



**P.S.204K
THE VINCE LOMBARDI SCHOOL**

**2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: (20/ K/ 204K)
ADDRESS: 8101 15TH AVE
TELEPHONE: 718.236.2906
FAX: 718.232.9265**

TABLE OF CONTENTS

*As you develop your school’s CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

SECTION I: SCHOOL INFORMATION PAGE..... 3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE 4

SECTION III: SCHOOL PROFILE 5

Part A. Narrative Description 5

Part B. School Demographics and Accountability Snapshot 7

SECTION IV: NEEDS ASSESSMENT 11

SECTION V: ANNUAL SCHOOL GOALS 13

SECTION VI: ACTION PLAN..... 14

REQUIRED APPENDICES TO THE CEP FOR 2009-2010 22

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM..... Error! Bookmark not defined.13

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs) 27

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION 17

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS..... 18

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT 23

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE)..... Error! Bookmark not defined.24

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 25Error! Bookmark not defined.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 Error! Bookmark not defined.35

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)..... Error! Bookmark not defined.36

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 204K SCHOOL NAME: The Vince Lombardi School

SCHOOL ADDRESS: 8101 15th Avenue

SCHOOL TELEPHONE: 718.236.2906 FAX: 718.232.9265

SCHOOL CONTACT PERSON: Nancy Tomasuolo EMAIL ADDRESS: Ntomasu@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Michelle Bromme

PRINCIPAL: Marie Reilly

UFT CHAPTER LEADER: Michele Ferraro

PARENTS' ASSOCIATION PRESIDENT: Teri Faicco

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 20 SSO NAME: LSO/ICI

SSO NETWORK LEADER: Debra Van Nostrand

SUPERINTENDENT: Karina Costantino

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Marie Reilly	*Principal or Designee	
Michele Ferraro	*UFT Chapter Chairperson or Designee	
Teri Faicco	*PA/PTA President or Designated Co-President	
Pamela Aneiro	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Nancy Tomasuolo	Member/Assistant Principal	
Michele Bromme	Member/Teacher/Chairperson	
Peter Fazio	Member/Teacher	
Agata Ricupero	Member/Parent /Secretary	
Mariarosa Alonge'	Member/ Parent Representative	
Gina Morcillo	Member/ Parent Representative	
Kathy Poli	Member/ Parent Representative	

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.

P.S. 204 is a large elementary school serving a diverse population of students. Collaboration among all stakeholders is one of the cornerstones of our success. By working together we are able to monitor students' individual needs and tailor instruction appropriately. Our staff works diligently to differentiate instruction in every learning environment. We have a flourishing Gifted and Talented program in all grades that enriches the curriculum. We have developed an effective Academic Intervention Services Program utilizing several different models to provide services that include pull-out programs, push-in programs, small group instruction and researched-based targeted interventions. We are in our fourth year of the Teachers College Reading and Writing Project and deliver standard based instruction by integrating all content areas and by presenting material in the workshop model. Utilizing this approach to teaching and learning, we have accomplished significant outcomes in student achievement with 85% of our students performing at or above state standards in English Language Arts and 96% of our students performing at or above the state standard in Mathematics in 2009.

We have established as our vision to provide a safe, secure environment for our students and staff. We facilitate a love of learning, incorporating technology, the arts, interdisciplinary strategies, literacy skills and various learning styles. We build self-esteem and develop respect for others and ourselves, meeting the individual needs of our students. We promote an awareness, appreciation and tolerance for all types of diversity. Our long term goal is to empower students with the desire, skills, knowledge and confidence to reach their full potential, enabling them to be the best that they can be. Our responsibility to our community is to increase and maintain a partnership with community and educational organizations as well as private sectors that will ensure the development of our students as productive members of society. We have maintained and extended lasting partnerships with The Neighborhood Improvement Association (NIA), Bay Ridge Community Council, The City Penny Harvest and the Third Avenue Board of Trade. The entire P.S. 204 community works collaboratively to expand and maintain family involvement within the school, supporting academic standards and achievement. With this in mind, all of our school programs and activities are designed to facilitate learning experiences that promote success for all students. Components of our successful programs include Band, Chorus, Literacy Through the Arts, Family Math Game Night, Family Literacy Night, and School Spirit Days. In support of this, our mission statement declares:

We are a collaborative school community dedicated to achieving high standards for all of our students through standard-based instruction. We will continue to focus on creating life-

*long learners in a nurturing, safe and caring environment. We will always work as a school community **to be the best that we can be!***

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

School Name:	P.S. 204 Vince Lombardi						
District:	20	DBN:	20K204	School BEDS Code:	332000010204		

DEMOGRAPHICS

Grades Served:	Pre-K	√	3	√	7	11	
	K	√	4	√	8	12	
	1	√	5	√	9	Ungraded	√
	2	√	6		10		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	71	72	72		95.4	95.9	TBD
Kindergarten	156	157	170	Student Stability - % of Enrollment:			
Grade 1	140	163	154	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 2	152	136	169		95.5	94.4	TBD
Grade 3	140	162	141	Poverty Rate - % of Enrollment:			
Grade 4	142	141	158	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 5	175	149	151		62.4	62.3	TBD
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 8	0	0	0		5	10	TBD
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		18	23	18
Grade 12	0	0	0	Special Education Enrollment:			
Ungraded	0	1	4	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Total	976	981	1019				

Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	12	12	23	Principal Suspensions	0	0	TBD
# in Collaborative Team Teaching (CTT) Classes	20	20	26	Superintendent Suspensions	1	0	TBD
Number all others	35	37	46	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2007-08	2008-09	2009-10
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Program Participants	0	0	0
# in Transitional Bilingual Classes	0	0	0	Number of Staff - Includes all full-time staff:			
# in Dual Lang. Programs	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	111	139	143	Number of Teachers	64	66	TBD

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	5	7	23	Number of Administrators and Other Professionals	11	12	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	4	4	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2007-08	2008-09	2009-10	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
<i>(As of October 31)</i>	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	78.1	87.9	TBD
				% more than 5 years teaching anywhere	65.6	65.2	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	94.0	97.0	TBD
American Indian or Alaska Native	0.2	0.3	0.1		100.0	100.0	TBD
Black or African American	0.1	0.2	0.5				
Hispanic or Latino	11.7	12.0	13.6				
Asian or Native Hawaiian/Other Pacific Isl.	35.4	36.3	37.7				
White			1.0				
Male	51.4	50.9	50.5				
Female	48.6	49.1	49.5				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase				Category		
	In Good Standing (IGS)		√	Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area AYP Outcomes:			
Elementary/Middle Level		Secondary Level	
ELA:	√	ELA:	
Math:	√	Math:	
Science:	√	Graduation Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-					
Black or African American							
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	√	√					
Multiracial							
Students with Disabilities	√	√	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	A	Overall Evaluation:	NR
Overall Score:	84.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	13.2	Quality Statement 2: Plan and Set Goals	
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	17.3	Quality Statement 4: Align Capacity Building to Goals	
<i>(Comprises 25% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	
Student Progress:	47		
<i>(Comprises 60% of the Overall Score)</i>			
Additional Credit:	6.8		

KEY: AYP STATUS

√ = Made AYP
 √^{SH} = Made AYP Using Safe Harbor Target
 X = Did Not Make AYP
 – = Insufficient Number of Students to Determine AYP Status

KEY: QUALITY REVIEW SCORE

Δ = Underdeveloped
 ► = Underdeveloped with Proficient Features
 √ = Proficient
 W = Well Developed
 ◊ = Outstanding

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
 Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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?
-

After conducting a comprehensive review of our school's educational program informed by our current quantitative and qualitative data, we were able to identify many of our strengths and accomplishments, as well as challenges that we will address. We are proud of the high academic performance of our students in all areas. As indicated by our most recent school report card, we have made our Adequate Yearly Progress (AYP) determinations for each accountability measure. Our most recent test scores indicate a positive trend in student performance in both Math and English Language Arts. Over 96% of all tested students scored at or above the state standard on the New York State Math Test, which indicates a continuous rise in scores over the preceding three years. Ongoing review of The *Everyday Mathematics* Progress Checks, Unit Assessments and Individual Profiles of Progress supports this high performance across all grade levels. 90% of our fourth grade students scored at or above the state standard in Science, which is a significant rise from the previous year.

Over 85% of all tested students performed at or above the state standard on the New York State English Language Arts Test in 2009, which represents a steady increase over the last four years. Analyzing data generated from conference notes, reading records, teacher conferences and the Teachers College Reading and Writing Project Assessments in the early childhood grades suggests our students are growing in their reading ability. Last year we implemented the Wilson Language Basic *Foundations* program as an adjunct to our TC literature-based instruction in all of our Kindergarten classes and data from TC assessments as well as *Foundations* assessments show that all of our Kindergarten students are progressing in phonemic awareness, fluency and word study. While our data reflects a significant rise in the number of students performing at high levels, it is our priority to continue to improve the progress of all students.

Our most recent Quality Review Report evaluated our school as *well-developed* and we pride ourselves on how well we work together to ensure our students grow in a strong learning environment. Our Inquiry Team members worked diligently to improve the performance of our targeted students, and many positive outcomes resulted from the team's work. Twenty two out of thirty (73%) of the Inquiry Team Students had a rise in scale score and proficiency rating on the ELA test and all students moved up several reading levels. As a result of our Inquiry Team work we were able to effect change in our school culture to enable

us to make informed instructional decisions based on our team's work in piloting the goal setting initiative at our school. The Inquiry Team also fostered greater teacher reflection about instructional practices and student needs. In order to continue and expand the fine work we started over the last two years, we will increase the work of the inquiry team this year to include a much higher percentage teachers participating in the process.

As our most recent Quality Review reported, our school:

collects an extensive range of data which they use to track the progress of each individual student in the school. The administration looks closely at data...and evaluates any differential achievement carefully to determine possible explanations. ...Consequently every teacher knows exactly what each student knows and is able to do. This results in extremely well-targeted intervention and support for these groups.

To continue and expand our work in effectively utilizing student data, we will further increase the ability of all teachers to analyze data and develop strategies for instruction.

We deliver differentiated instruction through varied models at P.S. 204. We have an effective AIS program that tailors instruction to student need which has helped several students meet the standards. Our Gifted and Talented certified teachers work diligently to expand and enrich the curriculum in the all areas to meet the needs of the gifted child. Teachers work with small groups of students during our extended day program to address individual needs. Our Pupil Personnel/Intervention Team meets regularly to identify students in need of intervention and to plan and implement appropriate programs. As classroom teachers' ability to use data increases, instruction is differentiated in several lessons during the day. In support of the DOE's Performance Management Initiative and keeping the importance of data-driven instruction in mind, teachers will provide differentiated instruction to all students in the 2009-2010 school year based on individual learning goals developed for each student.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should presumably be aligned to the school’s annual goals described in this section.

ANNUAL GOALS	DESCRIPTION
By June 2010, 85% of all tested students will meet or exceed Teachers College grade level benchmarks as evidenced by performance on the Teachers College Reading Assessment.	After conducting our needs assessment we determined that while our data reflects a significant rise in the number of students performing at high levels, it is our priority to continue to improve the progress of all students.
By June 2010, we will expand the work of the Inquiry Team as evidenced by increasing the number of teachers participating in the process to 90% of the staff.	After conducting our needs assessment and reviewing our data, we determined that 70% of our targeted and expanded inquiry team students had a rise in proficiency rating on the ELA Test. As a result of our Inquiry Team work, we were able to effect change in our school culture to enable us to make informed instructional decisions. Therefore, we determined that further increasing the number of teachers involved in Inquiry Team work should be a school goal to continue this trend.
By June 2010, we will increase the ability of all teachers to analyze data and develop strategies for instruction as evidenced by instructional planning based on student data.	After conducting our needs assessment, we identified a strength in collecting and analyzing student data. We have also worked hard to enhance the ability of teachers to use this data to develop instructional strategies. We have identified a need to continue to increase teacher ability to develop effective data driven instruction.
By June 2010, all teachers will provide differentiated instruction to all students based on learning goals developed for each student.	In support of the DOE’s Performance Management Initiative and keeping the importance of data-driven instruction in mind, we have worked hard to differentiate instruction in all settings across the curriculum. Our school goal is to align our instruction with learning goals for each student.

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): ENGLISH LANGUAGE ARTS

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 85% of all tested students will meet or exceed Teachers College grade level benchmarks as evidenced by performance on the Teachers College Reading Assessment.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Continued implementation of the Teachers College Reading and Writing Project by all classroom teachers from September through June • Continued implementation of the <i>Foundations</i> Program by all kindergarten teachers from September through June • Continued provision of AIS programs including push in, pull out, and extended day programs by all teachers including classroom teachers, AIS teachers, and ESL teachers from September through June • Utilization of targeted interventions by AIS teachers from September through June • Intensive Professional Development by Staff Developers and administrators from September through June • Parents will be invited to a Literacy Night where they will participate with their children and receive literacy materials • Expanded work of the Inquiry Team to identify student need and best instructional practices • Identification of individual ELA goals for each student from September through June

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Tax Levy (FSF, Children First, Inquiry Team) EGCSR State Funding and Title I monies will provide funding to support Literacy instruction and professional development.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Item analysis of January 2009 ELA test by Grade 3 through 5 teachers from September 2009 through December 2010 • Administration of TCWRP assessments by all classroom teachers in September 2009, November 2009, March 2010, and June 2010 for monitoring of student growth with projected gains of one year of progress • January 2010 Administration of ACUITY ELA Predictive Assessments to Grades 3 through 5 • Ongoing Data review for Inquiry Team targeted students including ELA results, ACUITY results, teacher made assessments, item analysis • Review of ACUITY Predictive Assessment reports in February 2010 • Administration of NYSESLAT exam to kindergarten through grade 5 students in May, 2010 • Ongoing portfolio review by all teachers from September 2009 through June 2010 • Administration of New York State ELA test in April 2010 • ELA Goal setting and monitoring for progress from September 2009 through June 2010.

ACTION 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): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, we will expand the work of the Inquiry Team as evidenced by increasing the number of teachers participating in the process to 90% of the staff.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Weekly Inquiry Team meetings for core team members involved to discuss plans and strategies for Inquiry Team work from September 2009 through June 2010 • On-going Professional development for all teachers outlining Inquiry Team work and goals from September 2009 through June 2010 by Inquiry Team members, and administrators • Inquiry Team work by teachers at Faculty conferences, Instructional Team meetings, grade conferences, and Curriculum Team meetings. • Teacher review of all student data to inform decisions regarding identification of targeted students for team from September 2009 through November 2010 • Pre-testing of targeted students to inform instruction in November 2009 • Instructional strategies implemented to improve outcomes of all targeted Inquiry Team students with ongoing monitoring from November 2009 through June 2010. • Post testing of all targeted students for collection of data and program evaluation in June 2010.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Tax Levy (FSF, Children First, Inquiry Team) and Title I monies will provide funding to support Literacy instruction and professional development.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Increased number of teachers participating in Inquiry Team work to 90% of staff by June 2010 • Increased conversation and reflection regarding Inquiry Team work by teachers at Faculty conferences, Instructional Team meetings, grade conferences, and Curriculum Team meetings. • Student assessments including ACUITY assessments, TCRWP assessments, NYS ELA tests, and teacher-made assessments administered by teachers involved in Inquiry Team from November 2009 through June 2010 • Data review from student assessments including ACUITY reports, TCRWP reports, nySTART reports, and portfolio review to measure and analyze student growth as a result of Inquiry Team work from December 2009 through June 2010 by Inquiry Team members • Identification and analyzing of results of Inquiry Team process to effect change in school wide instructional practices by Inquiry Team members from December 2009 through June 2010

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, we will increase the ability of all teachers to analyze data and develop strategies for instruction as evidenced by instructional planning based on student data.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Intense professional development for all teachers provided by staff developers, administrators and data specialist from September 2009 through June 2010 on collecting and analyzing data from school and student reports which include: School Report Card, School Progress Report, nySTART reports, Quality Review, TCWRP reports, ACUITY reports and ARIS reports • Intense professional development by administrators, technology teachers, and data specialist from September 2009 through June 2010 for all teachers on the use of computers to access and input data on the ACUITY, nySTART, Teachers College and ARIS websites • Ongoing professional development for all teachers in analyzing individual student data and work to inform instructional decisions by staff developers from September 2009 through June 2010. • Inquiry Team members will share data generated from Inquiry Team work with all teachers in order to elevate outcomes for all students from November 2009 through June 2010 ○ All teachers will plan instruction as a direct result of data generated from student reports including portfolio review, ACUITY, nySTART, TCRWP and ARIS reports from September 2009 through June 2010

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Tax Levy (FSF, Children First, Inquiry Team) and Title I monies will provide funding to support professional development.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • All teachers will use TCWRP and ARIS websites, and all grade 3 through 5 teachers will use the nySTART and ACUITY websites as evidenced by login records • During grade conferences from September 2009 through June 2010, all teachers will analyze student data to identify trends and student needs • All teachers will plan instruction as a result of student data as evidenced through ongoing principal and assistant principal observations

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or received a 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): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, all teachers will provide differentiated instruction to all students based on learning goals developed for each student.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Continued provision of AIS programs, including push in, pull out, and extended day programs to meet the needs of struggling students provided by classroom and AIS teachers from September 2009 through June 2010 • Ongoing Professional Development for all teachers by Staff Developers and administrators on setting, monitoring, and evaluating S.M.A.R.T. goals for each child. • Expanded alignment of the ESL curriculum with the school wide literacy program throughout the year by ESL teachers • Utilization of targeted interventions matched to student need and identified goals provided by AIS teachers • Continued implementation of a gifted and talented Enrichment Program to further expand the curriculum for gifted and talented students provided by teachers of Gifted and Talented classes from September 2009 through June 2010 • Within the workshop model, classroom teachers will conference with students to set, monitor and evaluate goals and plan instruction from September 2009 through June 2010 • All classroom teachers will design <i>Everyday Math</i> instruction based on the particular needs and goals of student groups within the classroom • Intensive professional development on differentiating instruction for all teachers provided by Staff Developers and Administrators from September

	<p>2009 through June 2010</p> <ul style="list-style-type: none"> • Extensive data review from various sources including ARIS, ACUITY and Teachers College websites, student portfolios and Inquiry Team results, to set goals and plan instruction by all teachers from September 2009 through June 2010
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Tax Levy (FSF, Children First, Inquiry Team) and Title I monies will provide funding to support differentiated instruction, purchase of instructional materials and professional development.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • All classroom, AIS, and ESL teachers will provide differentiated lessons based on student goals as evidenced by ongoing observations and TPR evaluation by administrators from September 2009 through June 2010 • On-going portfolio examination performed by teachers and administrators to monitor progress toward individual goals. • Ongoing staff development on differentiated instruction during grade conferences, staff development days, and <i>Lunch and Learn</i> activities from September 2009 through June 2010

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	8	0	0	0
1	25	0	N/A	N/A	9	0	0	0
2	37	0	N/A	N/A	9	0	0	0
3	25	19	N/A	N/A	11	0	0	3
4	36	15	36	36	12	0	0	8
5	34	18	34	34	13	0	0	6
6								
7								
8								
9								
10								
11								
12								

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

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

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p>ELA:</p> <ul style="list-style-type: none"> • Leveled Literacy Instruction • Push-In Literacy Support • At Risk SETSS • Extended Day Program 	<p>The LLI Program is a reading intervention program which supports students in early childhood grades with reading difficulties through leveled literacy text. The students meet daily with the teacher in small groups during the school day.</p> <p>These at risk programs are designed to support the students performing below state standards in literacy. Interventions are matched to the students' needs and include, Recipe for Reading, QAR Program, R.E.W.A.R.D.S., and Glass Analysis. These services are provided during the school day and before school as push-in and pull-out programs.</p>
<p>Mathematics:</p> <ul style="list-style-type: none"> • At Risk SETSS • Push-In Math Support • Extended Day Program 	<p>This program supports students performing below the state standards in math. It is a pull-out program which matches the student with targeted interventions. Work on problem-solving, computation and numerical concepts are conducted 3-5 times a week.</p> <p>Instruction is delivered within the child's regular classroom to provide additional support to students performing below the state standards in Mathematics. Targeted interventions utilized include Exploring Math, Activity Math, Exemplars, Breakaway Math, STAMS and Great Leaps Math.</p> <p>Small group instruction on math skill building is provided to students who are performing below the state standards.</p>
<p>Science:</p>	<p>Science support is provided through our Academic Intervention Services in Literacy through the use of nonfiction text and scientific literature. All students performing below standards also have an opportunity to use technology as an aid for research.</p>
<p>Social Studies:</p>	<p>Social Studies Support is provided through our Academic Intervention Services in Literacy through the use of nonfiction text and historical literature. All students performing below standards also have an opportunity to use technology as an aid for research.</p>

At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> • Participating in Pupil Personnel Intervention Team meetings to target potential initial case referrals in an effort to manage them through pre-referral intervention strategies that are school based thus maintaining these children in the least restrictive educational environment • Group and individual counseling • Participating in periodic review of student progress • Consultation and outreach to families and school personnel • Crisis intervention services when necessary • Notification of student participation in counseling interventions • Classroom guidance sessions
At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> • Participating in Pupil Personnel Intervention Team meetings to target potential initial case referrals in an effort to manage them through pre-referral intervention strategies that are school based thus maintaining these children in the least restrictive educational environment • Group and individual counseling • Consultation and outreach to families and school personnel
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> • Participating in Pupil Personnel Intervention Team meetings to target potential initial case referrals in an effort to manage them through pre-referral intervention strategies that are school based thus maintaining these children in the least restrictive educational environment
At-risk Health-related Services:	<ul style="list-style-type: none"> • Students with asthma participate in <i>The Open Airways for Schools Program</i> led by the school nurse in which they are taught to manage and control their asthma symptoms • Monthly classroom presentations by school nurse based on health issues and hygiene.

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.

LANGAUGE ALLOCATION POLICY (LAP) SCHOOL YEAR 2009 – 2010

PART I: SCHOOL ELL PROFILE

A. Language Allocation Policy Team Composition

Our Language Allocation Policy Team is made up of our Principal (Marie Reilly), our two Assistant Principals (Jessica Horgan and Nancy Tomasuolo), our ESL Teachers (Caterina Terruso and Ju Liu), our Guidance Counselor (Alison Harris), our AIS Teachers (Janet Bova, Pearl Zucker, and Doreen Clemente), our Parent Teacher Association President (Teri Faicco), our Parent Coordinator (Suzanne DeBlaise), our SETSS/IEP Teacher (Victoria Harfosh), our SAF (Margaret Schultz), and our Network Leader (Debra Van Nostrand).

B. Teacher Qualifications

We have two fully certified, highly qualified ESL teachers who provide service to our English Language Learners.

C. School Demographics

The total number of students in our school is 1,011 and 139 of them are ELLs, which constitutes approximately 13.75% of our total student population.

PART II: ELL IDENTIFICATION PROCESS

Upon entering PS 204 as a new admit to the NYC school system, we take several steps to identify those students who may possibly be ELLs. One of our ESL teachers comes to the counter in the main office to administer the Home Language Identification Survey (HLIS), which includes the informal oral interview in English and the native language. One of our ESL teachers is able to speak Spanish and Italian and the other teacher is able to speak Chinese. At times, the ESL teachers ask for assistance from our bilingual paraprofessionals, who speak Spanish, Urdu, Bengali, and Arabic, to interpret information during the informal interview with the parent. We make use of DOE's over-the phone-interpretation services to conduct the interview if we do not have a staff member who can communicate effectively with the parent in their native language. Once the HLIS is administered, one of the ESL teachers analyzes the results and instructs the pupil accounting secretary to enter the appropriate Home Language code in ATS. If the child is eligible for LAB-R testing based upon the HLIS, one of our ESL teachers administers the LAB-R to the student within the first ten days of registration at our school. It typically takes place on the day of registration or the very next day. Test results are used to determine a

child's level of English language proficiency and whether or not the child is eligible for service in our ELL program. From that point forward, ELLs are tested annually each spring using the NYSESLAT to determine their level of English language proficiency and their continued entitlement to service.

There are three program choices available to ELLs – a transitional bilingual program, a dual language program, and a freestanding ESL program. We have structures in place at our school to ensure that parents understand all three program choices. Our ESL teachers and one of our Assistant Principals continuously review LAB-R test results of new admits to determine who is entitled to service. The ESL teachers prepare entitlement letters and written invitations to a parent orientation meeting and these are sent home to parents in their native language. The parent orientation meeting takes place annually during the last week of September and on an on-going basis throughout the year as new admits arrive at our school. At these orientations parents are welcomed into the school community and presented with a video in their native language describing the language instruction programs available to their children. After attending an orientation meeting, parents are able to make informed decisions for their children as they fill out and return the Parent Surveys and Program Selection Forms. Typically, parents receive these forms at the parent orientation meeting and submit them to our ESL teachers before leaving the meeting. If the Parent Surveys and Program Selection Forms are not returned, one of our ESL teachers or the Parent Coordinator does outreach by phone and sends home another copy of each document until we receive them back. After reviewing the documents submitted by our parents, we determine the appropriate instructional program. The trend for the past few years is that our parents overwhelmingly select a freestanding ESL program for their children. To reflect that choice, only a freestanding ESL program has been implemented and we do not currently have a transitional bilingual program or a dual language program. Our program model is aligned with parent requests. At this time it is not necessary to build alignment between parent choice and program offerings because we are already fully aligned. If, however, parents started indicating a preference for a program we didn't offer we would take the necessary steps to create the program and hire appropriately certified teachers.

PART III: ELL DEMOGRAPHICS

A. ELL Programs

We have two freestanding ESL classes, which use a pull-out model of instruction. There are 27 students in kindergarten, 24 students in first grade, 27 students in second grade, 13 students in third grade, 24 students in fourth grade, and 24 students in fifth grade.

B. Years of Service and Programs

Of our 139 ELLs, 110 of them are newcomers who have received 0-3 years of service. Of these 110 ELL newcomers, 12 of them are special education students with IEPs and 6 out of the 12 are in alternate placement. In addition, 2 of the newcomers are SIFE students with interrupted formal education.

Of our 139 ELLs, 28 of them have received 4-6 years of service. Of these 28 ELLs, 7 of them are special education students with IEPs and 1 out of the 7 is in alternate placement.

Of our 139 ELLs, 1 of them is a long-term ELL who has received 6 years of service and she is a special education student with an IEP.

C. Home Language Breakdown and ELL Programs

A variety of home languages are represented by our ESL students.

We have 27 kindergarteners with the following home language breakdown:

Spanish – 10, Chinese – 11, Russian – 1, Arabic – 1, Albanian – 3, Hungarian – 1

We have 24 first graders with the following home language breakdown:

Spanish – 7, Chinese – 12, Urdu – 1, Arabic – 1, Polish – 2, Albanian – 1

We have 27 second graders with the following home language breakdown:

Spanish – 3, Chinese – 18, Russian – 1, Urdu – 1, Arabic – 1, Polish – 1, Turkish – 1, Greek – 1

We have 13 third graders with the following home language breakdown:

Spanish – 3, Chinese – 3, Arabic – 3, Polish – 1, Albanian – 1, Vietnamese – 1,
Italian – 1

We have 24 fourth graders with the following home language breakdown:

Spanish – 7, Chinese – 14, Bengali – 1, Urdu – 1, Polish – 1

We have 24 fifth graders with the following home language breakdown:

Spanish – 7, Chinese – 10, Arabic – 3, Haitian Creole – 1, Albanian – 1, Hungarian – 1, Italian – 1

D. Programming and Scheduling Information

Instruction is delivered in a freestanding ESL program using a pull-out model. We provide a comprehensive language program for students in kindergarten through grade five in accordance with CR Part 154 guidelines. Two full-time ESL teachers each teach five periods per day, allocating correct time periods to students based upon their English language proficiency levels, as well as, any IEP mandates for special education students in the ESL program. Students at the Beginning and Intermediate levels of language proficiency receive 360 minutes (8 forty-five minute instructional periods) of ESL instruction per week. Students at the Advanced level of language proficiency receive 180 minutes (4 forty-five minute instructional periods) of ESL instruction per week in addition to 180 minutes of English Language Arts instruction per week in the general classroom. One of the ESL teachers services students in kindergarten through grade two and the other ESL teacher services students in grade three through grade five. Explicit ESL and ELA instructional minutes are delivered as per CR Part 154 because we carefully schedule each grade level's ESL periods taking into consideration the time of day classroom teachers are delivering ELA instruction. Students at the Beginning and Intermediate levels of language proficiency receive their ESL instruction in double period sessions while classroom teachers are teaching ELA. Students at the Advanced level of language proficiency receive their ESL instruction in single period sessions so they still receive 180 minutes of ELA instruction with their classroom teachers.

All four modalities of listening, speaking, reading, and writing are incorporated into ESL lessons. Our ESL teachers work to make content comprehensible to enrich the language development of our ELLs. We use a workshop model of instruction in which teachers conduct a mini-lesson with a clearly stated teaching point. During the mini-lesson teachers model a specific strategy and then students are given an opportunity to apply that strategy individually and/or in small groups with varying degrees of support from the teachers depending on student ability. Students are actively engaged in lessons and participate fully. Instruction is differentiated for ELL subgroups as described in the following paragraphs.

For ELLs in U.S. schools less than three years, we implement a program of study that addresses their specific needs. We work to establish a language foundation through vocabulary-building activities that incorporate listening and speaking. We model correct English language usage and expose students to appropriately leveled literacy materials. We have created an Extended Day class for upper grade newcomers to emphasize the development of beginner phonics skills that will lead to further developments in reading and writing. We also use the Wilson Foundations program for all of our kindergarten newcomers to build letter sound correspondence and sound blending skills.

Since NCLB now requires ELA testing for ELLs after one year, we have implemented an instructional program to prepare them for the demands of this test. Students engage in listening activities and are taught how to take notes that aid in constructing written responses to questions about the stories that are read aloud to them. Students are also taught comprehension strategies to support their ability to correctly answer multiple choice and constructed response questions after reading grade level passages.

For ELLs receiving service for four to six years we analyze the available NYSESLAT data to identify which modalities need to be stressed during instruction. In all cases we have found that students perform better on the listening and speaking subtests than they do on the reading and writing subtests. As a result, we provide instruction to remediate this deficiency. Students are engaged in lessons that are designed to teach reading and writing strategies during their ESL periods, general classroom literacy periods, and additional Academic Intervention Service (AIS) periods. These students get every available support to help them achieve grade level standards and demonstrate English language proficiency.

The only Long-Term ELL who has completed six years of ESL instruction is a new admit to our school in our 12:1:1 special education class who was held over twice in her former schools. She is x-coded, which means the SBST at her former school determined through bilingual evaluation that her difficulties with language are related to her learning disability. As a result, she does not receive ESL service, but is still required to take the NYSESLAT annually. Instead, she receives appropriate instruction as per her Individualized Education Plan (IEP).

For Students with Interrupted Formal Education (SIFE) we implement a program designed to maximize learning by taking into consideration the student's level of academic performance. After assessing the student's current skill levels, instruction is tailored to fill in the language regression gap that was caused by interrupted schooling. The ESL teachers work with SIFE students to systematically build foundational language skills.

We have targeted intervention programs for ELLs in ELA and math. Our approach to intervention is a push-in model, where AIS providers come into the general classroom and work with small groups of students to provide instruction tailored to meet their learning needs. Students are assessed to determine those needs and lessons are developed by the providers.

In addition to our current ELLs, we also provide these targeted intervention services for ELLs reaching proficiency on the NYSESLAT to continue giving transitional support for at least two years after testing out. These students receive AIS push-in services in ELA and math so they can continue progressing academically. The former ELLs are also given testing accommodations for up to two years after testing out on the NYSESLAT. These testing accommodations include separate location, extended time (time and a half), use of bilingual glossaries, and simultaneous use of English and alternative language test editions.

Each year we review NYSESLAT results and consider using different programs or making improvements to existing programs in order to help our ELLs reach English language proficiency. We do not plan to discontinue the use of any programs or services for our ELLs because we have determined they are making successful gains. As a result, we will continue to use our existing programs and materials and we will make use of several new programs and materials beginning this school year. Two of the new programs we plan to implement are "Wilson Foundations," which is a multi-sensory phonics program for young students, and "Newcomer Phonics," which is a phonics program for older student who are just learning English. Instruction through these programs will give students much needed support with learning the essential sound-symbol relationships that build the foundation for reading fluently.

ELLs are afforded equal access to all school programs. Parents are notified about all programs in their native languages. We have a community-based NIA after-school program that provides homework help and enrichment activities for approximately 200 students, many of which are ELLs. We also invite our ELLs to participate in the Title III after-school program, which provides supplemental language and literacy instruction.

We use a variety of instructional programs and materials to support our ELLs including “On Our Way to English” program, “Avenues” program, “Comprehension Strategies That Work” kit, “Text Talk” kit, “Wilson Foundations” kit, “Kaplan Advantage” workbooks, “Coach ELA & Math” workbooks, “TOPS” program, “Empire State NYSESLAT” workbooks, “Newcomer Phonics” program, “Month by Month Phonics” program, leveled libraries with fiction and non-fiction trade books, shared reading charts and posters, CDs, tapes, Chinese and Spanish versions of familiar picture books, Teachers College Reading and Writing Units of Study, “Everyday Mathematics” program, “Math Steps” workbooks, “Let’s Sing About It” shared reading kit, and “Let’s Talk About It” writing kit.

In our ESL program, native language support is delivered through use of bilingual libraries. We have purchased familiar trade books in English, Spanish, and Chinese so students can refer to the translated version while reading the English version. Students are also encouraged to speak and write in their native language while developing English language skills.

Our resources correspond to the ages, grade levels, and English proficiency levels of our ELLs. We are careful to appropriately match materials to each of our student groups. We do this by ordering materials at a variety of difficulty levels so that all needs can be met. We have materials for students at the beginning, intermediate, and advanced levels of English language proficiency at all age and grade levels. We accomplish this by reviewing the RNMR report from ATS, as well as, analyzing other sources of formal and informal data. We provide instruction that meets students at their current level of functioning and helps build upon the skills they already possess. This approach is called scaffolding and in order to successfully implement it we have to draw upon resources that correspond to our ELLs’ ages, grade levels, and proficiency levels.

Being an elementary school, we do not know who our new admits will be prior to the beginning of the school year. As a result, we are unable to plan activities to assist newly enrolled ELLs before the beginning of the school year.

E. Schools with Dual Language Programs

At this time we do not have any dual language programs so this section is not applicable.

F. Professional Development and Support for School Staff

Ongoing professional development for teachers is a priority at our school. Our two ESL teachers will attend the following professional development workshops being offered by our ELL Network Support Specialist from the ICI LSO:

October 21, 2009 – Academic Literacy for ELLs

November 9, 2009 – Scaffolding Writing for ELLs & Demystifying Figurative Language

December 1, 2009 – Modified Guided Reading for ELLs

January 14, 2010 – Looking at Writing Response in the NYSESLAT & ELA

January 21, 2010 – Integrating Grammar in the Writers Workshop

February 4, 2010 – Building Academic Vocabulary

June 3, 2010 – Effective Strategies in Literacy Instruction for ELLs

In addition, our ESL teachers, AIS teachers, general and special education classroom teachers, alternate placement paraprofessionals, and related service providers will attend monthly common prep meetings here at our school for the purpose of professional development. Topics of these meetings will include differentiation of instruction, using data to drive instruction, setting individual and group learning goals for students, using ELL standards to plan instruction, preparing students for success on the NYSESLAT, implementing effective guided reading lessons, improving writing instruction, and using progress reports to communicate with parents. All personnel who work with ELLs are included in professional development sessions so they can more effectively meet the needs of our ELLs.

We also provide support to staff so they can assist ELLs as they transition from elementary school to middle school. We work closely with our ESL teachers and our fifth grade teachers to ensure that student needs are met and accurate records are kept of student progress. Our teachers create a student portfolio that we pass on to the middle school. This portfolio documents the goals we have set for students and the progress they have made toward reaching those goals. The portfolio also includes assessments and data with an analysis of student strengths and areas in need of improvement so that the teachers at the middle school level are able to gauge a starting point for instruction that build upon the work we did with our ELLs in elementary school. Our assistant principal, our parent coordinator, and our teachers also reach out to the parents of our ELLs and encourage them to attend Middle School Open Houses so they can be better prepared to enter middle school after graduating from P.S. 204.

As per Jose P., we have worked to ensure that all of our teaching staff has the required 7.5 hours of ELL training. In April of 2007 we hired consultants from Americas Choice to come to our school and do a series of five full day workshops for all staff members entitled “Essential Practices for Working with ELLs.”

G. Parental Involvement

We have a very actively involved parent population at P.S. 204, which includes our parents of ELLs. When available, invitations to all meetings and school functions are sent home in languages as requested by parents so they can understand and participate fully.

We have developed relationships with staff from a variety of Community Based Organizations such as the Neighborhood Improvement Association (NIA), the Brooklyn Chinese Association (BCA), and Arab American Association of New York (AAANY). These organizations provide services to our ELL parents on an as needed basis. Either our parent coordinator or our guidance counselor facilitate the referral to these CBOs and assist our parents in obtaining the assistance they need. The services offered by these organizations include such things as English language lessons, homework help, and counseling.

We evaluate the needs of our parents through conversations parents have with our teaching staff, our parent coordinator, and our administration. We also use the information from the Home Language Survey and the Learning Environment Survey.

We plan and implement a large variety of parental involvement activities to address the needs of our parents. In addition to the Parent Orientation Meetings for ELL parents, we have monthly Parent Teacher Association Meetings with invited guests who give presentations about a range of topics that are important to our parents. We have had doctors, nurses, and dentists come to meetings to talk about health care for children. We have also had police officers and firefighters come to meetings to talk about safety issues. In addition, we have had teachers do presentations about curriculum, instruction, and language acquisition. We work hard to address the needs of our parents using information we get from them.

PART IV: ASSESSMENT ANALYSIS

Patterns have emerged through data analysis. Our LAB-R results indicate that most new admits across all grades enter our school at the Beginning or Intermediate level of English language proficiency. NYSESLAT results vary by grade. Of our 23 first graders, 16 students are at the Beginning or Intermediate level and 6 of those students are in a CTT class with an IEP. Of our 27 second graders, 12 students are at the Beginning and Intermediate level, which means that more than half of them progressed to the Advanced level. Many of our third graders achieved proficiency on the 2009 NYSESLAT leaving only 13 third graders eligible for service. Of our 13 third graders, 6 of them are at the Beginning and Intermediate level and 3 of those students are new to the country so they didn't take the NYSESLAT last spring. Of our 24 fourth graders, 12 are the Beginning and Intermediate level and 12 are at the Advanced level. Of our 19 fifth graders, 12 are the Beginning and Intermediate level and 8 of those students were newcomers last year. The 7 fifth graders at the Advanced level are ELLs on the Extension of Services list.

Further NYSESLAT data analysis has shown patterns across the modalities. Many of our first graders are still scoring at the Intermediate and Advanced levels in the areas of listening and speaking, as well as, in the areas of reading and writing. These students need concentrated instruction in each of the four modalities in order to progress and demonstrate proficiency. However, 17 of our second graders are already at the Advanced level in the area of listening and speaking so they are very close to demonstrating proficiency in this area. Their instruction needs to emphasize reading and writing because they underperformed in that area. The same is true of third, fourth, and fifth graders who scored at the Proficient or Advanced levels in listening and speaking, but at the Beginning and Intermediate levels in reading and writing. Instructional decisions are based on this data. We tailor our ESL instruction to meet student needs. Resources are purchased and utilized in a way that is aligned with the needs of our students. Our ultimate goal, of course, is to help our students reach English language proficiency. We do this by providing instruction in all four modalities, but emphasizing the areas most in need of improvement based on prior year NYSESLAT performance.

Analysis of last year's NYS ELA scores indicates that 20 out of 47 ELLs tested scored at level 3. In addition, 22 out of 47 scored at level 2 and only 5 out of 47 scored at level 1. This means that 43% of our ELLs met grade level standards, 47% of our ELLs are approaching those standards, and only 11% are far below those standards.

Analysis of last year's NYS Math scores indicates that 44 out of 60 ELLs tested scored at levels 3 and 4. In addition, 12 out of 60 scored at level 2 and only 4 out of 60 scored at level 1. This means that 73% of our ELLs met or exceeded grade level standards, 20% of our ELLs are approaching those standards, and only 7% of our ELLs are far below those standards. For the NYS Math test, 11 out of 60 students took the test in their native language of Chinese or Spanish and 8 out of the 11 scored a level 3 (73%), 2 out of the 11 scored a level 2 (18%), and 1 out of the 11 scored a level 1 (9%). The results were similar whether the students took the test in English or their native language.

Analysis of last year's NYS Science scores indicates that 12 out of 22 ELLs tested scored at levels 3 and 4. In addition 5 out of 22 scored at level 2 and 5 out of 22 scored at level 1. This means that 55% of our ELLs met or exceeded grade level standards, 23% of our ELLs are approaching those standards, and 23% of our ELLs are far below these standards. For the NYS Science test, only 2 out of 22 students took the test in their native language of Chinese or Spanish and 1 scored a level 2 and the other scored a level 3.

Analysis of last year's NYS Social Studies scores indicates that 6 out of 18 ELLs tested scored at level 3. In addition 7 out of 18 scored at level 2 and 5 out of 18 scored at level 1. This means that 33% of our ELLs met grade level standards, 39% of our ELLs are approaching those standards, and 28% of our ELLs are far below these standards. For the NYS Social Studies test, only 3 out of 18 students took the test in their native language of Chinese or Spanish and 2 scored a level 2 and the other scored a level 3.

Our school leadership and teachers are using the results of the Periodic Assessments to set goals for students and plan instruction. We analyze the data from their test results to determine strengths and areas in need of improvement. Examination of this data reveals that our ELLs

would benefit from instruction geared toward reading comprehension. Students need to work on identifying the main idea, sequencing story events, and determining importance.

We evaluate the success of our program for ELLs by measuring student progress from year to year. We pay special attention to NYSESLAT scores because they provide a break-down by language modality, but we also use other formal and informal assessments. We use rubrics to assess listening, speaking, and writing skills. We use running records to assess reading skills. We also worked to create our own ESL Progress Report, which our ESL teachers complete for each student at the end of each marking period. This helps us to monitor growth as we identify student strengths and areas in need of improvement and communicate this information to parents.

PLEASE NOTE: LANGUAGE ALLOCATION POLICY WORKSHEET IS AN ATTACHED DOCUMENT

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

Form TIII – A (1)(a)

Grade Level(s) 1-5 Number of Students to be Served: 60 LEP 0 Non-LEP

Number of Teachers 3 Other Staff (Specify) 1 Supervisor, 1 Secretary

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

At P.S. 204 we are currently servicing 139 students in kindergarten through grade five with a free-standing ESL program. This constitutes 13.75% of our total school population. We have two full-time ESL teachers who each teach five periods per day, allocating correct time periods to students based upon their English language proficiency levels. Students at the Beginning and Intermediate levels of language proficiency receive 360 minutes of ESL instruction per week. Students

at the Advanced level of language proficiency receive 180 minutes of ESL instruction per week in addition to 180 minutes of English Language Arts instruction per week in the general classroom. The most recent analysis of the instructional levels of our kindergarten to grade five ELL population using LAB-R and NYSESLAT scores indicated that 62 students are at the Advanced level, 38 students are at the Intermediate level, and 39 students are at the Beginning level. Using these results, students were grouped according to grade level and level of English language proficiency to create the classes in which they receive the appropriately mandated ESL instruction.

To provide English Language Learners at P.S. 204 with supplemental instruction, we will implement an after-school program that will develop and strengthen literacy skills and oral language skills. The ELL Enrichment Program will help our ELL students work toward meeting the City and State ELA Learning Standards. The standards describe what all students should be able to achieve at each grade level. The English Language Arts standards focus on the skills of listening, speaking, reading, and writing. There is a direct correlation between these ELA standards and the foundations of effective ESL instruction, as each of the four modalities are weighted equally when providing instruction to ELLs. Goals of the program include providing opportunities for additional instructional support focused around improvement of vocabulary and communication in both written and oral forms. This will be accomplished through differentiated instruction using a variety of materials including leveled readers, shared reading materials, and music. The students will be given opportunities to practice using skills of language fluency, accuracy, and expression, as well as, build upon their fund of general knowledge through activities such as putting on plays and sharing published writing pieces.

Through the after-school ELL Enrichment Program, we will provide supplemental instruction to approximately 60 ESL students in grades one through five. Instruction will be based on the students' academic instructional levels as determined by holistic assessments. This program will be conducted in accordance with Title III guidelines. The ELL Enrichment Program will meet across 19 weeks from January through May. The program will include two sessions per week on Tuesday and Thursday afternoons for a total of 37 sessions, for two hours each session from 3:00 to 5:00 PM. Instruction will be provided by three highly qualified members of the P.S. 204 faculty who are familiar with the instructional strategies best suited for developing skills of English language proficiency. The ELL Enrichment Program will provide the additional academic support necessary to help our students meet the New York City and State learning standards and make progress toward attaining academic English language proficiency.

The supplemental services provided in the after-school program will compliment the mandated ESL service students receive during the school day by enriching and extending their learning in a meaningful way. Teachers will provide instruction using the *Avenues* program, which is a research-based program published by Hampton-Brown. This program was designed for English language learners in grades K-5 to accelerate growth in language, literacy, and content. It uses carefully chosen literature selections in both fiction and non-fiction to target a progression of skills from building vocabulary to understanding the fundamentals of reading (phonemic awareness, phonics, and decoding) to developing comprehension skills. Using the *Avenues* program, as well as, other supplementary materials, teachers will provide instructional scaffolding, which is a research-proven effective strategy. Some of the other materials we will make use of are the *Let's Talk About It* Writing Kits, the *Text Talk* Vocabulary-Building Kits, the *Let's Sing About It* Shared Reading Kits, and the Empire State NYSESLAT preparation workbooks.

In addition to the after-school ELL Enrichment Program, our Parent Coordinator will conduct two parent workshops to increase parental involvement and address the needs of our parents. Invitations will be sent home in native languages and bilingual dictionaries will be purchased for each parent who signs up to attend the workshops. During the workshops, parents will be presented with information regarding the ELL Enrichment Program so they can become knowledgeable about what their children will be learning in the program. Parents will receive an introduction the educational and instructional materials being utilized in the program. They will also receive information regarding how the after-school program will help students to maximize success at school. Lastly, parents will work to develop conversational fluency as they increase their English vocabulary and improve their oral and written communication skills

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.

All professional development activities will be aligned with the Title III program of services. One of our ESL teachers will provide on-going professional development for the three teachers participating in the ELL Enrichment Program. The ESL teacher and the ELL After-School Enrichment Program teachers will meet 4 times throughout the course of the program during prep periods. In the beginning, the teachers will be provided with an overview of the program and its goals, as well as, an introduction to the instructional materials to be utilized. As the weeks go on, these professional development sessions will be dedicated to examining and utilizing student work in order to plan and differentiate instruction appropriately based on the students’ levels of English proficiency.

Form TIII – A (1)(b)

School: 20K204 BEDS Code: 332000010204

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

Allocation Amount: \$22,700		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">- Per session- Per diem	\$17,412	After-School Instructional Program (37 sessions) 3 teachers x 2 hours (\$49.72 per hour) = \$11,037.84 with fringes 1 supervisor x 1.5 hours (\$52.51 per hour) = \$2,914.31 with fringes 1 secretary x 2 hours (\$38.16 per hour) = \$2,823.84 with fringes Professional Development for After-School Program (4 paid preps) 4 teachers x 1 prep (\$39.75 per prep period) = \$636 with fringes
Purchased services <ul style="list-style-type: none">- High quality staff and curriculum development contracts.	N/A	N/A
Supplies and materials <ul style="list-style-type: none">- Must be supplemental.- Additional curricula, instructional materials.- Must be clearly listed.	\$5,288	Student Instructional Materials (NYSESLAT preparation workbooks, "Let's Talk About It" Writing Kits, notebooks, folders, pencils) = \$4,288 Parent Program Materials (bilingual dictionaries) = \$1,000
Educational Software (Object Code 199)	N/A	N/A
Travel	N/A	N/A
Other	N/A	N/A
TOTAL	\$22,700	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

To assess our school's written translation and oral interpretation needs we analyzed information from ATS reports, home language survey forms, and blue cards. For those families without this information in ATS, we also sent home the Parent Language Preference Form that was made available on the DOE website and then updated ATS to indicate their preferences. Based on results received from these sources, a master list of all home languages was created. This list not only provided information about the entire school population, but it also allowed us to break down the data by grade and class. Through close examination of this information, we were able to determine the specific translation and interpretation needs so parents could be provided with appropriate and timely information in the languages they understand.

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.

Through the needs assessment, it was determined that approximately 299 of our families prefer communication from the school in a language other than English, which constitutes 30% of our families. Of those families, the top three languages preferences are Chinese (19%), Spanish (6%), and Arabic (2%). Approximately 192 families prefer written translation and oral interpretation in Chinese. Approximately 61 families prefer written translation and oral interpretation in Spanish. Approximately 16 families prefer written translation and oral interpretation in Arabic. These findings were reported to the school community in early fall through discussions at a faculty conference and a Leadership Team meeting. Additionally, a memo was generated and distributed to each classroom teacher indicating the parents' language preferences for their class. Using this information, teachers can ensure that all written correspondence is sent home to parents in translated versions with the languages parents can understand.

Part B: Strategies and Activities

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

P.S. 204 will provide written translation services to meet the identified language needs of our families. The method we will use most often to obtain and distribute written correspondence in appropriately translated versions for parents is downloading letters and forms in Chinese, Spanish, and Arabic from the Department of Education website. In addition, we will forward letters generated by the school administration or teaching staff to the Office of Translation to be translated and returned for distribution to parents. Lastly, when necessary we will make use of the language expertise of our ESL teachers and bilingual paraprofessionals, who are able to translate in Chinese, Spanish, Urdu, Arabic, and Bengali.

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.

P.S. 204 will provide oral interpretation services to meet the identified language needs of our families. In addition to utilizing our ESL teachers and bilingual paraprofessionals to interpret in the languages of Chinese, Spanish, Urdu, Arabic, and Bengali, we will hire interpreters from LIS when necessary. These interpreters will be hired to work during each of the two Parent-Teacher Conference sessions that take place in the fall and spring term. They will provide parents with the information needed to be active partners in the education of their children as they allow teachers to report to parents about classroom expectations and student progress/performance in the languages they understand.

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>.

At P.S. 204 we will work hard to fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Signs are posted in the main lobby and throughout the school building in languages parents understand.

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:	\$599,941.00	\$386,126.00	\$986,067.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,999.41		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$3,861.00	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$29,997.05		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$19,306.30	
6. Enter the anticipated 10% set-aside for Professional Development:	\$59,994.10		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$38,612.60	

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.

N/A

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

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

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

P.S. 204 PARENT INVOLVEMENT POLICY

I. General Expectations

P.S. 204 agrees to implement the following statutory requirements:

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

- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. P.S. 204 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - We will hold parent meetings that will provide pertinent information that follows the guidelines of section 1112 of the ESEA.
 - We will form a Title I committee that is composed of our Parent Coordinator, Parents, Administration and Teachers.
 - We will hold Title I committee meetings to develop the parental involvement plan.
 - We will involve our School Leadership Team in all planning activities

2. P.S. 204 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - We will review data from the school report card, CEP, ACUITY Periodic Assessments, nySTART reports, TCRWP Assessments, ARIS and other relevant documents to help plan for on-going student improvement.

3. P.S. 204 will coordinate and integrate Title I parental involvement strategies in all schoolwide programs, by:
 - We will form a Title I committee that is composed of our Parent Coordinator, Parents, Administration and Teachers.
 - We will hold Title I committee meetings to develop the parental involvement plan.

4. P.S. 204 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 school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - Our Parent Coordinator will organize an effective evaluation process that will include examining Home Language Surveys and disseminating a needs assessment survey that will identify ways in which we can expand parental involvement for

parents who are economically disadvantaged or may have limited English proficiency and are from varied ethnic backgrounds.

5. P.S. 204 will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
 - P.S. 204 will provide assistance to parents in understanding the State's Academic Content Standards and student achievement standards by providing workshops on a regular basis. These workshops will be facilitated by our parent coordinator in collaboration with our administrators and staff developers. We will examine such topics as *How to Help Your Child with Science Projects, Navigating the ARIS Parent Link, ACUITY Periodic Assessments and nySTART Reports, and What Your Child will Learn in Grade...* Evening programs that will include group activities which will foster the school/parent relationship while incorporating the aforementioned topics will include: *Everyday Mathematics Family Game Night, Family Literacy Night and Literature Circles for Parents.*
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - We will purchase materials to help parents work with their children at home that will include resource books and videos/DVDs for a lending library as well as computer software to enhance student learning at home. Materials that will be purchased for use at home will include dictionaries, calculators, math manipulatives, thesauruses, leveled books, and computer software.
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
 - P.S. 204 will cultivate collaboration between parents and staff by participation in ongoing team building activities that will strengthen each constituency's appreciation for the contributions made by all school community members.

- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
- We will host an orientation meeting for all parents of newly registered students to inform them of the resources available to them as well as an overview of the programs offered. Our Parent Coordinator attends all meetings and conducts outreach for all parents, offering translation services and other supports when needed.
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- P.S. 204 will translate and disseminate parent letters and/or flyers in different languages based on parent population needs
 - We will hire translators for parent meetings and workshops to enhance participation and foster community relations for the ELL parent.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting telephone conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Parent Attendance. This policy was adopted by P.S.204 on **June12, 2009** and will be in effect for the period of 2009-2010 School Year. We will distribute this policy to all parents of participating Title I, Part A children on or before 9/25/2009.

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

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

School-Parent Compact:

P. S.204, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-2010.

Required School-Parent Compact Provisions

School Responsibilities

P.S. 204 will:

- All staff are available during the regularly scheduled Parent-Teacher Conference Times and are also accessible for individually scheduled appointments at parents' request all during the school year.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows
- Parents will be afforded several opportunities during the school year to volunteer and participate in their child's class, and to observe classroom activities. In addition to the regularly scheduled Open-School Week activities in November and March, parents are invited to many special school wide and classroom events during the school year which include, but are not limited to school plays, class trips, Science and Social Studies Fairs, holiday celebrations, poetry days, author studies and math and literacy game nights. Parent requests for additional participation opportunities are readily accommodated.

In addition, P.S. 204 will:

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

Parent Responsibilities

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

MAY 2009

- supporting my child's learning by making education a priority in our home by:
 - ~ making sure my child is on time and prepared everyday for school
 - ~ scheduling daily homework time
 - ~ talking with my child about his\her schoolwork everyday
 - ~ providing an environment conducive to study
 - ~ monitoring the amount of television that my child watches
- volunteering in my child's classroom
- participating, as appropriate, in decisions relating to my child's education
- participating in school activities on a regular basis
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received by my child
- reading together with my child every day
- communicating positive values and character traits, such as respect, hard work and responsibility
- respecting the cultural differences of others
- helping my child accept the consequences for negative behavior
- being aware of and following the rules and regulations of the school and district
- supporting the school discipline policy
- express high expectations and offer praise and encouragement or achievement
- Monitoring attendance
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities:

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

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

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.

After conducting a comprehensive review of our school's educational program informed by our current quantitative and qualitative data, we were able to identify many of our strengths and accomplishments, as well as challenges that we will address. We are proud of the high academic performance of our students in all areas. As indicated by our most recent school report card, we have made our Adequate Yearly Progress (AYP) determinations for each accountability measure. Our most recent test scores indicate a positive trend in student performance in both Math and English Language Arts. Over 96% of all tested students scored at or above the state standard on the New York State Math Test, which indicates a continuous rise in scores over the preceding three years. Ongoing review of The *Everyday Mathematics* Progress Checks, Unit Assessments and Individual Profiles of Progress supports this high performance across all grade levels. 90% of our fourth grade students scored at or above the state standard in Science, which is a significant rise from the previous year.

Over 85% of all tested students performed at or above the state standard on the New York State English Language Arts Test in 2009, which represents a steady increase over the last four years. Analyzing data generated from conference notes, reading records, teacher conferences and the Teachers College Reading and Writing Project Assessments in the early childhood grades suggests our students are growing in their reading ability. Last year we implemented the Wilson Language Basic *Foundations* program as an adjunct to our TC literature-based instruction in all of our Kindergarten classes and data from TC assessments as well as *Foundations* assessments show that all of our Kindergarten students are progressing in phonemic awareness, fluency and word study. While our data reflects a significant rise in the number of students performing at high levels, it is our priority to continue to improve the progress of all students.

Our most recent Quality Review Report evaluated our school as *well-developed* and we pride ourselves on how well we work together to ensure our students grow in a strong learning environment. Our Inquiry Team members worked diligently to improve the performance of our targeted students, and many positive outcomes resulted from the team's work. Twenty two out of thirty (73%) of the Inquiry Team Students had a rise in scale score and proficiency rating on the ELA test and all students moved up several reading levels. As a result of our Inquiry Team work we were able to effect change in our school culture to enable us to make informed instructional decisions based on team's work in piloting the goal setting initiative at our school. The Inquiry Team also fostered greater teacher reflection about instructional practices and student needs. In order to continue and expand the fine work we started over the last two years, we will increase the work of the inquiry team this year to include a much higher percentage teachers participating in the process.

As our most recent Quality Review reported, our school:

collects an extensive range of data which they use to track the progress of each individual student in the school. The administration looks closely at data...and evaluates any differential achievement carefully to determine possible explanations. ...Consequently every teacher knows exactly what each student knows and is able to do. This results in extremely well-targeted intervention and support for these groups.

To continue and expand our work in effectively utilizing student data, we will further increase the ability of all teachers to analyze data and develop strategies for instruction.

We deliver differentiated instruction through varied models at P.S. 204. We have an effective AIS program that tailors instruction to student need which has helped several students meet the standards. Our Gifted and Talented certified teachers work diligently to expand and enrich the curriculum in the all areas to meet the needs of the gifted child. Teachers work with small groups of students during our extended day program to address individual needs. Our Pupil Personnel/Intervention Team meets regularly to identify students in need of intervention and to plan and implement appropriate programs. As classroom teachers' ability to use data increases, instruction is differentiated in several lessons during the day. In support of the DOE's Performance Management Initiative and keeping the importance of data-driven instruction in mind, teachers will provide differentiated instruction to all students in the 2009-2010 school year based on individual learning goals developed for each student.

2. Schoolwide reform strategies that:

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

After considering the findings and implications of our needs assessment, our school's educational priorities in support of improved student achievement in English Language Arts/ESL for the 2009 – 2010 school year are:

- Continued participation in Teachers College Reading and Writing Project .
- Alignment of the ESL curriculum with Teachers College Reading and Writing Initiative using the workshop model and the balanced literacy approach.
- The continued implementation of the Wilson Basic Language *Foundations* Program in all Kindergarten classes.

- Continued provision of Intensive Academic Intervention Services including utilizing targeted interventions to all students at risk of not meeting state standards.
- Continued professional development for all teachers on utilizing data to drive instruction, differentiating instruction and aligning instructional assessments to focus on student needs and goals in meeting the standards

After considering the findings and implications of our needs assessment, our school's educational priorities in support of improved student achievement in mathematics for the 2009 – 2010 school year are:

- Continuation of instructional strategies that have contributed to overall student achievement including continued implementation of the Citywide Mathematics Program, *Everyday Mathematics*, supplemented by *Math Steps*.
- Teachers will use data from the nySTART reports, ACUITY Periodic Assessments, ARIS and Portfolio examination to provide instructional emphasis on students' strengths and weaknesses and to assist with grouping.
- Intensive Professional Development in the understanding and use of specialized instructional strategies for mathematical reasoning to meet the needs and goals of special populations.

3. Instruction by highly qualified staff.

All of our teachers hold a valid teaching certificate. We also provide instruction by highly qualified staff by offering the following programs to targeted students:

- Foundations Program
- Exploring Math Program
- Leveled Literacy Instruction

Support is provided to teachers through the work of administrators and staff developers

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

We provide high quality and ongoing professional development for all staff through our staff developers which will includes training in the following areas:

- Differentiating Instruction
- Analyzing student data to inform instruction
- Developing goals when examining student work
- Refining our balanced literacy program
- Portfolio Development

- Using Technology to Enhance Instruction
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 - We work collaboratively with several colleges and universities to develop and implement superior student teaching programs. Many students that have participated in our professional development have joined our faculty upon completion of their certification. We will continue to expand the number of institutions participating in our program to attract highly qualified teachers.
 6. Strategies to increase parental involvement through means such as family literacy services.

At P.S. 204 we are committed to increasing parental involvement. Some of the strategies we will utilize are:

- Continued engagement in community activities with a focus on increased partnerships between the school and parent.
 - Expansion of the *Family Night Program*(e.g., *Family Math Game Night, Family Literacy Night*)
 - Translation of notices sent to parents in their native language.
 - Translators in place at all parent meetings and workshops to aid non-English speaking parents.
 - Workshops offered to parents by Parent Coordinator and staff developers on pertinent topics
 - Curriculum meetings held by each classroom teacher to keep parents informed of prescribed standards
 - Lending library of resources for parents on parenting issues
 - Classes in Literacy Support for the English Language Learner Parent
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.

We host an orientation meeting for all parents of newly registered students to inform them of the resources available to them as well as an overview of the programs offered. Our Parent Coordinator attends all meetings and conducts outreach for all parents, offering translation services when needed and other supports

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.

All teachers are represented through our Instructional Team where the use of academic assessment is discussed. A needs assessment will be distributed to all teachers and intensive staff development will be provided on the different tools to assess students, develop individual goals and the use of rubrics. Many workshops on interpreting data to drive instruction will be provided

to ensure that all students are provided with an educational program that is tailored to his or her individual needs. The PPT/Intervention Team will meet on an average of three times per month to look at student evaluations and to recommend appropriate, targeted interventions

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.

All teachers are provided staff development in the beginning of the year on the efficient protocols needed to refer students to the PPT/Intervention Team. Our PPT/Intervention Team meets on an average of three times per month to discuss students referred for service. After the team meets, they send written recommendations to the reporting teacher and to the parent if appropriate. Protocol for referring students to the guidance counselor or PPT/Intervention Team are discussed and outlined at faculty and grade conferences, as well as Parent Association Meetings. Parents call the Parent Coordinator directly when in need of assistance, and the Parent Coordinator, in turn, refers the parent or child to the appropriate personnel. Ongoing evaluation of provided services continues throughout the year to ensure the effectiveness of the program

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.

At P.S. 204, we have a strong support service program which is led by our guidance counselor. She conducts a systematic process for reaching out to students who are absent from school. She meets with mandated and at-risk children individually and in small groups to explore issues such as working well together, anger management, and success in school. She acts as a crisis manager to assist students and parents who are in need. Parental support is an important component of the guidance program as our guidance counselor is a resource for all parents and a liaison for community agencies. Our school psychologist and social worker meet with students to provide social and academic support.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.

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

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

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

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

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

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*² 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

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

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

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

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

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

- We have several committees which include : Instructional Team , Inquiry Team, School Leadership Team and School Cabinet. These committees continually reviewed instructional practices and school wide programs to ensure standard based instruction was provided to all students in all settings.

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

Applicable X Not Applicable

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

Our school provides standard based instruction as evidenced through:

- Implementation of *The Teachers College Reading and Writing Project*
- Implementation of *Wilson Foundations Literacy Program*
- Provision of standards driven curriculum to our ELLs via *On Our Way to English Program*
- Utilization of Reading and Writing curriculum maps
- Professional Development for staff in Standard driven instruction

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

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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

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

- We have several committees which include: Instructional Team, Inquiry Team, School Leadership Team and School Cabinet. These committees continually reviewed instructional practices and school wide programs to ensure standard based instruction was provided to all students in all settings.

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

Applicable X Not Applicable

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

- The implementation of the *Everyday Mathematics Program* in all grades K-5
- Intense professional development for all teachers in standard driven instruction
- Intense professional development for all teachers in differentiation

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

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

- We have several committees which include: Instructional Team, Inquiry Team, School Leadership Team and School Cabinet. These committees continually reviewed instructional practices and school wide programs to ensure standard based instruction was provided to all students in all settings.

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

Applicable X Not Applicable

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

- Delivery of instruction utilizing the workshop model
- Provision of differentiated instruction for students at all levels
- Use of research based targeted interventions for students in need

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

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM³)* and SEC results also shed light on some of the instructional practices in the

³ 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.

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.

- We have several committees which include: Instructional Team, Inquiry Team, School Leadership Team and School Cabinet. These committees continually reviewed instructional practices and school wide programs to ensure standard based instruction was provided to all students in all settings.

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

Applicable X Not Applicable

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

- *Everyday Mathematics* instruction is delivered using the workshop model
- Hands-On activities and manipulatives are the cornerstone of the *Everyday Mathematics Program*
- Our Math cluster teacher expands our math program through the use of math games
- Provision of differentiated instruction for students at all levels
- Use of research based targeted interventions for students in need

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

We reviewed the School Personnel Records to identify the teacher turnover rate.

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?

- School Personnel Records indicate low teacher turnover

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

We have reviewed our Professional Development binders from the last several years to determine the quality and amount of professional development afforded to teachers of ELL students which includes all teachers.

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

Applicable X Not Applicable

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

- On-going professional development provided by ESL teachers and staff developers regarding curriculum instruction and monitoring progress for ELLs
- Participation of ESL teachers in professional development provided by the Department of Education

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

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.

- Coordinator reviewed all ELL student data in conjunction with administrators and teachers to determine individual strengths and needs.

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

Applicable X 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?

- As NYSESLAT scores became available, they were analyzed and distributed to all teachers
- Four language modalities (Reading, Writing, Speaking and Listening) were examined and used to determine strengths and areas of need
- ESL providers shared results with Classroom teachers and AIS providers
- ESL students were grouped by grade level and English Language Proficiency level
- ESL providers in consultation with classroom teachers developed instructional programs informed by the data

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

- We have several committees which include: Instructional Team, Pupil Personnel Intervention Team, Inquiry Team, School Leadership Team and School Cabinet. These committees continually reviewed instructional practices and school wide programs to ensure that there was a full understanding of methods to implement appropriate instructional approaches for all students with disabilities.

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

Applicable X Not Applicable

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

- Provision of intense professional development for all teachers on adapting the curriculum to meet the needs of students with disabilities.
- On-going review by teams of special education and general education teachers and administrators of appropriate instructional programs and materials to assist in modifications that would help support the students with disabilities in the classrooms.
- The Pupil Personnel Team prescribes and monitors action plans for students with disabilities.

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.

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 IEP Teacher reviewed student IEPs in collaboration with classroom teachers and the SAT to ensure that IEPs reflected appropriate goals and objectives and that classroom environmental modifications were in place.

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

Applicable X 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?

- On-going monitoring of Compliance to IEP mandates for all students with disabilities
- Classroom observations reflect differentiation and modifications
- IEP mandates are fully implemented

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

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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.)

None

2. Please describe the services you are planning to provide to the STH population.
 - Title I funds will be used to provide books, instructional supplies, basic/emergency supplies, eyeglasses and counseling services as needed to children identified as Students in Temporary Housing.

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.

