



P.S. 205

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 20K205
ADDRESS: 6701 20TH AVENUE
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. 205 **SCHOOL NAME:** Clarion School

SCHOOL ADDRESS: 6701 20th Avenue, Brooklyn, NY 11204

SCHOOL TELEPHONE: (718) 236-2380 **FAX:** (718) 331-7299

SCHOOL CONTACT PERSON: Beth Grater **EMAIL ADDRESS:** Bgrater@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Nicole Ehrlich

PRINCIPAL: Beth Grater

UFT CHAPTER LEADER: Nicole Ehrlich

PARENTS' ASSOCIATION PRESIDENT: Tina Hatziminadakis

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 20 **SSO NAME:** Empowerment

SSO NETWORK LEADER: Neal J. Opromalla

SUPERINTENDENT: Karina Costantino

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
BETH GRATER	*Principal or Designee	<i>Beth Grater</i>
NICOLE EHRLICH	*UFT Chapter Chairperson or Designee	<i>Nicole Ehrlich</i>
TINA MELAS-HATZIMINADAKIS	*PA/PTA President or Designated Co-President	<i>Tina Melas Hatziminadakis</i>
	Title I Parent Representative (suggested, for Title I schools)	
	DC 37 Representative, if applicable	
	Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
GULAY BAYRASLI	Teacher	<i>Gulay Bayrasli</i>
CHRISTINE KAFKALAS	Teacher	<i>Christine Kafkalas</i>
KRISTEN MORRONE	Teacher	<i>Kristen Morrone</i>
JOANN LENTINI	Paraprofessional	<i>Joann Lentini</i>
ELIZABETH CIVILETTI	Parent	<i>Elizabeth Civiletti</i>
ELIZABETH ZIMMERMAN	Parent	<i>Elizabeth Zimmerman</i>
FRANCESCA BARONE	Parent	<i>Francesca Barone</i>
BETH DICAMILLO	Parent	<i>Beth Dicamillo</i>

Core (mandatory) SLT members.

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

P.S. 205 is a barrier-free school with a perfect blend of general and special education and 50 classes. Fifteen of our 50 classes are 12:1:1 classes including bilingual Yiddish special education and a large population of students who participate in the NYSAA. We have two full day and one half day PreKindergarten classes. A Health Coordinator and an IEP/SETTS Teacher support our large special education population. We use a push-in ESL model with six ESL teachers to differentiate instruction during the literacy block and a supplementary Spanish Native Language program. We also use Imagine Learning and Leap Frog for all our beginner ESL students. The classroom and ESL teacher collaborate to meet all students' needs.

Every teacher including special education teachers has at least three common preps for lesson planning and curriculum mapping. Additionally, every grade has a professional development period twice a month. The program also allows for 3 groups of teachers across the grades to have professional study groups in the subject they have chosen for their own professional growth. We also have a rotating period every three weeks to assess data and analyze student work.

Our extended day program gives 37½ minutes, Monday-Thursday for AIS or Enrichment in literacy, math, art, music, physical education and technology. The programs used for at-risk are Kaplan Essentials Skills, Early Success, Soar to Success, and Great Leaps for math and reading, literature circle and math for enrichment. To support struggling students in literacy and math monthly AIT meetings monitor student progress. A full time literacy coach and part time staff developer work with teachers to improve instruction and deepen knowledge. We have fourteen teachers departmentalized with 7 classes in grades 2-5. One teacher fosters instruction in literacy and social studies while the other fosters math and science instruction. Three early childhood teachers in grades K-2 participate in a Social Studies grant to teach history in the classrooms. This year they will continue their work by attending several new workshops.

We support higher standards with our Afterschool Science and Social Studies Program, ELLs, Art, and Physical Education Programs. There are 13 Afterschool enrichment clubs that include technology, cheerleading, jewelry making, drumming, cooking and dancing. Y Afterschool and The Brooklyn Chinese Association provide additional after school programs.

P.S. 205 supports the arts with two full time and one part time music teacher. We have a 4th & 5th grade chorus, 3rd grade recorder ensemble and an orchestra. We participate in Music Memory and Ballroom Dance. Early childhood students also receive violin instruction. Marquis Studios offers art integrated with the Social Studies Standards to grade 2& 3 students.

Our Data Specialist displays a data wall for grades 3-5 and works with our Inquiry Team where our focus this year is writing. Our Inquiry Team meets twice a month after school and twice a month during school with a representative from each grade to collaborate and explore lessons to improve writing.

P.S. 205 has a classroom Coffee Shop run by a class of 12:1:1 students combining academics with ADL skills. Two Technology cluster teachers use a new computer lab and 5 rolling lab carts to give all students technology instruction. The additional professional development period allows 90% of the students to receive physical education. Special education students who receive APE participate in a basketball tournament and Dance Festival. Two cluster teachers provide geography lessons for all students. A science lab with a rolling science lab cart allows hands on science

experiments. The NYC Health curriculum is taught by a Health cluster teacher. The Art teacher provides art instruction and displays student art throughout the school.

P.S. 205 was approved for two DYOs in both literacy and math. The entire school uses the DRA & DWA to monitor for results.

Parent newsletters are sent home monthly in all languages. There are school, grade and cluster newsletters. Teachers are kept informed through the weekly Clarion News, grade and faculty conferences. Book of the Month connects the entire school community with a family component.

Professional Development is provided by America's Choice in ELL. Every other month Marquis Studios provides additional hands on activities integrating art and architecture.

Parent workshops are provided at least twice a month with topics based on student needs and parent requests. Parents can also borrow Leap Frog materials to use at home. English will be available using the Rosetta Stone in the technology lab three times a week supported by the Parent Coordinator. There are three additional teacher resource rooms providing leveled books, big books and professional books.

P.S. 205 teachers worked cooperatively to design PreK and Kindergarten Progress Reports that are distributed three times a year to parents.

Our Bottom Lines ensure that data is used to plan and set goals:

- To improve writing performance of all students with a focus on ELL's
- To ensure progress of students at all levels of proficiency in ELA by drilling down into data to analyze how well students progress in order to differentiate instruction with a focus on Guided Reading
- To increase communication between parents and the school
- To incorporate 21st Century knowledge and skills to help students to succeed in the global community

Our school received a Well Developed in the Quality Review and an A on our Progress Report. We all strive to ensure all students reach the highest standards. P.S. 205 is a community of learners who work hard to excel.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

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

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		P.S. 205 Clarion							
District:		20	DBN:	20K205	School BEDS Code:		332000010205		
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded	√	
	2	√	6		10				
Enrollment					Attendance - % of days students attended:				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	81	90	70		94.3	94.9	94.8		
Kindergarten	144	128	158						
Grade 1	122	135	129	Student Stability - % of Enrollment:					
Grade 2	128	118	145	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	161	128	120		93.6	93.5	93.5		
Grade 4	138	128	120	Poverty Rate - % of Enrollment:					
Grade 5	142	142	129	(As of October 31)	2006-07	2007-08	2008-09		
Grade 6	0	0	0		76.9	76.9	76.9		
Grade 7	0	0	0	Students in Temporary Housing - Total Number:					
Grade 8	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 9	0	0	0		0	15	17		
Grade 10	0	0	0	Recent Immigrants - Total Number:					
Grade 11	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 12	0	0	0		25	25	20		
Ungraded	44	78	47	Special Education Enrollment:					
Total	960	940	917	(As of October 31)	2006-07	2007-08	2008-09		
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
# in Self-Contained Classes	147	129	131	Principal Suspensions	1	0	0		
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	0	4		
Number all others	16	23	31						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				(As of October 31)	2006-07	2007-08	2008-09		
				CTE Program Participants	0	0	0		
				Early College HS Program Participants	0	0	0		
English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:					
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09		
# in Transitional Bilingual Classes	65	36	23						
# in Dual Lang. Programs	0	0	0	Number of Teachers	79	84	83		
# receiving ESL services only	231	217	259						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	86	27	18	Number of Administrators and Other Professionals	10	41	38
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	15	15
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	98.7	98.8	100.0
				% more than 2 years teaching in this school	84.8	85.7	80.7
				% more than 5 years teaching anywhere	64.6	69.0	71.1
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	99.0	96.0	98.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	93.0	98.7	97.4
American Indian or Alaska Native	0.4	0.6	0.7				
Black or African American	1.4	1.6	1.7				
Hispanic or Latino	17.4	20.5	21.9				
Asian or Native Hawaiian/Other Pacific Isl.	48.1	47.3	45.5				
White	32.7	29.9	29.4				
Male	51.9	52.8	51.0				
Female	48.1	47.2	49.0				
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/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

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

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		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		√	√	√			
Other Groups							
Students with Disabilities		√	√	-			
Limited English Proficient		√	√	√			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		7	7	5	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	85	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	7.2	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:	16.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	50.7						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	10.5						

KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◇ = Outstanding			
				NR = No Review Required			

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

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

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

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

2008 - 2009 Learning Environment Survey

Trends

- Increase in the number of teachers and parents completing the survey
- No change in Communication score

Accomplishments

- Our school had 74% of parents complete the survey in comparison to 45% citywide
- 95% of parents are satisfied or very satisfied with the education their child has received
- 96% of teachers agree or strongly agree that our school has clear measure of progress for student achievement throughout the year, yielding a score of 7.9

Barriers

- Only 57% of teachers completed the survey in comparison to 73% citywide
- Our Progress Report Peer Horizon Score for communication is 27.3% in comparison to other elementary schools

Progress Report 2008 - 2009

Trends

- Maintained an overall category grade of A
- Showed an increase in calculated scores in Student Performance, Student Progress, Additional Credit and Overall Score

Accomplishments

- 77% of students at proficiency in ELA; an increase of 10.7% from 2007 - 2008
- 92.8% of students at proficiency in Math; an increase of 2.8% from 2007 - 2008
- 91.3% of students in school's lowest third make at least 1 year of progress in ELA; an increase of 11.3% from 2007 - 2008
- Average change in student proficiency for Level 1 and Level 2 students is 0.64 in Math which is 98% in relation to our Peer Horizon
- Received a total of 10.5 additional credits for gains of ELL and Special Education students in ELA and Math

Barriers

- School environment score of 7.2 yielded a category grade of C
- Median proficiency for ELA of 3.21 is 44.7% relative to peer horizon

AYP

Trends

- In good standing in ELA, Math and Science
- Met AYP in ELA, Math and Science
- All student groups made AYP in each subject

Accomplishments

- Performance Index exceeded Effective AMO for every subgroup in ELA, Math and Science

Barriers

- Percentage of students being tested in each subgroup is not 100%

We did not have a Quality Review in 2008 – 2009

Quality Review 2007 - 2008

Trends

- The school has moved on at a pace since the last review. Because it has tackled the identified issues with rigor and determination, the school is a better place than it was and students' learning is becoming increasingly accelerated. At the heart of the school's success lie the leadership skills and steely determination of the principal. She is committed to taking the school on to the next level and shows no let up in the pace of change to help this become a reality. She is very well supported by a leadership team who contribute much to the school's many successes because their diverse skills are utilized very effectively in ensuring that students do well.
- This is a school that recognizes the potential of data utilization as a powerful tool for bringing about improvement at many different levels. Key to this is the school's commitment to evaluating and measuring student progress as well as performance by criteria such as gender, ethnicity, subject, grade and class. The work being carried out by the inquiry team is innovative and incisive and is already impacting well on the learning of identified groups of students. The school rightly recognizes that a sharper focus has to be given to how all the higher-achieving students are progressing. Data collection is becoming increasingly sophisticated but the 'drilling down' process does not yet extend to an analysis of how well students are doing within strands of subjects. It is no coincidence that good instruction and good learning produce a winning combination. Much instruction is challenging and engaging, and hoods and maintains the interest and motivation of students. Many teachers make good use of data to match work to the differing achievement of students, although this strong practice is not yet present in every class. Teachers are adept and effective in making students aware of the levels they are working at and what they need to improve their work but the setting of personalized targets or of students setting their own goals is not embedded across the school.
- There are other factors that help make the school what it is, not least the tangible sense of harmony and inclusivity that is at the core of the school's work. There is great diversity in terms of ethnicity and special education needs, but at this school the uniqueness of the individual is recognized, respected and celebrated. The lively and vibrant curriculum with its wide array of enrichment activities enthuses the students and helps bring learning to life. The role students play should not be underestimated because their very good behavior, contagious enthusiasm and fervent desire to do well are significant factors in creating a culture that is fully conducive to effective learning. Parents greatly value and appreciate the quality of education provided and the school goes the extra mile in keeping them informed about the life of the school, their child's progress and in helping them to be partners in their child's success. When all of these strengths are put together it is clear to see that the school is well placed to continue in its drive and quest for excellence.

Accomplishments

- The principal is a very effective leader who is the driving force behind the school's quest for excellence.
- School leaders form a dynamic team where individual skills are used to best effect to impact on student learning.
- The school collects a wide array of relevant data which is put to good use to rigorously evaluate student progress as well as performance.
- The outcomes of data analysis are used well to bring about changes in practice at many levels that lead to better learning.
- Much instruction makes good use of data to make learning challenging but fun and to motivate and enthuse students in equal measure.
- The curriculum is underpinned by innovative learning programs and an exciting array of enrichment activities.
- Very good attention is given to where the individual skills of staff can be best utilized for their impact on student progress.
- The school is a harmonious and inclusive place where the diversity of culture, ethnicity and need is fully embraced and celebrated.
- Students are very well behaved, love coming to school, have a genuine voice and share a strong bond of mutual respect with staff.
- The strong links with parents, strengthened by the many workshops, enables parents to be true partners in their child's learning.

Barriers

- Ensure that the progress of the higher-achieving students is measured and evaluated as rigorously as that of other groups of students.
- Further drill down into data to analyze how well students are progressing in different strands of subjects.
- Ensure that all teachers emulate the practice of many in how data is utilized to drive instruction and accelerate the learning of students.
- Provide students with more personalized targets and give them a greater say in setting their own goals.

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.

Goal #1 ELA (Reading) The percentage of students making progress at all levels of proficiency in ELA will increase by 2% by June 2010. Data shows that 70% of our students made progress on the ELA last year. To increase this trend would be anything above 72% with an ultimate goal of 75%.

- Student work in grades K to 5 will be assessed monthly in ELA (running records) in order to plan instruction.
- Cross grade study groups (word work, writing, guided reading).
- The ESL Teachers push-in daily during the Literacy Block to support ELLs with vocabulary development, reinforcement of the mini lesson, guided reading and writing instructions in grades K-5 from September 2009-June 2010
- Literature Circles

Goal #2 ELA (Writing) The percentage of students making progress in Writing will increase by 2% by June 2010. Our ELA '09 Item Analysis for grade 4 shows our students are scoring 2.3 out of a possible 4 points on both the reading/writing cluster and listening/writing cluster. In addition, our '09 DWA shows that most students are on standard in the areas of Focus and Organization, however, most of our students are only approaching standards in the area of Craft. To increase this trend would be to score anything above 2.5% on our ELA item analysis, and to increase the amount of students who are on standard in the area of writing craft on our '10 DWA.

- Bi monthly professional development for teachers K-5 in analyzing student writing to standards-based rubrics, then creating lessons to help student achievement.
- Cross grade study groups in writing focusing on ELL's. Book: *When English Language Learners Write, Connecting Research to Practice K-8*.
- Professional development in writing from our coach, America's Choice, and Assistant Principals.

Goal #3 Technology Teachers will incorporate 21st Century knowledge and skills to our students in order for them to succeed in the global community. The percentage of students receiving technology instruction will increase 30% by June 2010. Data shows last year 15% of our students received technology instruction in the classroom. To increase this trend with a goal to have 45% of our students receive technology instruction in the classroom.

- Students in grades 3-5 will learn how to search and access the internet.
- Pod casting- Our enrichment program for students in grades 3-5 as a way of communicating with the global community.

Goal #4 Parent/Staff Communication

To increase communication between parents and the school. Last year the parent survey data shows that in the area of communication our parents rated us a 6.4. Our goal is to increase this by 2% in the 2010 Parent Survey.

- Bi-monthly Parent Workshops with translators
- Every other month Grade and Cluster newsletters translated into all languages.
- Family Entertainment days.
- Book of the Month parent component.
- English for Parents three times a week using the Rosetta Stone.

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 (Reading)

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>The percentage of students making progress at all levels of proficiency in ELA will increase by 2% by June 2010. Data shows that 70% of our students made progress on the ELA last year. To increase this trend would be anything above 72% with an ultimate goal of 75%.</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"> • Student work in grades K to5 will be assessed monthly in ELA (running records) in order to plan instruction. • Planning sheets-whole, small and individualized for conference binders. • Student writing samples in grades K to5 will be assessed monthly in order to plan instruction. • Professional development provided by coach, staff developer, America’s Choice, Assistant Principals in the area of ELA. • Cross grade study groups (word work, writing, guided reading). • The ESL Teachers push-in daily during the Literacy Block to support ELLs with vocabulary development, reinforcement of the mini lesson, guided reading and writing instructions in grades K-5 from September 2009-June 2010 • Dual Language program in grades 3-5 from September 2009-2010 • Afterschool Chinese ELL Academic, Imagine Learning and Leap Frog from October 2009-April 2010 • Literature Circles
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>TITLE I approximately \$25,000 TITLE SWP F Status Staff Developer approximately \$28,191. F Status Teacher Title 1 SWP \$28,191. Professional Books approximately \$1,000. TITLE SWP. Cluster position to allow 2 periods of PD per month and 1 period every 3 weeks to assess student work and review data \$96,990 (many). Curriculum planning days. Coach \$102,982 C4E, TITLE I SWP and TITLE I ARRA. C4E Two Reading Recovery teachers-\$100,092. \$102,982 EGCSR \$102,982 C4E. Native Language Arts program \$102,962 C4E. 5 ESL Teachers at \$372,585.TL Fair Student funding. Imagine Learning approximately \$10,000 Title III. America’s Choice ESL Professional Development approximately \$12,000 Title I and \$12,000 Title III. Afterschool ELL program \$10,400 Title III. Literacy Afterschool \$1,00000 Title I SWP. \$14,000 S WP Book of the Month.</p>

Indicators of Interim Progress and/or Accomplishment

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

Formal and informal observations. Review of teacher's lesson plans. An increase in student proficiency in DRA, DWA, ELA assessments NYS ELA Test by June 2009, 75% of 574 (430) students, grades one-five, will leave their respective grade level reading at or above the grade standard: At or above Level I for grade 1; at or above L for grade 2; at or above O for grade 3; at or above R for grade 4 and at or above T for grade 5. 75% of 106 (79) students in grade 1, will move three independent reading levels and 75% of 468 (361) students in grades 2-5 will move 2 independent reading levels by June 2010 as measured by DRA II and/or other formative assessments. NYSESLAT Results

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 (Writing)

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>The percentage of students making progress in Writing will increase by 2% by June 2010. Our ELA '09 Item Analysis for grade 4 shows our students are scoring 2.3 out of a possible 4 points on both the reading/writing cluster and listening/writing cluster. In addition, our '09 DWA shows that most students are on standard in the areas of Focus and Organization, however, most of our students are only approaching standards in the area of Craft. To increase this trend would be to score anything above 2.5% on our ELA item analysis, and to increase the amount of students who are on standard in the area of writing craft on our '10 DWA.</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"> • Bi monthly professional development for teachers K-5 in analyzing student writing to standards-based rubrics, then creating lessons to help student achievement. • Cross grade study groups in writing focusing on ELL's. Book: <i>When English Language Learners Write, Connecting Research to Practice K-8.</i> • Our ESL department along with classroom teachers will analyze the writing samples of ELLs to notice errors in language use. • Professional development in writing from our Coach, America's Choice, and Assistant Principals.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>\$7,256 TL Childrens' First Inquiry Team. F Status Staff Developer approximately \$28,191. F Status Teacher Title 1 SWP \$28,191. Professional Books approximately \$1,000. TITLE SWP. Cluster position to allow 2 periods of PD per month and 1 period every 3 weeks to assess student work and review data \$96,990 (many). Curriculum planning days. Coach \$102,982 C4E, TITLE I SWP and TITLE I ARRA. EGCSR-\$227,225 to lower class size.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> 1) DWA administered 3 times per year to check baseline sample to see growth over time in the areas of organization, focus and craft. 2) ELA Item Analysis 3) Student work samples in the 4 genres assessed to standards. 4) Core Inquiry Team (focus writing) 5) Cross grade representatives (turn keyed information from core inquiry team)

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Parent/Staff Communication

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase communication between parents and the school. Last year the parent survey data shows that in the area of communication our parents rated us a 6.4. Our goal is to increase this by 2% in the 2010 Parent Survey.</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"> • Bi-monthly Parent Workshops with translators • Parents receive a free gift such as a hard cover book or math manipulative. • Translators at Parent Teacher Conferences, twice a year. • Monthly school newsletters translated into all languages. • Every other month Grade and Cluster newsletters translated into all languages. • Family Entertainment days. • Family Fun Days • Book of the Month parent component. • English for Parents three times a week using the Rosetta Stone.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Family Entertainment Days approximately \$3,000 TITLE I SWP Parent Gifts. Translators for Parent Teacher Conferences approx. \$4,000. Book of The Month approx. \$15,000. English for Parents TITLE I \$1100.00. Parent Gifts approximately \$200,000 Workshop Presenters. Family Entertainment days – approximately \$5,000 .</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review instrument(s) of measure; projected gains</p>	<p>An increase in PTA meeting and bi-monthly parent workshop attendance Improvement on our Environmental Survey</p>

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): Technology

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Teachers will incorporate 21st Century knowledge and skills to our students in order for them to succeed in the global community. The percentage of students receiving technology instruction will increase 30% by June 2010. Data shows last year 15% of our students received technology instruction in the classroom. To increase this trend with a goal to have 45% of our students receive technology instruction in the classroom.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • 47 out of 50 classes in Pre-K through grade 5 will receive technology instruction. In addition, we have a laptop cart for grades K, 3, 4 and 5, and a lap top cart shared between grades 1 and 2. • Students in grades 3-5 will learn how to search and access the internet. • Pod casting- Our enrichment program for students in grades 3-5 as a way of communicating with the global community. • Using a variety of digital environments and media (cameras, scanners, smart boards, movie cameras and web based applications) to teach students to interact, collaborate and publish with peers, teachers and others. • To implement the use of E- Books to allow students to practice reading strategies using digital age technology and build a parent lending library of E- books. • Science Technology using Rolling Science lab cart.
<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>	<p>Software- Brain Pop RESO A-\$50,000 Technology Grant 1 Science teacher \$102,962.34: TITLE I SWP \$81,305; Fair Student Funding \$15, 686.00 1 Library Teacher \$102,982.34: TITLE I SWP 2 Technology Teachers 1 @ \$78, 885.00 & 1 @ \$1000,049.00:Fair Student Funding</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Lesson Plans, digital biographies, simple machine projects, brain pop, individual pod casts, published pieces.</p>

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	11	0	N/A	N/A	0	0	0	0
1	47	0	N/A	N/A	5	0	0	0
2	50	8	N/A	N/A	2	0	0	0
3	84	4	N/A	N/A	3	0	3	0
4	36	13	45	N/A	1	0	5	0
5	39	6	N/A	56	0	0	0	0
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	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.).
ELA:	Programs include: Guided Reading, Soar to Success, Literature Circles and Reading Recovery. Services are delivered via small group instruction and one-to-one during the school day.
Mathematics:	Programs include: Great Leaps and Mathletics. Services are delivered during extended day via small group instruction.
Science:	Program includes the use of McGraw Hill Science Test Preparation Practice by Princeton Review. Services are delivered after school via small group instruction.
Social Studies:	Programs include the use of The Coach series as well as Comprehensive Social Studies Assessment. Services are delivered after-school via small group instruction.
At-risk Services Provided by the Guidance Counselor:	Services are delivered during the school day through the use of small group interactions, conversations and role playing.
At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	Services are delivered during the school day through the use of one-to-one conversations and small group interactions, conversations and role playing.
At-risk Health-related Services:	N/A

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.

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District 20K205	School P.S. 205
Principal Beth Grater	Assistant Principal Jessica Riccio
Coach Feiga Mandel	Coach Literacy
ESL Teacher Elizabeth Carrill-Luciano	Guidance Counselor Sharon Oberstein
Teacher/Subject Area Tatyana Vidokle/ESL Teacher	Parent Tina Hatziminadakis
Teacher/Subject Area Julie Grana/ESL Teacher	Parent Coordinator Joyce Fisher
Related Service Provider Faigy Aberbach	SAF
Network Leader Neal J. Opromalla	Other

B. Teacher Qualifications

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

Number of Certified ESL Teachers	6	Number of Certified Bilingual Teachers	2	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	3	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	890	Total Number of ELLs	312	ELLs as Share of Total Student Population (%)	35.06%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

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

Part III: ELL Demographics

A. ELL Programs

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

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	3	8	6	5	4	7				33
Dual Language (50%:50%)										0
Freestanding ESL										
Self-Contained										0
Push-In/Pull-Out	37	78	48	41	37	38				279
Total	40	86	54	46	41	45	0	0	0	312

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

All ELLs	312	Newcomers (ELLs receiving service 0-3 years)	254	Special Education	83
SIFE	3	ELLs receiving service 4-6 years	56	Long-Term (completed 6 years)	2

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	22		22	11		11				33
Dual Language										0
ESL	232	3	41	45		18	2		1	279
Total	254	3	63	56	0	29	2	0	1	312

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish										0
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Yiddish	3	8	6	5	4	7				33
Other										0
TOTAL	3	8	6	5	4	7	0	0	0	33

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both _____)

Number of third language speakers: _____

languages): ____	
Ethnic breakdown of EPs (Number)	
African-American: ____	Asian: ____
	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Other: ____

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	13	18	14	10	7	18				80
Chinese	13	32	22	22	21	8				118
Russian	1	3	2	1	0	0				7
Bengali	0	0	0	0	0	0				0
Urdu	1	2	3	2	1	1				10
Arabic	7	5	4	2	1	6				25
Haitian Creole	0	0	0	0	0	0				0
French	0	0	0	0	0	0				0
Korean	0	0	0	0	0	0				0
Punjabi	0	0	0	0	0	0				0
Polish	0	1	0	0	1	0				2
Albanian	0	2	1	0	1	0				4
Other	2	8	1	4	1	2				18

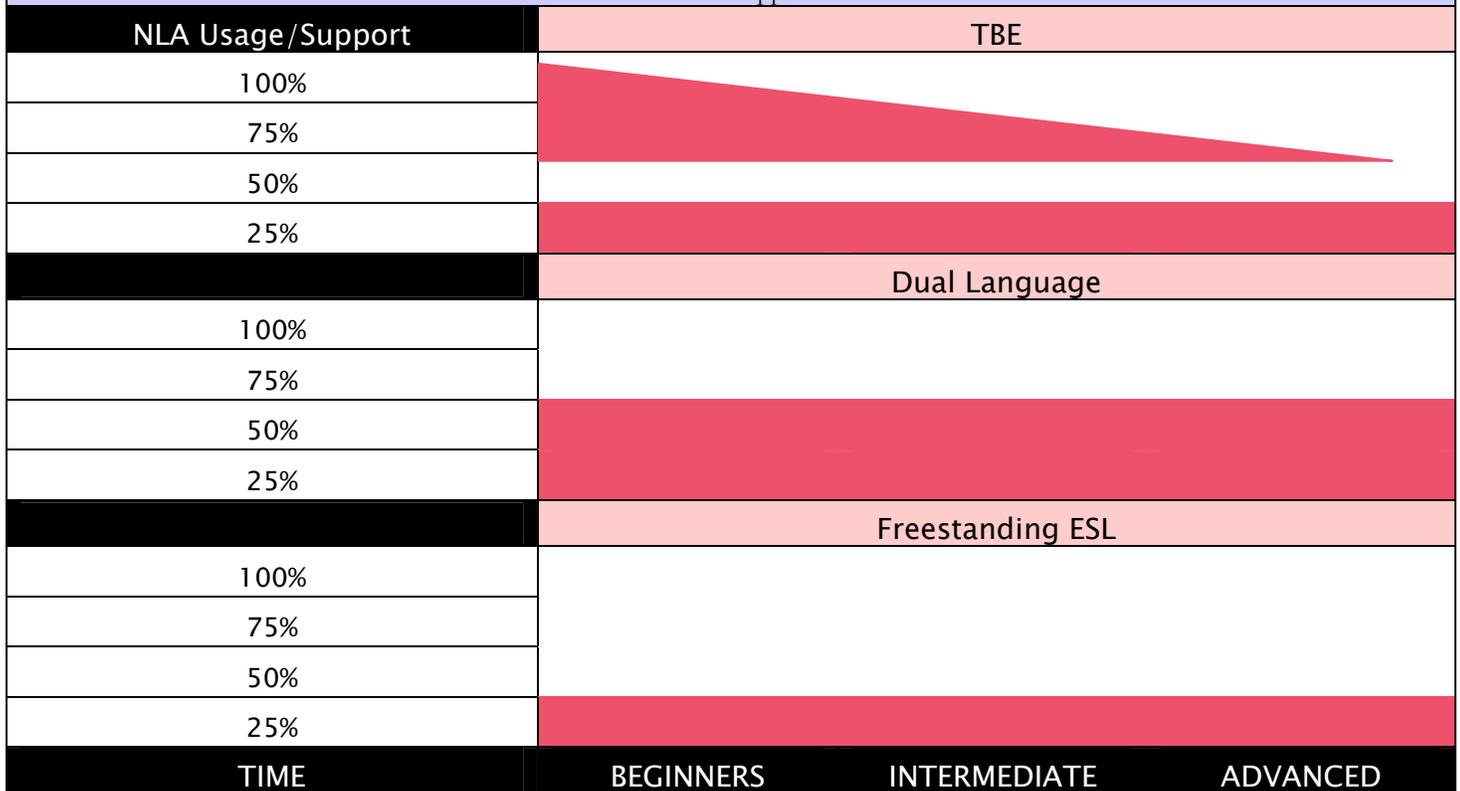
Programming and Scheduling Information										
<p>1. How is instruction delivered?</p> <ol style="list-style-type: none"> What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? If pull-out, specify the length of time, group, and plans for moving these students into a push-in model. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])? <p>2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?</p> <ol style="list-style-type: none"> How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)? <p>3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.</p> <p>4. How do you differentiate instruction for ELL subgroups?</p> <ol style="list-style-type: none"> Describe your instructional plan for SIFE. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs. Describe your plan for ELLs receiving service 4 to 6 years. Describe your plan for Long-Term ELLs (completed 6 years). Describe your plan for ELLs identified as having special needs. 										
TOTAL	37	71	47	41	33	35	0	0	0	264

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

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

Native Language Arts and Native Language Support

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



Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality. If there is a test your school uses that is not listed below, attach your analysis of the results to this worksheet.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	17	32	11	9	6	9				84
Intermediate(I)		28	12	16	14	7				77
Advanced (A)	21	17	22	15	14	14				103
Total Tested	38	77	45	40	34	30	0	0	0	264

4	10	2	11	5	38	5	38	0	109
8									0
NYSAA Bilingual Spe Ed									0

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

ECLAS-2							
	Level I	Level II	Level III	Level IV	Level V	Level VI	
K							
1							
2							
3							

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

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

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

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

2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
3. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
4. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
5. Describe how you evaluate the success of your programs for ELLs.

Part V: LAP Team Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
	Other		
	Other		

Signatures			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

Filename: 20K205 LAPK8Worksheet 2009-2010_ Final.doc
Directory: G:\CM-DIGI\2010\03_Mar_10\030510\CEP
Batch15\Process\CEP_K205
Template: C:\Documents and Settings\partha\Application
Data\Microsoft\Templates\Normal.dot
Title: OFFICE OF ENGLISH LANGUAGE LEARNERS
Subject:
Author: rbellis
Keywords:
Comments:
Creation Date: 10/8/2009 1:58:00 PM
Change Number: 8
Last Saved On: 1/6/2010 3:11:00 PM
Last Saved By: NYC Department of Education
Total Editing Time: 62 Minutes
Last Printed On: 3/8/2010 3:28:00 PM
As of Last Complete Printing
Number of Pages: 10
Number of Words: 5,821 (approx.)
Number of Characters: 33,181 (approx.)

Part II ELL Identification Process

When students first enroll to P.S. 205, they are screened by a trained and licensed ESL teacher within 10 school days of students' enrollment. The ESL team is composed of six teachers of which four are bilingual and fluent in a second language. Ms. Fradkin and Ms. Vidokle are Russian speakers, Mr. Chan is a Chinese speaker and Ms. Luciano a Spanish speaker. Ms. Grana and Ms. McGuigan are English speakers. When the student arrives at our school, the school secretary calls one of the ESL teachers to come and discuss home language with the family. She matches the family's language with the ESL teacher who speaks that language. When it's not possible to make that match due to an absence or other reason, one of the English speaking ESL teachers is called along with a translator. After this initial step, the ESL pedagogue conducts an interview with the parent to determine the child's home language and the appropriate language Home Language Identification Survey is given to the parent for completion. As soon as the parent completes the form, the ESL teacher determines if the child is eligible for testing with the Language Assessment Battery-Revised edition. This test determines English proficiency level. If the child scores below proficiency on the LAB-R he or she becomes eligible for state-mandated ELL services. Spanish speaking students are also administered the Spanish LAB. Once students are identified as ELLs, they are administered the New York State English as a Second Language Test in the spring. Students who score below proficiency continue receiving ELL services. Students who score at or above proficiency are no longer ELLs.

During the beginning of the school year, the ESL teachers along with administrative support and our parent coordinator, Ms. Fisher, hold at least one parent orientation meeting. Its purpose is to inform parents of the three program choices. Parents are provided agendas and asked to sign in. The Orientation Video for Parents of English Language Learners is viewed by parents first in English and then in their native language. They are divided by language in the school auditorium for the second viewing. They are given a Parent Survey/Program Selection Form also known as Appendix D and a parent brochure. Both these documents are in their native language. If a parent's home language is not available, a translator helps facilitate this process. If a child registers during the school year, the ESL pedagogue follows this process but in a one-on-one meeting right after the student is identified as an ELL. The ESL teacher provides the parent with the documents and they view the video in the parent coordinator's office. The parent can ask questions and have discussions with the ESL teacher and or translator. Parents can select a Transitional Bilingual Program with native language instruction that descends in intensity from first language to second language. Parents can also choose a Native Language Program where instruction is delivered in English and Native Language at a 50% rate for each. Lastly, parents can choose a Freestanding ESL Program where instruction is given in English 75% of the time and native Language support at 25% of the time. The parent can then make their selection. We strive to retain all documents by going through this process on the day of registration. The student is placed into program based on their level of proficiency and parent selection. In both cases namely the beginning or during the school year, the parent is given an entitlement letter based on their choice and within ten days of registering. For the past few years, between 90 and 95% of parents of P.S. 205 ELLs are selecting ESL. Our program model is aligned with parental choice.

Part III: ELL DEMOGRAPHICS

P.S. 205 is committed to provide a high quality education to all students both in general education as well as special education. Our school population is composed of 917 students. 28% of the student population are English Language Learners. P.S. 205 currently has four bilingual Yiddish classes in special education with a total of 33 students. There are 3 in kindergarten, 8 in first grade, 6 in second grade, 5 in third grade, 4 fourth graders and 7 fifth graders. Students in the Bilingual Yiddish classes are instructed in both English and Yiddish. We do not have students in ESL self-contained classes. The remaining ELLs are serviced in heterogeneously grouped classes via the push-in model. Each of the six ESL teachers are assigned to a particular grade which they service via the push-in model. The students who are Beginner and Intermediate receive 360 minutes of service per week. The Advanced students receive 180 minutes of service per week. The ESL teacher pushes-in to the classrooms for ELA- during reading, writing and word work. The

language used in these classrooms is English. Students are taught with an emphasis on vocabulary of the content being taught as well as through the use of modified language structures and visual aids. There are 37 Kindergarten, 78 grade one, 48 grade 2, 41 grade 3, 37 grade 4 and 38 grade 5 students.

B. Years of Service and Programs

There are 312 ELLs in our school. We have three SIFE students and 254 newcomers. We have 56 ELLs in years 4-6 and 83 Special Education students. There are 2 long-term ELLs. The breakdown of ELLs in the 0-3 years, 4-6 years, 6 years completed is on page two of the LAP Worksheet.

C. Home Language Breakdown and ELL Programs

In our Transitional Bilingual Yiddish Program we have 3 Kindergarten, 8 grade one, 6 grade two, 5 grade three, 4 grade four and 7 grade five students. For the number of ELLs by grade in each language group in our ESL program please refer to page three of the LAP Worksheet.

D. Programming and Scheduling Information

Instruction in our Freestanding English as a Second Language Program is delivered via the push-in model. The ESL teacher in collaboration with the classroom teacher provide instruction during the literacy block. The ESL teacher provides scaffolds in vocabulary and reading comprehension strategies in order to enable access to language for our ELL students. Students are placed in classes according to proficiency levels to ensure mandated number of minutes is provided. ELLs in our ESL program participate in a Spanish Native Language Literacy program for thirty minutes a day. RIGOR Spanish is implemented as well as Native Language libraries. We also have a Chinese Native Language Literacy after-school program.

P.S. 205 addresses the needs of SIFE students by providing them with additional instruction during the extended day program as well as participation in a Spanish Native Language Program. In order to address the needs of ELLs in U.S. schools for less than three years, P.S. 205 incorporates the use of an after-school program for ELLs as well as the use of Imagine Learning; a computer based program focusing on language development. Additionally, P.S. 205 uses Rigor; a content based program to address the needs of these students. Special needs students who are identified as ELLs receive ESL services via the push-in model and co-teaching.

In order to meet the individual needs of targeted ELLs in need of intervention programs, P.S. 205 groups students by area of need for instruction in ELA, Math and the content areas. In the area of ELA, students are given additional instruction in guided reading via a Reading Recovery teacher as well as instruction using the Soar to Success program. Students who are Spanish speaking receive additional support through the Spanish Native Language program. In order to continue transitional support for ELLs reaching proficiency on the NYSESLAT, these students are placed in the push-in model classrooms. Although, they are not targeted for ESL services, they are still in the classroom with the extra support of an ESL teacher.

The programs and initiatives that P.S. 205 incorporates for ELLs have been extremely successful as our NYSESLAT scores indicate. Currently, P.S. 205 will continue utilizing the programs that are in place and will not discontinue anything.

ELLs are offered equal access to all school programs. All intervention and enrichment programs are open to all students in P.S. 205 including ELLs. Our students are grouped heterogeneously during the school

day. During the ELL after-school program, students are grouped by need. The Spanish Native Language program offers additional support to our Spanish speaking population.

P.S. 205 utilizes a variety of instructional materials to address the various needs of its ELL population. Materials include Imagine Learning, Rigor, Native Language Libraries, Leapfrog, English Picture Dictionaries and Rigby, On Our Way to English.

Native language support is given in our Bilingual Yiddish classes through instruction in both Yiddish and English. Our Spanish speaking students receive services in Spanish for a set amount of time each day. All of P.S. 205's support services for ELLs and resources utilized correspond to ELLs ages and grade levels.

In order to assist newly enrolled ELLs before the beginning of the school year, the classroom teachers as well as the ESL teachers spend a few days on curriculum mapping and modifying instruction for ELLs through the use of appropriate language structures.

F. Professional Development and Support for School Staff

All teachers at P.S. 205 receive 7.5 hours of ELL training. P.S. 205 continues to use America's Choice as our sole provider of professional development services for all teachers of ELLs as well as teachers of classes that do not have ELLs. Our focus continues on perfecting our instruction through the use of Modified Guided Reading for ELLs as well modifying the language structures of the genre elements to make them accessible for ELLs. P.S. 205 incorporates the use of departmentalized classes in grades 2-5. Teachers on a grade will pair up, with one teacher teaching literacy while the other teaches content and mathematics. This approach allows for all students including ELLs to transition easily from elementary to middle school while being prepared for the structure of middle school. Teachers receive ongoing support in teaching their subject area during professional development periods and cross grade meetings.

G. Parental Involvement

P.S. 205 is committed to developing a close partnership with parents. Monthly parent workshops for both early childhood and childhood grades give parents the opportunity to be involved in their child's education. Workshops are based on the needs and requests of parents. They incorporate topics such as getting students prepared for State assessments, knowing the State Standards and where a child should be by the end of the year, homework tips and becoming familiar with the curriculum and approaches to teaching that are being utilized in the classroom. Classroom teachers invite parents to publishing parties to celebrate student work. Parents of all children including those of ELLs attend monthly P.T.A. meetings. Parents are invited to open school week as well as orientations with the classroom teachers in the beginning of the school year. P.S. 205 collaborates with Marquis Studio in the delivery of parent workshops to our parents. Our parent coordinator encourages parents to attend these meetings.

Part IV Assessment Analysis

A. Our school uses DRA from grades K through five to assess literacy skills of our ELLs. An analysis of proficiency levels data of LAB-R shows that lower grades (kindergarten, first and second) have a greater concentration of beginner and intermediate ELLs. Whereas the upper grades (three, four and five) have lesser amounts in these two proficiency levels. There's a moderate number of advanced level students in the lower grades and lower numbers in the upper grades.

B. NYSESLAT modalities listening and speaking results for grades one and two show a greater number of students who haven't yet mastered them; therefore, a significant emphasis is placed on listening and speaking in these grades. The ESL push-in model in place facilitates activities collaborated on by the

classroom and the ESL teacher to aid students in these areas. Students also participate in Imagine Learning, a computer program designed for ELLs. Grades one and two reading and writing results show a great concentration of ELLs at the beginner and intermediate levels. The push-in model takes place during the literacy block where the ESL scaffolds lessons and works in small groups with ELLs. Students receive guided reading instruction. A look at grades three, four and five listening and speaking results shows a lesser number of students at the beginner and intermediate levels. Most students in these grades are at the advanced level for listening and speaking. These two modalities are still supported by instruction in grade appropriate vocabulary. In reading and writing for grades three and four most students are at the intermediate and advanced levels. In grade five they're mostly in the advanced level. Students are grouped according to their level and skill. They are provided differentiated instruction. New York State Standards are followed and implemented through the America's Choice program.

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

Form TIII – A (1)(a)

Grade Level(s) K-5 Number of Students to be Served: 250 LEP _____ Non-LEP _____

Number of Teachers 26 Other Staff (Specify) 1 Supervisor

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.

The data provided below is based on the 2008-2009 CEP School Demographics and Accountability Snapshot.

P.S. 205, situated in the Bensonhurst section of Brooklyn, is a medium sized, accessible, urban school with a diverse population of 917 students in Pre-Kindergarten through Grade 5. The total number of classes in the school is fifty one, seventeen of which are self contained special education classes. Both monolingual English and bilingual classes serve our student population in special education. Our general education students are serviced through monolingual as well as native language enrichment classes. According to the latest available ethnic data, 29.4% of the students are White, 1.7% are Black, 21.9% are Hispanic or Latino, and 46.2% are Asian and others. Approximately, 17% of the students have Individualized Educational Plans (IEP's) and receive instruction in self contained classes and related services, such as speech and language, counseling, occupational therapy, physical therapy and adaptive physical education. Additionally, 28% of the students are English Language Learners (ELL's) with Chinese as the dominant language among the vast majority. P.S. 205 is a Title I school.

P.S. 205 will provide an after school ESL enrichment program for Grades 1-5 Beginner, Intermediate and Advanced ELL students. The students will meet once a week for 1 hour long sessions from 3:00 – 4:00 p.m. for 24 weeks. Teachers will meet for a half hour every other week for professional development in the programs they will be utilizing. Instruction will be in English. The programs will address the areas of listening, speaking, reading and writing in English Language arts as well as the Content Areas. This Title III program will supplement the regular mandated ESL instruction that the children receive. The teaching staff will be certified ESL teachers. In order to address the diverse needs of our ELL's, P.S. 205 will incorporate the use of the Fountas & Pinnell Leveled Literacy Intervention System: an intensive & systematic intervention program designed to help teachers provide instruction to struggling readers. The program will offer the students leveled books to meet their individual reading and language needs. The Leveled Literacy Intervention System provides Take-Home Books for students to utilize at home to practice the skills modeled during the enrichment program. This allows for parental involvement and for an

increase in the home-school connection. Additionally, P.S. 205 will continue to incorporate the use of the Heinle Picture Dictionaries to increase vocabulary. In order to increase students English language skills, P.S. 205 will purchase Imagine Learning License Renewals for the use of 100 students during the after school enrichment program. In order to address the Content Area of Mathematics, P.S. 205 will purchase both Multilingual and Spanish handbooks in Everyday Math to allow teachers to provide students with a preview of the main mathematical content in their native language as well as assess students in their native language in Mathematics. This program will include two hours of Parental Support Workshops provided by the ESL teachers from the P.S. 205 staff. Topics will address Content Based ESL for parents in the areas of language, parenting, citizenship, health and nutrition, homework follow-up etc.

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.

As projected follow-up from the 2008-2009 school year’s ELL workshops six days of professional development will be conducted for ELL teachers as well as for classroom teachers who teach ELL students. The workshops will be conducted by an ESL Consultant from America’s Choice. The focus of the workshops will be “Delivering Targeted Instruction for English Language Learners” as well as a focus on writing and ELL’s. The training will help the teachers of P.S. 205 integrate ELL language skills and strategies to support language acquisition and accelerate students’ academic language, investigate applications and discussions in the current research around ELL’s and work towards defining a vision of what ELL instructional excellence looks like in classroom situations. An additional focus will be on the instruction of writing for ELL’s.

Form TIII – A (1)(b)School: _____ **BEDS Code:** _____

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

Allocation Amount:		
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) - Per session - Per diem	\$13,180.80	<ol style="list-style-type: none"> 1. 201.5 hours of per session for 4 ESL teachers (total # of hours for all 4 teachers) @ \$49.89 per hour = \$10,052.84 2. 2 hours per session for Parent

		Involvement Workshops: 1 teacher @ \$49.89 per hour = \$99.78 3. 58 hours of per session for 1 supervisor @ \$52.21 per hour = \$3028.18
Purchased services - High quality staff and curriculum development contracts	\$12,000.00	America's Choice ELL Consultant, working with ESL teachers as well as classroom teachers for 6 days on "Delivering Targeted Instruction for English Language Learners" @ \$12,000.00
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$7,709.30	1. Fountas & Pinnell Leveled Literacy Orange System- 2 kits @ \$1,385.80 per kit = \$2,771.60 2. Fountas & Pinnell Leveled Literacy Intervention Green System- 1 Kit @ \$2,132.00 3. Fountas & Pinnell Leveled Literacy Intervention Blue System- 1 kit @ \$2,398.50 4. Everyday Mathematics Multilingual Handbook, Grades 1-5- 5 @ \$23.84 each = \$ 119.20 5. Everyday Mathematics Spanish Assessment Handbook, Grades 1-5- 5 @ \$ 31.20 each = \$156.00 6. Heinle English Picture Dictionaries- 8 @ \$16.50 each = \$132.00
Educational Software (Object Code 199)	\$15,000.00	Imagine Learning License Renewals for after school program- 100 licenses @ \$150.00 per license = \$15,000.00
Travel		
Other		
TOTAL	\$47,890.10	

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.
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.

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.
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.
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>.

**BUDGET PLAN FOR TRANSLATION/INTERPRETATION SERVICES
2009-2010**

District: 20 School: PS 205, The Clarion School Allocation: \$ 8, 639

Name of Person Preparing the Form: Leonie Forde, Assistant Principal

Telephone Number: (718) 236-2380

Principal's Signature: _____

Written Translation Needs Assessment

Our assessment of written translation needs and our major findings are based on the analysis of data as described in our 2009-2010 Comprehensive Educational Plan (CEP).

Our assessment of written and oral translation needs and our major finding are based on the analysis of data as described in the School Report Card. Data indicates that 28.62% of our students are English Language Learners, with 21.9% Hispanic and 45.5% Asian. Cantonese is the dominant language. We currently have 5 Bilingual Yiddish classes. We also have students whose dominant home languages include Arabic, French, Hebrew, Mandarin, Russian, Spanish, and Urdu.

Our needs were generated based on this information, and, according to the No Child Left Behind, (NCLB) mandate and Children First, our goals are:

- To improve shared parent- school accountability
- To enhance parent access to information about their children's educational options
- Parents' capacity to improve their children's achievement

Proposed Written Translation Services

PS 205 has a richly diversified staff and student population. Several of our special education students have IEP mandated Alternate Placement Paraprofessionals who speak, read and write a variety of languages. Many of our teachers also have a second language, some of which include the languages of our students and parents; Arabic, Hebrew, Mandarin, Russian, Spanish and Yiddish.

Our plan is to employ some of these bilingual paraprofessionals at a per session rate, to translate important notices and correspondences that are sent home.

Oral Interpretation Needs Assessment

Parents whose dominant language is other than English, frequently come to school for meetings such as Parent Teacher Conferences and IEP conferences. In order to provide better communication of information to these parents, we would need interpreters in the language of the parent. Communication could include information about the school's academic program and student's participation, as well as information about a student's academic performance and approaches to increasing achievement. Other areas we would need to communicate to the parent are to enhance parents' understanding of data, academic standards assessments and tests, and to increase overall parent participation in school activities.

Our plan is to employ these bilingual paraprofessionals at a per session rate, to provide translations during PTA meetings, and sometimes IEP conferences.

Our needs were generated based on this information, and, according to the No Child Left Behind, (NCLB) mandate and Children First, our goals are:

- To improve shared parent- school accountability
- To enhance parent access to information about their children’s educational options
- Parents’ capacity to improve their children’s achievement

Proposed Oral Interpretation Services

We plan to provide oral interpretation services to parents whose home language is other than English. We propose to post positions for per session employment of paraprofessionals to provide interpretations to parents at various meetings as described earlier. We also propose to hire interpreters for our evening Parent Teacher Conferences through Legal Interpretation Services, (LIS) which is a New York City Department of Education, (NYCDOE) vendor.

Budget Narrative

We will use our allocated funds in the amount of **\$8, 639** as described below.

Budget Category	Explanation
<p>Purchased services such as contractual translation or interpretation services for <u>both</u> PM sessions (1-3 and 5:30-8:00) of parent teacher conferences, <u>2 times</u> during the school year.</p> <p><u>1st Parent Teacher Conference</u> (1:00 - 3:00pm) <u>Eight</u> Chinese interpreters would be hired for <u>Two</u> hours at the rate of <u>\$84 per hour</u>. = \$168 \$168 x 8 = \$1,344 (5:30 - 8:00pm) <u>One</u> Spanish interpreter would be hired for <u>Three</u> hours at the rate of <u>\$47 per hour</u>. = \$141 \$141x1=\$141 <u>Ten</u> Chinese interpreters would be hired for <u>Three</u> hours at the rate of <u>\$84 per hour</u>. (\$252) \$252 x 10 = \$2, 520 TOTAL = \$4, 005</p> <p><u>2nd Parent Teacher Conference</u> (1:00 - 3:00pm) <u>Six</u> Chinese interpreters would be hired for <u>Two</u> hours at the rate of <u>\$84 per hour</u>. (\$168) \$168 x 6 = \$1, 008 (5:30 - 8:00pm) <u>Eight</u> Chinese interpreters would be hired for <u>Three</u> hours at the rate of <u>\$84 per hour</u>. (\$252) \$252 x 8 = \$2, 016 Total = \$3, 024 TOTAL of both PTCs = \$7, 029</p>	<p>We will hire interpreters to translate during our evening Parent Teacher Conferences, through Legal Interpretation Services, (LIS) which is a New York City Department of Education, (NYCDOE) vendor.</p>
Per session positions for paraprofessionals to	Paraprofessionals would be hired at a per session

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:	\$ 846,012	\$212,241	\$1,058,253
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 8,460		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$ 2,122	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 42,301		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$ 10,612	
6. Enter the anticipated 10% set-aside for Professional Development:	\$ 84,601		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$ 21,224	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 100% (There was an error in last year's BEDS Survey which has been corrected to reflect that our teachers are all Highly Qualified)
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

TO: ALL PARENTS
FROM: BETH GRATER, PRINCIPAL P.S. 205
DATE: September 2009
RE: TITLE I Parent Involvement Plan School 2009/2010

Please be advised that P.S. 205 will meet the mandate to:

1. Provide an annual meeting for parents of participating students by having workshops for parents to enable them to help their children at home in reading and math.
2. Provide parents an organized, on-going and timely way to become involved in the planning, review and improvement Title I programs by:
 - A. Providing information about the school's Title I Program and the types of services available.
 - B. Informing parents of their right to be involved in the Program.
 - C. Offering suggestions for specific school level opportunities for parent involvement.
3. Provide parent with timely information about programs-including school performance profiles, individual student assessments, a description of the curriculum, assessment, and opportunities for parent involvement by providing timely information about instructional programs, curriculum performance standards, assessment, promotion policy, after-school, AIS and summer programs.
4. Provide for a jointly developed school/parent compact by defining the roles and responsibilities of parents, teachers, and students with regard to supporting high student performance and an emphasis on the importance of having open lines of communication between parents and teacher.
5. The name of our school's representative to the District's Title I Parent Advisory Committee is Tina Hatziminadakis, PTA President.
6. Please refer to the attached P.S. 205 Parent Involvement School Plan for more information on the above topics.



P.S. 205

The Clarion School

PS 205 is a community of learners who work hard to excel

6701 20 Avenue, Brooklyn, NY 11204-4599 phone 718-236-2380 fax 718-331-7299

BETH GRATER, PRINCIPAL

Leonie Forde
Assistant Principal

Jessica Riccio
Assistant Principal

Danielle O'Neill
Assistant Principal



P.S 205 INVOLVEMENT SCHOOL PLAN

PURPOSE

The purpose of the P.S. 205 Title 1/AIS parent involvement program is to encourage the parents of students receiving Title 1/AIS services to take an active role in the education of their children. Results of educational research confirm that student achievement is linked to parent involvement and that achievement increases as the level of parent involvement increases.

GOALS

- To inform parents of the reasons why their children are participating in Title 1/AIS programs and the specific instructional objectives and methods used in the Title 1/AIS program.
- To support the efforts of parents, including training to understand program requirements and how to work with their children in the home to attain the instructional objectives of the program.
- To train parents, teachers and principals to build a partnership by fostering school and home relationship in order to work effectively together.
- To provide a comprehensive range of opportunities for parents to become informed, in a timely way, about the program. To consult with parents on an ongoing basis so that they can work with the school to achieve the program's objectives and to ensure opportunities, to the extent practicable, for the full participation of parents of all youngsters, including parents of special education and limited English proficient youngsters, as well as those who lack literacy skills or whose native language is not English.

P.S. 205 WILL MEET LEGISLATIVE MANDATES BY

- Developing a written policy, after consultation and review with parents, to ensure that parents are involved in the planning, design and implementation of the Title 1/AIS program. This policy will be made available to parents of participating children.
- Convening an annual meeting, to which all eligible parents will be invited, to explain the program and activities and to provide opportunities for regular meetings if parents so desire.
- Providing information about the program to parents in a timely way.
- Reporting to parents on their children's progress including conducting parent-teacher conferences, making other educational personnel accessible to confer with parents and allowing parents to observe program activities.
- Providing to the fullest extent possible information, programs and activities in a language and form that parents can comprehend and providing reasonable support for parent involvement requirements of and other relevant program provisions.

CONSULTATION WITH PARENTS

- **P.S. 205** will establish a school advisory council in accordance with Title 1/AIS requirements.

PROGRAM ACTIVITIES

A needs assessment has been done by the school by the distribution of a questionnaire to all parents at participating students. To meet these needs, activities will be conducted under the direction of the District Parent Involvement Coordinator. Activities will reflect the multi-ethnic, multi-cultural and multi-lingual diversity of the student and parent population. These activities will include but are not limited to:

- Implementing Legislative Mandates of the Title 1/AIS Program by providing opportunities such as participation on advisory councils and curriculum review panels and by scheduling meetings, parent-teacher conferences, the annual meeting and other activities on a district wide or school-by-school basis is during, before or after the regular school day.
- Providing Outreach Services to eligible parents, including those who are not usually involved in school activities, to forge a bond between home and school. These activities may include home visitations and phone contacts, open houses, luncheons, guest speakers, trips, newsletters and announcements of school and community events. Bilingual staff may provide translations into parents' native languages and assist in other outreach services.
- Training Parents to provide them with the skills they need to be more effective partners in their children's education. Activities may include workshops on topics such as understanding the Title 1/AIS and regular school programs, dealing more effectively with schools, using the services of community agencies, understanding child development, supporting the instructional program at home, communicating effectively with children and motivating youngsters and building their self-esteem.
- Developing Instructional Resources for use by parents and by parent trainers. These may include handbooks describing Title 1/AIS programs, skills-building materials which include enrichment skills, educational learning games and homework helper ideas, and school community resource information such as Dial-A-Teacher services. Establish and run a parent resource center including a lending library with materials such as trade books and math manipulatives for parents to use with their children.
- Joint or Parallel Classes for parents and their children may be implemented to foster shared educational experiences and to provide an opportunity to model exemplary educational practices. These may be scheduled before or after school or in conjunction with a summer Title 1/AIS program.

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

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



P.S. 205

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BETH GRATER, PRINCIPAL

*Leonie Forde
Assistant Principal*

*Jessica Riccio
Assistant Principal*

*Danielle O'Neill
Assistant Principal*

Dear Parents,

This School Parental Involvement Policy and the School Parent Compact has been developed jointly with, and agreed on with the parents of children participating in Title I, Part A programs, as evidenced by the agenda and minutes from the May PTA meeting.

This policy was adopted by P.S. 205 on May 19, 2009 and will be in effect for the period of the 2009-2010 school year. The school will distribute this policy to all parents participating Title 1, Part A children on or before January 6, 2010.

Sincerely,

Ms. Beth Grater
Principal

I have received a copy of the Policy and School-Parent Compact.

Child's Name _____ Class _____

Parent's Signature _____ Date _____



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BETH GRATER, PRINCIPAL

Leonie Forde

Jessica Riccio

Danielle O'Neill

SCHOOL-PARENT COMPACTSchool Name: The Clarion School

The school and parents working cooperatively to provide for the successful education of children agree:

The School Agrees	The Parent/Guardian Agrees
To convene an annual meeting of Title 1 parents to inform them of the Title 1 program and the expectation that they will be involved.	To become involved in developing, implementing, evaluating and revising the school parent involvement policy.
To offer a number of meetings at various times and to work with parents to eliminate barriers to their attendance.	To use or ask for technical assistance training that the school may offer on effective parent practices.
To actively involve parents in planning, reviewing and improving the Title 1 and parent involvement programs.	To support our schools by working with our children on their schoolwork and reading to them and by having them read to us.
To provide parents with timely information on programs.	To monitor our children's attendance at school, homework and television viewing.
To provide performance profiles and individual student assessment results for each child and other school and district information.	To share in the responsibility for improving our children's achievement in school.
To provide for effective parent-school communications by giving sufficient notice of parent-teacher conferences, frequent reports to parents, reasonable means to speak with staff and varied opportunities to volunteer and participate in their child's classroom activities.	To communicate with our children's teachers about their educational needs by attending parent teacher conferences and responding to notes or letters sent home by the school.
To assure parents that they may participate in appropriate activities, literacy workshops on reading strategies, family math, parents and partners in reading	To ask parents and parent groups to provide information to the schools on the schools on what kind of assistance they need to help them be more effective parents in assisting their children educationally.

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. Refer to pages 10-13.
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.

Refer to Appendix 1, pages 23 & 24

3. Instruction by highly qualified staff. All of our staff are highly qualified and teaching under the correct license. (Due to a data entry error, the demographics is incorrect at 97.4%. It was 100%.)
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.

Title I 10% Tuition Set-Aside And 5% Highly Qualified Plan 2009-2010

As per the BEDS survey the staff at P.S. 205 are all highly qualified. Since we are all highly qualified, P.S. 205 combined the 10% Tuition Set-Aside and 5% Highly Qualified funds to use towards professional development for our teachers.

P.S. 205 will incorporate a variety of professional development opportunities to meet the needs of our staff. P.S. 205 will use a large portion of the funding to support our professional development that we receive from the America's Choice School Design.. In order to support the ongoing classroom instruction in English Language Arts, a part-time staff developer will work in the classrooms alongside the teachers of grades 3-5. This work will be accomplished through a model of collaboration, team teaching and planning for effective instruction. Materials will be purchased to improve instruction within the area of literacy

In order to deepen our knowledge of instruction of English Language Arts and English Language Learners, P.S. 205 will receive professional development in the form of technical assistance from an America's Choice consultant. Materials will be purchased to assist teachers in the use of best practices to service this population.

Teachers will be given the opportunity to attend a variety of workshops both school based and outside of the school to deepen their knowledge in core curriculum. Substitute teachers will be hired to cover classroom teachers attending workshops. School based workshops will be conducted by the Literacy Coach. A portion of the literacy coach salary is funded through Title I funds. In addition, substitute teachers will be hired for teachers to receive a minimum of three days for curriculum planning in ELA, Math, Social Studies and Science as well as cross grade planning.

Through this ongoing professional development P.S. 205 will enable all children to meet the state student academic standards.

5. Strategies to attract high-quality highly qualified teachers to high-need schools. N/A
6. Strategies to increase parental involvement through means such as family literacy services. Refer to page 6.

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. N/A
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. P.S. 205 utilizes Monitoring for Results in reading through the use of the DRA 2 three times a year. Teachers analyze the assessment, plan for instruction and monitor student progress in reading. The DWA is used to monitor student's growth in writing as well as plan for instruction. Teachers have designed their own assessment in mathematics by creating teacher created math assessments to monitor student's growth and plan for instruction.
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. Refer to appendixes A1, pages 23&24. Additionally, our AIT meets every 6 weeks with each grade to discuss programs of at-risk students.
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. N/A.

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

11. 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.
12. Schoolwide reform strategies that:

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

13. Instruction by highly qualified staff.

14. 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.

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

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

17. 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.

18. 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.

19. 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.

20. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.

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

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

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

NCLB/SED Status: _____ **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 the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

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.

- **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 has or will engage in to assess whether this finding is relevant to your school's educational program.

Please note that PS 205 did not participate in the audit which led to Appendix 7.

- Gaps in the Written Curriculum – A New York State Curriculum Alignment committee was formed to assess the school's existing curriculum maps in the area of writing and their alignment to New York State standards. If it is found that the maps are misaligned, said committee will update maps and training will be provided to the staff to discuss implementation requirements.
- Curriculum Maps – The New York State Curriculum Alignment Committee will review the school's existing curriculum maps representing all grade levels to update the content to include skills to be mastered, strategies to be utilized, and student outcomes to be attained. Student action plans in the areas of reading and writing will be reviewed to ensure alignment with content specific standards-based expectations.
- Taught Curriculum - Formal and informal observations will include a focus on teachers' attention to writing, critical analysis, speaking and listening.
- ELA Materials – The results of the 2008/2009 Learning Environment Survey will be used to ascertain whether teachers have the materials they need to adequately deliver instruction, particularly, to sub populations of students including: English Language Learners and students with special needs.
- English Language Learners – All classroom teachers and service providers, including ESL and teachers of bilingual education classes will be given the ESL Standards. These Standards will be reviewed at grade and department meetings in order to ensure alignment with the school's ELA curriculum and ELA standards.

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

Applicable Not Applicable

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

PS 205 uses a standards-based Balanced/Comprehensive Literacy program of study for all students including those for whom English is not their first language and for students who have special learning needs. Balanced Literacy stresses the essential dimensions of reading through explicit teaching of phonics, phonemic awareness, fluency and expressiveness, vocabulary, and comprehension. Daily read-alouds, independent reading time, reading workshop, writing workshop, and systematic word study instruction are key features of the approach. Teachers demonstrate the habits and strategies of effective reading and writing through a variety of structures: read-aloud, guided reading, shared reading, interactive writing, and mini-lessons in reading and writing. By coaching students in individual or small-group conferences, teachers allow students to successfully and independently apply those strategies to their own reading and writing.

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

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

NYS ELA All Tested Students*														
School	Grade	Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
					#	%	#	%	#	%	#	%	#	%
20K205	3	2006	101	682.9	5	5.0	13	12.9	73	72.3	10	9.9	83	82.2
20K205	3	2007	131	655.5	17	13.0	32	24.4	76	58.0	6	4.6	82	62.6
20K205	3	2008	119	652.6	17	14.3	34	28.6	63	52.9	5	4.2	68	57.1
20K205	3	2009	111	666.9	2	1.8	20	18.0	78	70.3	11	9.9	89	80.2
20K205	4	2006	121	673.1	7	5.8	20	16.5	86	71.1	8	6.6	94	77.7
20K205	4	2007	131	661.5	13	9.9	37	28.2	77	58.8	4	3.1	81	61.8
20K205	4	2008	119	658.0	15	12.6	25	21.0	69	58.0	10	8.4	79	66.4
20K205	4	2009	114	662.1	11	9.6	23	20.2	72	63.2	8	7.0	80	70.2
20K205	5	2006	108	660.8	9	8.3	31	28.7	55	50.9	13	12.0	68	63.0
20K205	5	2007	139	661.2	2	1.4	44	31.7	86	61.9	7	5.0	93	66.9
20K205	5	2008	131	664.2	0	0.0	32	24.4	96	73.3	3	2.3	99	75.6
20K205	5	2009	121	671.4	0	0.0	21	17.4	89	73.6	11	9.1	100	82.6
20K205	All Grades	2006	330		21	6.4	64	19.4	214	64.8	31	9.4	245	74.2
20K205	All Grades	2007	401		32	8.0	113	28.2	239	59.6	17	4.2	256	63.8
20K205	All Grades	2008	369		32	8.7	91	24.7	228	61.8	18	4.9	246	66.7
20K205	All Grades	2009	346		13	3.8	64	18.5	239	69.1	30	8.7	269	77.7

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

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

PS 205 is an elementary school. The findings speak to gaps in middle school curriculum and, therefore, do not apply to our school.

- *The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.*

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

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

Applicable Not Applicable

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

PS 205 uses *Everyday Mathematics*, which is a research-based curriculum developed by the University of Chicago School Mathematics Project. UCSMP was founded in 1983 during a time of growing consensus that our nation was failing to provide its students with an adequate mathematical education. The goal of this on-going project is to significantly improve the mathematics curriculum and instruction for all school children in the U.S.

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

- Students acquire knowledge and skills, and develop an understanding of mathematics from their own experience. Mathematics is more meaningful when it is rooted in real life contexts and situations, and when children are given the opportunity to become actively involved in learning. Teachers and other adults play a very important role in providing children with rich and meaningful mathematical experiences.
- Children begin school with more mathematical knowledge and intuition than previously believed. A K-6 curriculum should build on this intuitive and concrete foundation, gradually helping children gain an understanding of the abstract and symbolic.
- Teachers, and their ability to provide excellent instruction, are the key factors in the success of any program. Previous efforts to reform mathematics instruction failed because they did not adequately consider the working lives of teachers. The scope of the K-6 *Everyday Mathematics* curriculum includes the following mathematical strands which are aligned to the NYS standards:
 - Algebra and Uses of Variables
 - Data and Chance
 - Geometry and Spatial Sense
 - Measures and Measurement
 - Numeration and Order
 - Patterns, Functions, and Sequences
 - Operations
 - Reference Frames

Furthermore, our most recent test results show growth:

NYS Math Test All Tested Students*														
School	Grade	Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
					#	%	#	%	#	%	#	%	#	%
20K205	3	2006	138	691.5	2	1.4	14	10.1	73	52.9	49	35.5	122	88.4
20K205	3	2007	133	681.7	9	6.8	8	6.0	81	60.9	35	26.3	116	87.2
20K205	3	2008	121	684.4	3	2.5	9	7.4	77	63.6	32	26.4	109	90.1
20K205	3	2009	118	694.0	2	1.7	3	2.5	80	67.8	33	28.0	113	95.8
20K205	4	2006	145	693.8	4	2.8	16	11.0	63	43.4	62	42.8	125	86.2
20K205	4	2007	133	691.4	2	1.5	13	9.8	69	51.9	49	36.8	118	88.7
20K205	4	2008	123	685.1	7	5.7	7	5.7	72	58.5	37	30.1	109	88.6
20K205	4	2009	117	690.0	7	6.0	6	5.1	64	54.7	40	34.2	104	88.9
20K205	5	2006	119	673.0	5	4.2	31	26.1	47	39.5	36	30.3	83	69.7
20K205	5	2007	140	693.1	0	0.0	14	10.0	67	47.9	59	42.1	126	90.0
20K205	5	2008	135	693.3	2	1.5	9	6.7	67	49.6	57	42.2	124	91.9
20K205	5	2009	121	698.0	0	0.0	6	5.0	56	46.3	59	48.8	115	95.0
20K205	All Grades	2006	402		11	2.7	61	15.2	183	45.5	147	36.6	330	82.1
20K205	All Grades	2007	406		11	2.7	35	8.6	217	53.4	143	35.2	360	88.7
20K205	All Grades	2008	379		12	3.2	25	6.6	216	57.0	126	33.2	342	90.2
20K205	All Grades	2009	356		9	2.5	15	4.2	200	56.2	132	37.1	332	93.3

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

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

Informal observation will be used to assess student engagement.

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

Applicable Not Applicable

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

As stated, PS 205 employs a workshop model of instruction for English Language Arts instruction. The architecture of the mini lesson component of both the Reader's and Writer's Workshops includes:

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

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

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

Student Engagement Checklist 2009/2010
School-wide Informal Observations

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

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

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

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 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 has or will engage in to assess whether this finding is relevant to your school's educational program.

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

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

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

Applicable Not Applicable

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

This finding is not relevant to PS 205 for the following reasons:

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.

PS 205 employs a workshop model of instruction for Mathematics instruction. The architecture of the mini lesson component of the Math Workshop includes:

- Teacher directed mini lesson 10-15 minutes (20%)
 - Active engagement 5-10 minutes (13.3%)
 - Share 5 minutes (6.6%)
 - Independent practice 30-45 minutes (depending on grade level) (60%)
- During this time, teachers are either conferring with individual students or working with groups of students for guided practice and/or small group strategy instruction. Student independent practice does not include “busy work.” At this time, students are working alone, in partnerships or in groups to practice their computation and/or conceptual skills.

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

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

Student Engagement Checklist 2009/2010
School-wide Informal Observations

Category	Observation	Comments
<p style="text-align: center;">Whole Class Instruction: Rug Area</p> <ul style="list-style-type: none"> -All students are attentive and looking at teacher(s) -Students sit on rug in purposeful ways depending on task -Various students participate when questions are posed - not the same hands all the time -Student responses to queries are positively validated 	<p>_____ Yes to all</p> <p>_____ Yes to some</p> <p>_____ Not really</p>	
<p style="text-align: center;">Independent Work</p> <ul style="list-style-type: none"> -All students are working productively on assigned task -Students know what to do when “they are done” -Students seek the assistance of a teacher or a peer when they are confused or need direction -Students use environmental print for self-direction 	<p>_____ Yes to all</p> <p>_____ Yes to some</p> <p>_____ Not really</p>	

<p style="text-align: center;">Transitions</p> <ul style="list-style-type: none"> -Are quick and smooth -Require little direction -Students go from point A to point B without interruption -Students are prepared with required materials 	<p>_____ Yes to all</p> <p>_____ Yes to some</p> <p>_____ Not really</p>	
<p style="text-align: center;">Organization of the Day</p> <ul style="list-style-type: none"> -Morning meeting sets the tone for the day: children are part of an interactive conversation concerning the flow of the day -Children know what they will be learning / what is being taught -Children know what is expected of them at all times -Children know why they are part of a small group experience 	<p>_____ Yes to all</p> <p>_____ Yes to some</p> <p>_____ Not really</p>	
<p style="text-align: center;">Student Accountability</p> <ul style="list-style-type: none"> -Students are held to a high standard: good is not good enough -Students know what work that is good enough looks like -Students are given opportunities to improve their work -Students know the behavioral expectations in the room and act appropriately 	<p>_____ Yes to all</p> <p>_____ Yes to some</p> <p>_____ Not really</p>	
<p style="text-align: center;">Metacognition</p> <ul style="list-style-type: none"> -Students are given opportunities to share their thinking -Students are held accountable for their learning - they are asked to articulate or write what they know and understand -Incorrect answers are not validated or simply ignored - being "right" is important and misunderstandings are discussed 	<p>_____ Yes to all</p> <p>_____ Yes to some</p> <p>_____ Not really</p>	

<p>Self Esteem - Building Toward Intrinsic Motivation</p> <ul style="list-style-type: none"> -Children are self-directed and self-motivated -Children who need to be "pushed" are pushed in subtle, nurturing ways -Children do not sit next to peers who disrupt or interrupt learning (including friends) -Children feel good about their learning and are excited to share new experiences -Children who need behavioral plans have them and these are used in consistent ways -There is never a "why should I?" attitude - children perform because they understand that learning is important 	<p>_____ Yes to all</p> <p>_____ Yes to some</p> <p>_____ Not really</p>	
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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 has or will engage in to assess whether this finding is relevant to your school's educational program.

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

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

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

Applicable Not Applicable

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

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

2009	1	0.01%
2008	4	0.05%
2007	6	0.07%

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

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

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

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

Applicable Not Applicable

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

PS 205 is an Empowerment Support Organization School. In addition to the professional development each teacher receives in the school from internal and external coaches, the ESO also customizes 1:1 PD for all ELL teachers. These sessions are planned and facilitated by

the Network's Special Services Manager and delivered either at the school or in a venue for Network collaboration. Finally, this school year, the ESO has contracted an ELL Specialist, Catherine Brown, from *Accelerating Minds with Language*. Ms. Brown will be conducting five full-day workshops for the Network's ELL and bi-lingual teachers.

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

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

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

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

Applicable Not Applicable

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

PS 205 received an overall score of well-developed for SQ1: "School leaders consistently gather and generate data, and use it to understand what each student knows and is able to do and to monitor the students' progress over time." and a score of well-developed for sub criteria 1.3: "School leaders and faculty provide an objective, constantly updated understanding of the performance and progress of English Language Learners."

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

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

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

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

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

Applicable Not Applicable

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

PS 205 received an overall score of well-developed for SQ3: "The school aligns its academic work, strategic decisions and resources and effectively engages students around its plans and goals for accelerating student learning, and an overall score of well developed for sub criteria 3.4: "The school ensures that teachers use school, class and student data to plan for and provide differentiated instruction that meets the specific needs of all students in their charge."

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

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

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

Please respond to the following questions for Key Finding 7:

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

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

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

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

Applicable Not Applicable

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

PS 205 teachers have received extensive professional development in the area of student goal setting and writing correct, appropriate and educationally sound IEP's. This training has been provided to them at the school level by the Empowerment Support Organization's Special Services Manager. Teachers at this school use the NYS standards when making promotional decisions prior to writing an IEP at annual review. All students with special needs at this school have promotional goals that clearly reflect a percentage of their current grade level's performance outcomes. We aspire to have each classified student achieve proficiency in both ELA and mathematics.

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

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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.) Two.
2. Please describe the services you are planning to provide to the STH population.
Each new family that comes to our school receives a residency questionnaire to complete. If the student is in temporary housing the information is immediately entered into ATS by the pupil accounting secretary. Funds are provided to these students for class trips, school supplies clothing and other needs. The parent is offered guidance services for their child and a list of agencies that can provide family counseling or counseling for the parents to help them through this difficult time.

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.

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