggregated our interim assessment and standardized testing data for our ELL students which helped us to specifically target their students' needs, making significant progress towards closing that portion of the achievement gap in ELA. This is, however, an area our school will need to monitor more closely to determine if in fact it is applicable to us. Our Data Specialist will collaborate with our ESL teacher and Math coach to gather the data in question and present it to all the teachers involved with instructing our ELL students.

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

Applicable  Not Applicable

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

Our ELL students' Reading Benchmark levels could have been disaggregated by our use of the Student Growth Monitor. Standardized test scores arrived close to the end of the school year were not analyzed by teachers according to subgroups. Some scores were not available until over the summer. Therefore data basically remained limited to the purview of the personnel mentioned in 5.1 above. There is a need to disseminate it and create opportunities to articulate it to the classroom teachers.

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.

Internally we must create opportunities for the data in Reading and Math to be articulated to all parties who are involved in educating our ELL students. In addition, it is hoped that our attention to using ARIS will provide classroom teachers with a way to disaggregate that data within their classrooms.

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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 members of our Professional Development Team met on a regular basis to determine where there was a need for Professional Development and what type of Professional Development would make the most sense for the particular constituencies represented. In addition our school's IEP coordinator participated in evaluating the effectiveness of the manner in which dissemination of information and practice were presented.

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?

Over the course of the past few years, we have differentiated the Professional Development offered to our teachers and paraprofessionals to address the exact issues covered in the findings above. Quite recently, the compliance with Chapter 408 has made awareness of the content of IEPs/their respective modifications and accessibility to them all the more possible. In addition, we have provided our own Professional Development for paraprofessionals and teachers on modifying instruction in the classrooms for our special needs students, while maintaining the same levels of expectation as we have for those students who do not have IEPs. From a scheduling perspective we have paired a special educator with a general educator in our CTT classes in *all* content areas while affording the homeroom teachers common planning time each day. In this manner every teacher who comes in contact with students having IEPs has the time to plan instruction that can meet each child at his/her need. The ultimate learning goal is the same, but the modifications that are needed to present the information may differ from one student to the next.

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

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

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

Please respond to the following questions for Key Finding 7:

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

The school's SBST, IEP coordinator, and supervisor(s) collaborated on a regular basis when IEP were created and/or reviewed. In addition, an internal survey was conducted indicating that teachers felt they themselves would like more Professional Development in creating goals on IEPs.

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

Applicable  Not Applicable

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

IEPs varied in substance and rigor depending on the person creating them and his/her familiarity with the expectations or scope of what could/should be addressed. In addition, IEPs that were generated from outside the school also differed in their quality. The difficulty we had in making IEP Pro accessible to all who would need it, slowed down the process of generating IEPs, and that may have influenced the depth of what was created. Still of concern, however, is that Standardized tests are administered according to grade level and do not take into account the students' goals, objectives or modified promotional criteria. This often causes extreme frustration and leads to a sense of defeat in the students who attempt to achieve their best. On a positive note, however, the newer way of viewing students' scores on these tests is now taking into account performance and not only achievement. This allows one to take into account growth and celebrate it.

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.

We will offer Professional Development in generating quality IEPs with comprehensive and meaningful goals. In addition, we look to find ways to facilitate the creation of IEPs whether it be through extra time during the day to do so or by making the mechanisms for creating IEPs more accessible.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

*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>

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

Our school intends to offer direct support to the students themselves by offsetting the purchase of their supplies, school trip fees and any school related fees that need to be covered in the event of an emergency. Staff members who provide guidance, attendance outreach, and parent outreach will be in contact with the families of the students in Temporary Housing to help facilitate a positive and successful experience at school. Key staff have already received training with regards to the McKinney Vento Homeless Assistance Act and will assist the school in remaining true to the objectives of that act.

**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.