



**P.S 4 THE DUKE ELLINGTON SCHOOL**

**2009-2010**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: 06M004**

**ADDRESS: 500 WEST 160<sup>TH</sup> STREET, NEW YORK, NY 10032**

**TELEPHONE: (212) 928-0739**

**FAX: (212) 928-2532**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** P.S. 4      **SCHOOL NAME:** The Duke Ellington School

**SCHOOL ADDRESS:** 500 West 160<sup>th</sup> Street New York, NY 10032

**SCHOOL TELEPHONE:** (212) 928-0739      **FAX:** (212) 928-4142

**SCHOOL CONTACT PERSON:** Gilberto Batiz      **EMAIL ADDRESS:** gbatiz@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Penny Stewart

**PRINCIPAL:** Delois White

**UFT CHAPTER LEADER:** Diane Barreto

**PARENTS' ASSOCIATION PRESIDENT:** Kerenza Polanco

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

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

**DISTRICT:** 06      **SSO NAME:** Fordham University

**SSO NETWORK LEADER:** Marge Struck

**SUPERINTENDENT:** Martha Madera

## 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
Delois White	*Principal or Designee	
Diane Barreto	*UFT Chapter Chairperson or Designee	
Kerenza Polanco	*PA/PTA President or Designated Co-President	
Belkis Poche	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Lucy Perez	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Gilberto Batiz	Member/Assistant Principal	
Willy Theodore	Member/ Teacher	
Judy Thompson	Member/ Teacher	
Penny Stewart	Member/ Parent	
Viridiana Aguilar	Member/ Parent	
Veronica Navarrete	Member/ Parent	
Sonia Iriarte	Member/ Parent	
Amado Hernandez	Member/ Parent	

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

- Core (mandatory) SLT members.

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

## SECTION III: School Profile

### Part A. Narrative Description

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

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P.S. 4 Duke Ellington School is an elementary school from Pre-Kindergarten to Fifth Grade, located in the neighborhood of Washington Heights, in Manhattan. Its population is predominantly Hispanic, but we have African American, Haitian, and European students as well.

Our vision is to create an enriching environment that meets and exceeds the New York State Standards by providing students and the community with extensive educational opportunities that promote academic, social, and emotional achievement. We endorse and encourage racial, ethnic, and cultural tolerance, by creating an environment of learning and cooperation in the fields of the arts, science, and technology.

Our mission is to meet the academic, social, and emotional needs of all our children, including English Language Learners and Special Education students through a range of educational programs and resources. We seek to foster greater harmony with the community by challenging all our students to achieve their fullest potential and creating a community of learners that includes students, parents, staff, and other members of the community. We envision developing lifelong learners and leaders who demonstrate respect for themselves and others. Our school motto is:

***“Take the **A** Train to Success”***

Our mandate at the Duke Ellington School is to develop and maintain a positive learning environment in which we identify the needs of each child in order to offer the necessary support to maximize the opportunities for his/her success; foster the characteristics of good citizenship and personal responsibility, and endeavor to make a significant difference in his/her development as a human being.

Our core curriculum emphasizes higher-order thinking skills and the integration of technology into all content areas. We follow a rigorous curriculum for both: our English-speaking and Bilingual students. The school also promotes analytical thinking throughout all of the academic subjects. Students participate in activities that instill an appreciation for their differences, as well as respect for themselves, others, and the environment. All academic activities prepare students to meet global challenges through the integration of modern technology into all subject areas.

We meet the needs of our at-risk, average, gifted, and talented children through the

inclusion of all groups in our general and supplemental programs. The general curricular programs include areas of concentration in English and Native Language Literacy, Mathematics, English as a Second Language, Science, Social Studies, Music and Physical Education.

Our supplemental programs help the students to receive differentiated instruction according to their individual levels, talents, and multiple intelligences. Curriculum specialists offer additional support to our at-risk students through a well-orchestrated intervention program that will consist of “pull-out”, “push-in”, after-school, small group, and one-on one instruction. We have special community-based academic and recreational after-school programs such as Community League, Rena-Day Care, Virtual Y, and Healthy School and Healthy Families from Columbia Presbyterian Hospital. We have also school-based extended day programs to offer small group targeted instruction to struggling students. These are: ELL After-School Program, Saturday Academy, and Accelerated Reading After-School Program. In addition, we offer After-School Supplementary Educational Services (SES) through special federal funded programs such as Failure Free Reading, Sports and Arts, Test Quest, and Champion. Moreover, we have created a complete series of extracurricular and enrichment programs such as Poetry Club, Drama Club, Sport Teams, Soccer/Writing Team, Student Government, and The Knights of Duke Ellington (a behavior modification program). All these general and supplemental programs support our students in meeting and exceeding the New York City and New York State Performance Standards.

## SECTION III – Cont’d

### Part B. School Demographics and Accountability Snapshot

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

#### CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>School Name:</b>	P.S. 004 Duke Ellington						
<b>District:</b>	6	<b>DBN:</b>	06M004	<b>School BEDS Code:</b>	310600010004		
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	36	35	35		91.4	91.1	92.3
Kindergarten	87	93	95				
Grade 1	89	101	110	Student Stability - % of Enrollment:			
Grade 2	112	104	111	(As of June 30)	2006-07	2007-08	2008-09
Grade 3	146	138	102		91.3	90.6	92.2
Grade 4	99	138	102	Poverty Rate - % of Enrollment:			
Grade 5	118	76	137	(As of October 31)	2006-07	2007-08	2008-09
Grade 6	0	0	0		96.3	91.3	93.1
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		7	12	95
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		33	18	30
Ungraded	1	2	1	Special Education Enrollment:			
Total	688	647	695	(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	28	25	32	Principal Suspensions	1	18	14
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	8	18	13
Number all others	40	32	65	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09
				CTE Program Participants	0	0	0
				Early College HS Program Participants	0	0	0
English Language Learners (ELL) Enrollment:				Number of Staff - Includes all full-time staff:			
(BESIS Survey)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09				
# in Transitional Bilingual Classes	230	166	169	Number of Teachers	53	57	57
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	136	151	155				

**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	28	0	5	Number of Administrators and Other Professionals	9	19	20
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	2	2
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	71.7	66.7	80.7
				% more than 5 years teaching anywhere	64.2	63.2	70.2
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	85.0	84.0	88.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	86.4	91.5	95.4
American Indian or Alaska Native	0.2	0.8	0.3				
Black or African American	10.0	9.0	10.2				
Hispanic or Latino	89.4	89.0	88.1				
Asian or Native Hawaiian/Other Pacific Isl.	0.2	0.0	0.1				
White	0.3	1.2	0.7				
<b>Male</b>	53.5	53.2	49.6				
<b>Female</b>	46.5	46.8	50.4				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
√	NCLB Restructuring – Year 4						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>Individual Subject/Area Ratings:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	Restructuring Y 4			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			

<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
		<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
<b>Student Groups</b>		ELA	Math	Science	ELA	Math	Grad Rate
<b>All Students</b>		√	√	√			
<b>Ethnicity</b>							
American Indian or Alaska Native		-	-	-			
Black or African American		√	√	-			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander							
White		-	-				
<b>Other Groups</b>							
Students with Disabilities		X	√	-			
Limited English Proficient		√SH	√	√			
Economically Disadvantaged		√	√	√			
<b>Student groups making AYP in each subject</b>		5	6	4	0	0	0

<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
<b>Overall Letter Grade:</b>	A			<b>Overall Evaluation:</b>	NR		
<b>Overall Score:</b>	94.8			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment:	8.8			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:	18.5			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	58.5						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	9						

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

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

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

## SECTION IV: NEEDS ASSESSMENT

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

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

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

PS 4 is a school in needs of improvement (SINI) in its 4th year of restructuring. Originally, the school was identified as a SINI school due to the inadequate performance of our English language learner students. According to the State Annual Report Card our ELL student did not make the adequate yearly progress (AYP) in English Language Arts Standardized Test (ELA Test) at that time. Through our restructuring plan we divided the school in three different academies with their own administrator to facilitate the monitoring and support of the instructional programs and initiatives. We also grouped our ELL students by classes according to their levels of proficiency (beginners, intermediate, advanced). We designed a Language Allocation Policy (LAP) that facilitated the instruction of the students according to their proficiency levels. Since then, our ELL students have made adequate progress (AYP) in ELA for the last three years, as measured by the state. This progress will be analyzed later in the following sections.

Another subgroup who did not make adequate yearly progress (AYP) was the students with disabilities. For that reason, we started to bring our Special Education Self-Contained classes to the regular classroom during the Literacy Block. After the task is modeled by the regular classroom teacher, special education students are placed in small groups together with regular education students to be helped by the special education teacher and/or paraprofessional. After that, they return to their classroom to continue working in a small group setting at different Literacy Stations according to their needs, levels, and learning styles. The interaction of the students with disabilities with the other students in a least restrictive environment has proved to increase their self-esteem and motivate them to succeed academically. This past year the students with disabilities made adequate yearly progress as measured by the state standards.

To continue supporting our ESL and students with disabilities, this current year we created three ESL Self-Contained classes which are also structured through a Collaborative Team Teaching approach (CTT). These classes have a ratio of 60% of ESL students in regular education and 40% of students with learning disabilities. These classrooms have an ESL teacher and a Special Education teacher working together to offer additional support to struggling students. Students in these classes receive the benefit of having a second person in the room all day long, which assists them to complete their tasks in a small group and in one to one basis, using ESL strategies and techniques.

We also adjusted our original restructuring plan by adding an extra academy. At the present time, each floor has been transformed into an academy with a support team that helps even more to facilitate the training, assistance, and monitoring of the curriculum and school policies. Each academy has a literature focus to promote students' English oral proficiency and increase their interest for the English Literature. The existing academies are as follows:

❖ First Floor	Dr. Seuss's Academy	Focus: Nursery Rhymes
❖ Second Floor	Alma Flor Ada Academy	Focus: Folktales and Legends
❖ Third Floor	Robert Frost Academy	Focus: Poetry
❖ Fourth Floor	Shakespeare Academy	Focus: Drama

We enhance our already rigorous curriculum through the discussion of the works of these well-renowned mentor authors. Each academy has a support team that consists of one administrator, one reading/math coach, and several specialized intervention teachers. They offer meaningful and timely support to our teachers and monitor their accountability. Each academy creates and reinforces an environment of community that promotes the students' participation in all the curricular and extracurricular activities. Since the intervention teachers are assigned to a specific academy, they can get better familiarized with the students facilitating the process of identifying their specific needs.

Monthly assemblies are performed in each academy to recognize the effort of the students and teachers and to motivate them and their parents to become active participants in the learning process. Thematic projects are also developed by each academy's team to include a series of technology-based and hands-on activities that will conclude with a final presentation during the monthly assemblies. Students are grouped according to their needs to design, research, and present their projects. This contributes to create more interest and to create an environment of cooperation and collegiality among students, parents, and teachers.

The curriculum and pacing calendars have been enhanced not only by the different academy's themes but also by the design and implementation of thematic units to integrate all the curricular subjects. Each month a theme is developed through a series of lessons in Language Arts, Math, Science, Social Studies, and Science. These lessons offer multiple opportunities to be exposed to the same vocabulary and concepts facilitating the process of language acquisition and expansion.

This year, we are implementing a new Writing Program (Harcourt Language) program that integrates grammar lessons with creative writing in a very structured fashion. This direct ESL instruction approach will offer our children, especially ESL and students with disabilities, a better understanding of the English Language usage and the necessary foundations to become better writers. This program was already tested with our Inquiry Team students last year with great success which provided us the confidence to include the program as part of our regular curriculum.

The specific needs of assessments on the different areas are determined by the data as follows:

## **English Language Arts**

### **Needs of Assessment:**

According to our school records, 326 students took the ELA Standardized test. 8 % of them scored at level 1; 36% at level 2; 54 % at level 3; and 2 % at level 4. This represents an increase of 5% of students performing at levels 3 & 4 in comparison with last year's results. The results for the last four years are as follows:

<b>Standardized State ELA Assessment Results</b>					
<b>Year</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Levels 3 &amp; 4</b>

2006	23.4%	45.5%	30.2%	0.9%	31.10%
2007	25.9%	39.7%	33.8%	0.6%	34.4%
2008	18.0%	31.0%	49.0%	2.0%	51.0%
2009	8.0%	36.0%	54.0%	2.0%	56.0%

As we can see, the students performing on or above grade level has been steadily increasing for the last four years, while the number of students performing at level 1 has been dramatically decreasing. The number of students performing at or above their level has been steadily increasing in approximately 5% each year.

A sub-group performance report is as follows:

Subgroups	Percentage 2008	gap	Percentage 2009	gap	gap Increase or Decrease
Female	55%	16%	61%	11%	- 5%
Male	39%		50%		
General Education	53%	34%	64%	41%	+ 7%
Students with Disabilities	19%		23%		
English Proficient	61%	32%	70%	39%	+ 7%
Limited English Proficient	29%		31%		

This report shows that the gap between female and male students is closing at a solid 5% rate. However, the gap between General Education students and Students with Disabilities are still increasing by 7%. The same can be said about the gap between the English Proficient students and ELL students. That is why we will continue making adjustments and establishing new policies to support these two important subgroups as we explained before: ESL CTT Classes and New Direct ESL Grammar and Creative Writing Program.

The data for our English Language Learners can be represented by the results of the Standardized Test NYSESLAT exposed on the following chart:

Standardized State NYSESLAT Test Results				
Year	Beginners	Intermediate	Advanced	Proficient
2006	20%	35%	38%	7%
2007	24%	31%	26%	8%
2008	24%	30%	34%	12%

2009	28%	30%	35%	7%
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As we can see, after a stable increase on the number of students achieving proficiency level for several years, there was a decline of 5% during 2009. With the objective of correcting this situation, this year we have started to implement a new English Language Grammar and Creative Writing program called Harcourt Language, as mentioned before. This is an exceptionally well-structured program that incorporates grammar, English usage, and writers' craft into a number of writing lessons that help students to produce writing pieces in a variety of genres. . We already tested the program with our Inquiry Team's ELL students last year with a notable success. We expect to expand the success of this program to all our ELL students.

The reading proficiency in the lower grades is measured using the DIBELS exam. Four-hundred and eight (408) students were tested last year. The following chart summarizes the results for the last four years.

<b>Standardized State DIBELS Test Results</b>			
<b>Year</b>	<b>Intensive</b>	<b>Strategic</b>	<b>Benchmark</b>
2006	36%	23%	41%
2007	30%	24%	46%
2008	12%	24%	65%
2009	25%	23%	52%

The Dibels Test results indicate that even when we have been making moderate gains in the number of students who are reading at grade level (benchmark) during the recent years, we have a decline of 13% this past year. That is why we are enhancing the lower grades' curriculum with new content area books that motivate students to get interested in reading. We are also designing more rigorous procedures to measure student' accountability; especially when they are working at their respective literacy stations. We also created three positions of Reading First Specialists that will support the lower grade teachers in the implementation of the program and these new accountability measures. In conjunction with the reading First Coach, they will offer additional professional development and training to the teachers and staff.

We carefully reviewed the data of the students performing on level 1 and 2 on the State ELA tests, as well as the intensive students in the DIBELS test. We discovered that many of them were ELL students who scored intermediate, advanced, or proficient in the NYSESLAT, and still had difficulties with the target language. The majority of them presented difficulties in vocabulary, spelling, and reading comprehension. They did not recognize some of the basic sight words and were not able to use context clues to determine the meaning of unknown words.

Action Plan:

Taking all the data into consideration, one of our priorities this year will be the continuation of planning thematic units that help ELL students to develop and retain vocabulary in a more accelerated and consistent fashion. It has been demonstrated by several studies on Bilingual Education, that the incorporation of different content areas through thematic units of study is one of the most beneficial strategies to learn a new language. These thematic units will include different activities across the curriculum to teach reading, writing, science, social studies, and mathematics in a holistic way. We are certain that this thematic approach will help the students to make better connections between one

subject and the other, and to incorporate new vocabulary into their daily routines. These themes are strongly correlated to the Language Arts program in the Native Language to ease the student transfer of knowledge from one language to another.

We will also continue with the formation of an ESL Self-Contained class per grade, to group all the ELL students whose parents communicate their desire to place them in a monolingual setting. Teachers in these ESL Self-Contained classes are continuously trained in ESL techniques and strategies, so they can provide meaningful and rigorous instruction, according to their students' proficiency levels. Students in these classes receive an additional period of direct ESL instruction by a cluster teacher in an everyday basis. At the same time, we will continue strengthening our Transitional Bilingual Program through the enforcement and close supervision of our Language Allocation Policy, which determines a recommended number of periods of instruction in the Native Language, as well as the target language according to the students' proficiency.

We will also maintain the separation of the school into academies to develop supplementary vocabulary and reading comprehension activities through nursery rhymes (Dr. Seuss Academy), Poetry (Robert Frost Academy), folktales and legends (Alma Flor Ada Academy), and Theater Plays (Shakespeare Academy). This will continue keeping students interested and motivated to learn and enjoy the richness of the English Language.

In addition, our "Idiom of the Day Policy" will be enhanced with cognates to provide idiomatic expressions that help students to understand better the English usage in everyday life and to make connections between the words in English and Spanish. We will continue enforcing the practice of having daily drills using the sight words posted on the classrooms word wall. This will supply additional opportunities to perform hands-on activities that help students to learn these words and make them part of their everyday vocabulary in an accelerated way.

**Mathematics**

**Needs of Assessment:**

From the 333 students taking the Citywide Standardized Math test last year 75% of them scored at level 3 and 4. This represents an increase of 8 % from the year before. Our Math results for the last four years are as follows:

<b>Standardized State Math Assessment Results</b>					
<b>Year</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Levels 3 &amp; 4</b>
2006	28%	34%	35%	4%	39%
2007	16%	32%	45%	6%	51%
2008	7%	26%	61%	6%	67%
2009	5%	20%	65%	10%	75%

From our analysis we noticed that many of our students having problems with the reading test also had problems with the math assessment. This was basically caused by the same insufficiencies of our students' language skills. Many of the issues resulted for the students' problems in

understanding directions and the particularities of the explained situations rather than their ability to make computations.

Action Plan:

One of our major objectives to correct the situation explained before is to continue with the daily use of our everyday math logs in which students explain mental processes to solve problems or to perform an operation. This helps teachers to assess students' understanding and better plan their lesson according to the students' specific needs.

We will also provide additional training to the classroom teacher in the understanding and delivering of Everyday Math Lessons and routines. We will also monitor more closely the problem of the day policy as a way to expand student practice with word problems. We will continue with our Math intervention programs during the day and after school. On Friday students will practice test taking skills, as well as math games that help them to better understand basic math concepts.

**Science**

Year	Level 1	Level 2	Level 3	Level 4
2007	4%	41%	42%	3%
2008	2%	41%	42%	5%
2009	13%	19%	46%	22%

The science test results were also favorable last year 2009. 68% of the students scored at or above grade level which helped us to make adequate yearly progress through safe harbor for the English language Learners. This represents a dramatic increase of 21%. The new science curriculum which was adopted from kindergarten to 5<sup>th</sup> grade will help us to make even greater progress. The thematic units explained before will also offer additional opportunities to practice new vocabulary in multiple ways and occasions. This will assist our students to internalize better the science concepts learned in class and continue making growth in his important test.

We have started to use a basal science reading program that is correlated with our Understanding By Design (UBD) program by a pacing calendar that include the themes, readings, and hands-on activities, as well as the enduring understanding acquire through the lessons. Through this thematic UBD teaching approach students and teachers are perfectly clear about the desired results of each lesson even before the lesson starts. Since students are expected to reach their own conclusions and make their own generalizations from the topics studied in class, lots of analysis will be performed through language (reading/writing) activities. Hands on, research and team working activities are considered starting points to generate a debate among the students that will help them to develop their native language as well as their second language.

**Social Studies**

Year	Level 1	Level 2	Level 3	Level 4
2007	55%	19%	26%	0%

2008	32%	23%	45%	0%
2009	25%	14%	50%	12%

This last year 130 students in fifth grade took the social studies standardized test. 62% of them performed at or above grade level. This represents a remarkable increase of 17% in comparison with the year before. That is why we believe that the continuation of the use of the Understanding by Design Methodology will help us to obtain even better results. It is our main goal for science and social studies that teachers and administrators receive intensive training on the use of these techniques. Being one of the main goals of this approach that students acquire essential skills that lead them to make their own conclusions, generalizations and understanding, we believe that it will be the perfect vehicle to prepare our students, not only to achieve better results in the social studies tests, but also in school in general.

We will continue using a basal Social Studies reading program to help teachers and students to feel more confident on the themes discussed in class. We will stress the importance of incorporate a language objective and writing activities to social studies lessons. Through a project-based approach we expect to motivate students become more interested in this important content area.

### **Related Areas-Attendance, School Climate and Parental Involvement**

We will continue with our parental involvement, intervention programs, and school climate initiatives. In the year 2009 we reached an attendance rate of 93.6 which represents a moderate increase of 2.5%. This situates us in a similar position in comparison with similar school in the area and city schools as well. We are in the process of planning additional incentives to motivate children and parent to improve our attendance rate.

We will prepare monthly assembly programs to recognize students' achievement, including attendance. This will provide an excellent opportunity to attract parent to our school to celebrate our students' accomplishments. We will also extend our home calls and visits in order to find the causes and offer better support to the students with a high rate of absenteeism and lateness.

We will continue planning and developing monthly writing celebrations by grades. These celebrations represent an excellent vehicle not only for the students to show their works, but also to bring parents to the school and elevate the children's motivation and desire to attend everyday. Parents will receive a monthly calendar about curricular and extracurricular activities celebrated in the school. This calendar will help parents to plan their school visits. This will also motivate students to attend and perform a better job in school to which they would feel proud of.

This year we will continue with the incorporation of a group of parents who have become class mothers. They are responsible to cooperate in every class activity that their children are part of, as well as inform other parents of the activities celebrated in class. They have monthly meetings where they discuss new ways to increase parent involvement in school. We also started to have monthly father's nights, where fathers and male figures meet to discuss ways to help students to have positive role models in their lives that motivate and encourage them to perform well in school and in life in general.

## SECTION V: ANNUAL SCHOOL GOALS

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

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

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After a careful review of our data and a thoughtful reflection of our successes and areas in need of improvement, we have found that still our ELL and students with disabilities subgroups are underperforming in comparison with the rest of the subgroups. That is the major reason why we have established the following three main goals for this year:

1. **Improve student achievement through professional development in Literacy, Mathematics, Social Studies, and Science-** We will offer additional opportunities to teachers to engage in common grade-planning sessions at least twice a week. During these sessions teacher will analyze students' work and data to determine trends, needs, and course of actions to impart meaningful and high quality instruction in synchronization with the NYS Learning Standards. Thematic curriculum maps, pacing calendar, activities, and lessons will be created during these planning sessions with the purpose of differentiate instruction according to the different learning styles and modalities. These thematic units will incorporate a holistic approach in which reading, writing, mathematics, science, and social studies content areas are integrated through a theme that allows students to make connections and acquire the knowledge in a more wide-ranging fashion. Through the constant research of current trends and learning strategies in education, teachers will develop proficiency in the use of a wider range of approaches that will help them to offer a better service to our students. We will pay special attention to the use of a Project-Based approach that will incorporate more technology and high-order thinking questioning techniques that allow students to obtain a more rigorous education.
2. **Improve student achievement through technology and engagement-** Technology will be incorporated into everyday lessons through a series of research and hands-on activities that allow students to take more responsibility of their own learning. The number of computers will be increased in each classroom in order to offer students additional opportunities to use the different computer programs available in the school according o their specific needs such as: Accelerated Reading, Accelerated Math, English in a Flash, Ticket to Read, Harcourt Online Resources, Failure Free Reading, Acuity, and Goggle Documents among others. The use of smart boards and projectors will be also encouraged to offer a more interactive and attractive classroom environment. The students and teachers will have online ongoing discussions about the themes presented on the students' projects through Wkis and Blogs. An interactive school website will be created to maintain parents informed and increase their involvement in the students' learning process.
3. **Improve student achievement through identification of their specific needs and the use of a differentiating instruction approach-** Baseline tests will be performed to identify students' needs and determine course of actions to follow. We will continue with a period

for Literacy Stations and Guided Reading across the grades, where students work at different learning centers according to their specific needs and leaning styles. An extra person is added to the room during this period to facilitate the process and offer additional support. Teachers will monitor the progress of the students through weekly and monthly tests, as well as acuity and predictive tests. Colleges and universities will be contacted in order to recruit student teachers that assist classroom teachers to manage small group and learning center instruction across all the content areas.

Our measurable goals are as follows:

- **Goal 1: ; As a result of a more rigorous curriculum that is tailored to the students' specific needs, we will experience an increase of 5% in the number of students achieving proficiency in English Language Arts as measured by the NYS English Language Arts Standardized Test, DIBELS, NYSESLAT, and/or Harcourt Native Language Assessment, by the end of the school year.**

Students will receive Language Arts instruction in English and Spanish according to their proficiency levels with their respective interventions. We will continue using a Harcourt Trophies curriculum in English and Spanish. This is a standard and research-based program that presents reading skills and strategies in a structured and scaffolding fashion. We will continue implementing the use of a Reading Logs where students respond to literature in a reflective way, as well as a Writer's Notebook where students compile, explore, and expand seed ideas for their monthly writing pieces. Students will receive direct ESL instruction through a program that incorporates grammar and writer's crafts into the writing process to produce a variety of exemplary pieces in various genres. We will continue enforcing the use of data to differentiate instruction, design action plans, and place the children in cooperative learning small group centers to tap into their specific needs and limitations. Students will be assessed in a weekly basis to determine their progress and set up new action plans. Teachers will submit student's scores and a copy of their assessments in a monthly basis to their supervisors. This data will be examined to establish interim and annual goals for each student. Teachers will have regular planning sessions to analyze students' work and to determine course of actions to guarantee students' success. A Thematic and Project-Based approach will be the angular piece of these planning sessions.

- **Goal 2: By the end of the school year, we will have an increase of 6% in the number of students performing at or above grade level in Mathematics, as measured by the NYS Mathematics Standardized Test and/or Everyday Mathematics End of Year Assessment.**

We will continue using Everyday Mathematics to impart instruction. Unit tests and teacher-made tests data will be analyzed in a weekly basis to determine needs for intervention. Students who demonstrate to have difficulties will be pulled-out to receive additional intervention according to their specific needs. We will continue enforcing the use of manipulatives and cooperative learning activities to be incorporated into the classroom daily routines. We will also continue enforcing the use of math games as a way for the students to acquire a broader understanding of the mathematic concepts taught in the classroom. The math games cluster teacher will be responsible of coordinating school-wide and grade math competitions as a motivating agent that stimulates students to gain mastery of the key concepts discussed in class. We will also continue implementing the use of a Math Logs where the students explain mathematic processes, concepts, and themes in their own words as a medium to expand their comprehension of the material explained in class. Technology will be integrated into the lessons to offer students additional opportunities to learn the concepts in diverse manner.

- **Goal 3: By the end of the school year, we will have an increase of 8% on the number of students performing at grade level in Science as measured by the 4<sup>th</sup> grade ESPET test and/or Unit Tests.**

We will continue strengthening the implementation of our Science Standard Based curriculum through the use of a basal reader that also incorporates a reading objective that is correlated to the Language Arts instruction. We will also design thematic units that will help students to understand the concepts in a holistic fashion, incorporating cross curricular activities which will support the acquisition and long-term retention of new ideas and vocabulary. We will continue maintaining a Science cluster position and laboratory to facilitate the necessary hands-on activities and experiments that complement the formal instruction. The use of the Understanding by Design Philosophy will help students to acquire enduring understandings of scientific concepts and ideas, based on their own judgments and conclusions of the material presented in class and its application to the reality of their everyday lives. There will be an Annual Science Fair, where students will use their instinctive curiosity to develop and present a science project where inquiry methodology will be used. Science project will be integrated into the curriculum in order to give students additional opportunities to become researchers and investigators through the use of advanced technology.

- **Goal 4: By the end of the school year, we will have an increase of 8 % on the number of students performing at grade level in Social Studies as measured by the 5<sup>th</sup> Grade Social Studies Test and/or Unit Tests.**

Social Studies will be taught through the use of a basal reader that incorporates language arts skills and strategies to reinforce reading comprehension. The use of thematic units will facilitate the necessary connections students need to make when applying concepts from one content area to another. Understanding by Design will provide the necessary foundation for the students to make generalizations and draw conclusions about the different historic periods and events studied in class and their causes, consequences, and application to our present reality. We will continue maintaining a Social Studies cluster position to enhance the curriculum through research and investigation in collaboration with our school librarian. Debates will be celebrated where students have to defend a point of view using document-based statements and information. Project and technology-Based activities will be utilized to encourage students to investigate history periods, trends, and events and make connections to their own reality.

- **Goal 5: By the end of the school year we will have an increase of 10% in the incorporation of Technology into the curriculum, as measured by the reports of Accelerated Reading, Acuity, Ticket to Read and other computer-based programs.**

We will continue with the enforcing of our Accelerated Reading period where students read books independently. After finishing a book, students take a quiz through the computer to evaluate their understanding. This is a sustained silent reading period where students learn to build stamina and confidence as independent readers, reading books at their own reading comprehension level. The reports issued by this computer program help teachers to assess their students' progress and make new determinations and action plans for their future lessons. The awards received at the end of each month help us to motivate students to become better and enthusiastic readers. The same can be said about the Acuity Program, where teachers are required to assign reading tasks to the students according to their specific needs. The students can complete these tasks in the classroom or at home. Then, a report is generated that serves to monitor the progress of the students and design new action plans. We will continue maintaining a technology cluster position that will continue helping us to articulate and support the use of technology in the classrooms.

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** ELA and Native Language

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal 1: As a result of a more rigorous curriculum that is tailored to the students’ specific needs, we will experience an increase of 5% in the number of students achieving proficiency in English Language Arts as measured by the NYS English Language Arts Standardized Test, DIBELS, NYSESLAT, and/or Harcourt Native Language Assessment, by the end of the school year.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>➤ Continue enforcing the school wide 135-minute literacy schedule in English for regular classes and the appropriate ESL periods according to our Language Allocation Policy. Literacy instruction should include the use of reading aloud, share reading, paired reading, independent reading, accountable-talk, journal response and writer’s notebook through the use of the workshop model.</li> <li>➤ Improve our ESL program through the implementation of a thematic approach and pacing calendar to integrate all content areas during the teachers’ planning sessions.</li> <li>➤ Closer monitoring, support and reinforce of the adherence to the ESL mandated instructional policies and practices, including the language allocation model used in bilingual classes.</li> <li>➤ Test Preparation will be embedded into every content area lesson, as well as reading, writing, and math.</li> <li>➤ Perform quarterly formal assessment using Harcourt, and Interim Assessments to measure the students’ progress and identify additional instructional needs and reinforcement.</li> <li>➤ Enforcement of a 30 minutes period of Accelerated Sustained Silent Independent Reading.</li> <li>➤ Perform bi-weekly grade common preparation meetings to plan and discuss different ways to deliver standard-based lessons and to develop grade projects to enhance the curriculum and integrate more technology.</li> <li>➤ After school literacy programs and Saturday ELL Academy will reinforce the concepts</li> </ul>

	<p>learned in the classroom.</p> <ul style="list-style-type: none"> <li>➤ Establishment of a combined push-in and pull out program to offer additional support to at-risk students.</li> <li>➤ Establishing a daily period of Guided Reading/Centers where students participate of small group instruction according to their specific needs demonstrated by quantitative and qualitative data. During this period we will assign an extra teacher in each classroom to better perform small group instruction.</li> <li>➤ Weekly Interim Assessment will be performed to measure the students' progress and identify additional instructional needs and reinforcement.</li> <li>➤ Continue the implementation of the Idiom of the Day and the Word of the Day Policy enhanced by the cognate of the day.</li> <li>➤ Continue the implementation of repetition drills from the word walls to expose students to the high frequency words.</li> <li>➤ Establishment of a combined push-in and pull out program to offer additional support to at-risk students, including the new immigrant student who will be taken in a daily basis to the New Immigrant Center where the new immigrants receive instruction in Spanish combined with ESL interpersonal skills lessons.</li> <li>➤ Implement an English Language program (Harcourt Language) to impart direct ESL instruction. This program integrates grammar, English usage, and writer's craft lessons that help the students to publish portfolio pieces in a variety of genres and themes.</li> <li>➤ Maintain a writing log with seed ideas for further development and publishing.</li> <li>➤ Inquiry Team groups will be created by grades to spread out the inquiry process throughout all the school constituencies. During a special extended additional monthly grade planning session, teachers will analyze students' works to determine courses of action to tap on students' specific needs.</li> <li>➤ Staff development and training will be offered on differentiate instruction.</li> <li>➤ An effort will be made to add a second person to each classroom through the collaboration with universities and college's student teaching programs. This second person will help to facilitate differentiating instruction according to the students' needs.</li> <li>➤ Perform an Annual Spelling Bee contest in Spanish and English.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Administrators-Tax Levy</li> <li>• Teachers/Coaches-Tax Levy</li> <li>• Reading Funded Teachers- Reimbursable, Title I</li> <li>• IEP Teachers- Reimbursable Title I</li> <li>• Paraprofessionals-Title I</li> <li>• Library Teacher-Tax Levy</li> <li>• AIS Contract For Excellence Teacher</li> </ul>

	<ul style="list-style-type: none"> <li>• Part 154/Title III Funds</li> </ul>
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> <li>• Weekly Skill Tests, Standardized Tests, DIBELS Progress Monitoring Reports, CTB-Terra Nova Assessment</li> <li>• Harcourt periodic assessments</li> <li>• Teacher Assessments- portfolios, conferences, tests, and informal/formal observations</li> <li>• Item analysis reports and checklists</li> <li>• NYSESLAT and Harcourt periodic assessments</li> <li>• Accelerated Reading, Acuity, and Achieve 3000 Assessment Reports</li> <li>• Learning Walks and Reading First Monitoring Reports</li> </ul>

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

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<b>Goal 2: By the end of the school year, we will have an increase of 6% in the number of students performing at or above grade level in Mathematics, as measured by the NYS Mathematics Standardized Test and/or Everyday Mathematics End of Year Assessment.</b>
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> <li>➤ Continue enforcing and supporting the math block (60 minutes) of daily Everyday Math instruction through the use of the workshop model in regular, bilingual, and special education classrooms.</li> <li>➤ Increase and enforce the use of math writing logs as a way to correlate math and literacy, and to provide teachers an additional tool to measure and evaluate the students' performance and understanding.</li> <li>➤ Teachers in bilingual, monolingual and special education programs will incorporate enrichment activities and strategies in mathematics instruction to challenge students through the use manipulative objects, technology, and computers.</li> <li>➤ Monitor and train teachers more strongly in the use of everyday math calendar, weather, and other routines through the use of manipulative materials.</li> <li>➤ Monitor and reinforce the use of the "problem of the day" as a way to provide students with a daily experience in solving word problems in which multiple steps, mathematical applications, or critical analysis have to be done, using real life situations.</li> <li>➤ Establishment of a combined push-in and pull out program to offer additional support to at-risk students.</li> <li>➤ Perform quarterly interim formal assessment to measure the students' progress and</li> </ul>

	<p>identify additional instructional needs and reinforcement.</p> <ul style="list-style-type: none"> <li>➤ After school programs and Saturday ELL Academy will reinforce the concepts learned in the classroom.</li> <li>➤ Weekly Playing of Math Games by our Math games cluster teacher.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>▪ Administrators-Tax Levy</li> <li>▪ Community Volunteers</li> <li>▪ AIS Math Intervention Teacher</li> <li>▪ Math Games Cluster Teacher</li> <li>▪ Teachers- Tax Levy</li> <li>▪ Math Coach-Tax Levy</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>▪ Formal/Informal Assessment (tests, portfolio reviews, math logs, conferences, observations)</li> <li>▪ Monthly Assessments (Everyday Math)</li> <li>▪ Standardized Tests</li> <li>▪ Interim Assessments- Acuity</li> <li>▪ Math Fair Projects</li> </ul>

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

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Goal 3: By the end of the school year, we will have an increase of 8% on the number of students performing at grade level in Science, as measured by the 4<sup>th</sup> grade ESPET test and/or Unit Tests.</b></p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>➤ Implementing of a Basal Reader Science Program. (Harcourt Science)</li> <li>➤ Teachers in bilingual, monolingual and special education programs from grade K to 5 will incorporate the Understanding by Design model in their teaching strategies through the use of the Standard-Based Curriculum Map and a thematic approach.</li> <li>➤ Classroom teachers will work together with science cluster teachers to develop pertinent and adequate science explorations and experiments to be performed in our science laboratory that support and clarify theoretical concepts discussed in class through the use of non-fictional materials.</li> <li>➤ Enforcing the 90 minutes weekly periods of science instruction by the classroom teacher.</li> <li>➤ Fourth grade teacher will provide additional activities to practice the necessary skills</li> </ul>

	<p>that will be tested on the ESPET test during the proposed 60 weekly minutes devoted to test preparation and independent study skills, habits and strategies.</p> <ul style="list-style-type: none"> <li>➤ Teachers will analyze the ESPET results to find out their students difficulties and deficiencies and plan their lessons accordingly.</li> <li>➤ Provide opportunities to the teacher to plan special trips, activities and science fair and exhibitions that help the students to make the necessary connections between the themes discussed in class and real-life situations.</li> <li>➤ After school and ELL Academy programs will reinforce the concepts learned in the classroom.</li> <li>➤ Expand the use of a reading skills and strategy into Science Content Area instruction.</li> <li>➤ Incorporation of a Project-Based approach that helps teachers to integrate technology into their science lessons in order to increase the level of rigor and motivation.</li> <li>➤ Annual Science Fair</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>▪ Supervisors-Tax Levy</li> <li>▪ Teachers- Tax Levy</li> <li>▪ Math and Literacy Coaches</li> <li>▪ Curriculum UBD Team</li> <li>▪ Science Cluster Teacher</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>▪ Formal/informal assessments including tests, quizzes, research projects, unit tests, and standardized 4<sup>th</sup> grade test.</li> <li>▪ Science Lab hands-on activities/projects</li> <li>▪ Ongoing observations/conferences</li> <li>▪ Science Fair Projects</li> <li>▪ Monthly bulletin board activities based on the thematic UBD Units.</li> <li>▪ Close monitoring of the portfolio pieces suggested in the thematic units</li> <li>▪ Inter classroom visitations and learning walks.</li> </ul>

**Subject/Area (where relevant):**     **Social Studies**    

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and</i></p>	<p><b>Goal 4: By the end of the school year, we will have an increase of 8 % on the number of students performing at grade level in Social Studies as measured by the 5<sup>th</sup> Grade Social Studies Test and/or Unit Tests.</b></p>
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<p><i>Time-bound.</i></p>	
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>➤ Implementing of a Basal Reader Social Studies Program (Houghton Mifflin) that incorporates the use of reading skills and strategies correlated to language arts.</li> <li>➤ Incorporation of the Understanding by Design model in their teaching strategies through the use of the Standard-Based Curriculum Map and a thematic approach.</li> <li>➤ Fourth and fifth grade teachers will provide additional activities to practice the necessary skills that will be tested on NYS and NYC standardized test during the proposed 60 weekly minutes devoted to test preparation and independent study skills, habits and strategies.</li> <li>➤ Continue enforcing the 90 minutes weekly periods of social studies instruction in combination of classroom and social studies cluster teachers lessons.</li> <li>➤ Provide opportunities to the teacher to plan special trips, activities, and assemblies that help the students to make the necessary connections between the themes discussed in class and real-life situations.</li> <li>➤ Monthly topics focusing in current events and social issues will be assigned through the Thematic Units that will be the basis for monthly research and debates.</li> <li>➤ After school and ELL Academy programs will reinforce the concepts learned in the classroom.</li> <li>➤ Offer additional support and training to teachers in the use of manipulative materials such as maps, toys and computer programs to enhance the students' understandings.</li> <li>➤ Monitor and support in the development of the Thematic Units suggested portfolio pieces and bulletin board activities</li> <li>➤ Incorporation of a Project-Based approach that helps teachers to integrate technology into their social studies lessons in order to increase the level of rigor and motivation.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>▪ Supervisors- Tax Levy</li> <li>▪ Teachers- Tax Levy</li> <li>▪ Social Studies cluster teacher</li> </ul>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>▪ Formal and informal observations, conferences, quizzes, research projects, and unit tests Formal</li> <li>▪ Quarterly Portfolio reviews</li> <li>▪ 5<sup>th</sup> Grade Social Studies standardized Test</li> <li>▪ Monty Debates.</li> <li>▪ Inter classroom visitations and learning walks.</li> </ul>
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**Subject/Area (where relevant):** Technology

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Goal 5: By the end of the school year we will have an increase of 10% in the incorporation of Technology into the curriculum, as measured by the reports of Accelerated Reading, Acuity, Ticket to Read, and other computer-based programs.</b></p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>➤ Implementation of a 30-minute technology block for Accelerated Reading Program.</li> <li>➤ Creation of computer centers in the classrooms with at least four computers per class.</li> <li>➤ The classroom teachers will take students to our library and media center to perform research techniques through the use of Internet.</li> <li>➤ Creation of a calendar and classes visit log for monthly visits to the library and media center.</li> <li>➤ Encourage student to get a library card to use the resources on the community public library.</li> <li>➤ Continue with the monitor and enforcement of the school policy regarding the supervisor’s approval of movies and videos showed in class and their relevance according to our curricular programs.</li> <li>➤ Continue creating, providing and encouraging the use of transparencies that can be used for different teaching purposes, including content area, test preparation, and independent study and research skills.</li> <li>➤ Encourage students to publish their final portfolio pieces using computers</li> <li>➤ Implementation of a computer schedule in each classroom that allows students to spend at least 30 minutes a day in the computer center to practice and perform specific tasks assigned by the teachers and/or to complete quizzes on the Accelerated Reader Program, Acuity, Ticket to Read, English in a Flash and Accelerated Math.</li> <li>➤ Train teachers in the use of ARIS and Acuity to collect information about students and better plan their lessons according to the students’ needs.</li> <li>➤ Design monthly Thematic Projects per grade that allow the incorporation of</li> </ul>

	<p>technology. Students and teachers will create blogs and wikis to post discussion online about the projects students are working on.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>▪ Supervisors- Tax Levy</li> <li>▪ Teachers- Tax Levy</li> <li>▪ Librarian- Tax Levy</li> <li>▪ Supervisors-Tax Levy</li> <li>▪ After School Teacher- Title I</li> <li>▪ Technology Cluster Teacher</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>▪ Formal/Informal observations, assessments.</li> <li>▪ Reviews of Portfolios (projects) and bulletin boards to monitor student progress.</li> <li>▪ Learning Walks</li> <li>▪ Accelerated Reading, Acuity, and Achieve 3000 Reports</li> </ul>

## **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	40	0	N/A	N/A	3	0	0	1
1	42	6	N/A	N/A	3	0	0	0
2	18	40	N/A	N/A	3	0	0	0
3	81	52	14	18	2	0	0	1
4	80	42	22	21	2	0	0	55
5	86	40	12	30	1	0	1	41
6								
7								
8								
9								
10								
11								
12								

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

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

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<ul style="list-style-type: none"> <li>▪ One daily period of Small group instruction during Guided Reading/Learning Centers time with activities designed according to the students' specific needs in the five modalities established by Reading First: Phonics, Phonemic Awareness, Vocabulary, and Reading Comprehension.</li> <li>▪ Use of Intervention programs such as Leap Frog, Earobics, Star Fall, and Passport Voyagers, for one-to one and small group instruction during the 37-½ minutes, pullout programs during the day, and after school.</li> <li>▪ Reading Recovery and Reading Reform pullouts for non-readers.</li> <li>▪ Explicit ESL and Native language Instruction pull-out for new Immigrants</li> <li>▪ Saturday ELL Academy for ESL Instruction through the Arts.</li> <li>▪ Saturday Test Preparation Academy through small group instruction.</li> </ul>
<b>Mathematics:</b>	<ul style="list-style-type: none"> <li>▪ Pullout Intervention program to work on students' needs according to the data assessment results.</li> <li>▪ Saturday Test Preparation Academy through small group instruction.</li> <li>▪ Push-in intervention program to work on students' needs according to the data assessment results.</li> <li>▪ Use of manipulatives to enhance students' comprehension.</li> <li>▪ Weekly math games to complement and expand students' understanding of math concepts.</li> </ul>
<b>Science:</b>	<ul style="list-style-type: none"> <li>▪ Saturday Test Preparation Academy through small group instruction.</li> <li>▪ Use of manipulatives to enhance students' comprehension.</li> <li>▪ Science Lab activities and experiments to complement and support the formal instruction.</li> </ul>
<b>Social Studies:</b>	<ul style="list-style-type: none"> <li>▪ Saturday Test Preparation Academy through small group instruction.</li> <li>▪ Use of manipulatives to enhance students' comprehension.</li> <li>▪ Science Lab activities and experiments to complement and support the formal instruction.</li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<ul style="list-style-type: none"> <li>▪ At risk students are seen together with mandated students in small groups of no more than three, and on a one-to-one basis. Through the use of games, discussions, and role-playing they receive counseling according to their specific emotional and social needs.</li> </ul>

<b>At-risk Services Provided by the School Psychologist:</b>	<ul style="list-style-type: none"><li>▪ After a screening process students are seen in a one-to-one basis to receive counseling. In some specific cases referrals have been made to receive outside therapy and psychiatric services through our partnership with Columbia Presbyterian Hospital.</li></ul>
<b>At-risk Services Provided by the Social Worker:</b>	<ul style="list-style-type: none"><li>▪ Our social worker sees at risk students on a one- to-one basis to offer additional counseling through individual and family sessions that help students and parents to deal with their specific situations.</li></ul>
<b>At-risk Health-related Services:</b>	<ul style="list-style-type: none"><li>▪ We maintain partnership with Columbia Presbyterian Hospital that includes mental health services, nutritional guidance for students and parents as well as series of after school programs to increase the level of physical activities in our students.</li></ul>

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

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2009-2010) LAP narrative to this CEP.

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### **P.S. 4 Duke Ellington School**

## **LANGUAGE ALLOCATION POLICY 2009–2010**

### **Part 1: School ELL Profile**

#### **Introduction**

P.S. 4 Duke Ellington School is an elementary school from Pre-Kindergarten to Fifth Grade, located in the neighborhood of Washington Heights, in Manhattan. Its population is predominantly Hispanics, but we have African American, Haitian, and European students as well. 88% of the students are Hispanic or Latino while 10% are Black or African Americans. The remaining 2% are a mix of White, Asian, and other groups. Our vision is to create an enriching environment that meets and exceeds the New York State Standards by providing students and the community with extensive educational opportunities that promote academic, social, and emotional achievement. We endorse and encourage racial, ethnic, and cultural tolerance, by creating an environment of learning and cooperation in the fields of the arts, science, and technology.

Our mission is to meet the academic, social, and emotional needs of all our pupils, including English Language Learners and Special Education students through a range of educational programs and resources. We seek to foster greater harmony with the community by challenging all our students to achieve their fullest potential and creating a community of learners that includes students, parents, staff, and other members of the community. We envision developing lifelong learners and leaders who demonstrate respect for them and others. Our school motto is:

***“Take the A Train to Success”***

Our mandate at the Duke Ellington School is to develop and maintain a positive learning environment in which we identify the needs of each child in order to offer the necessary support to maximize the opportunities for his/her success; foster the characteristics of good citizenship and personal responsibility, and endeavor to make a significant difference in his/her development as a human being. Our core curriculum emphasizes higher-order thinking skills and the integration of technology into all content areas. We follow a rigorous curriculum for both: our English-speaking and Bilingual students. The school also promotes analytical thinking throughout all of the academic subjects.

We sponsor academic achievement and dual language proficiency by teaching and encouraging racial, ethnic, and cultural

sensitivity, tolerance, and cooperation. Students participate in activities that instill an appreciation for their differences, as well as respect for themselves, others, and the environment. All academic activities prepare students to meet global challenges through the integration of modern technology into all subject areas.

We will meet the needs of our at-risk, average, gifted, and talented children through the inclusion of all groups in our general and supplemental programs. The general curricular programs include areas of concentration in English and Native Language Literacy, Mathematics, English as a Second Language, Science, Social Studies, Music and Physical Education.

The supplemental programs help students to receive differentiated instruction according to their individual levels, talents, and multiple intelligences. Curriculum specialists offer additional support to our at-risk students through a well-orchestrated intervention program that will consist of “pull-out”, “push-in”, after-school, small group, and one-on one instruction. We have special community-based academic and recreational after-school programs such as Community League, Rena-Day Care, Virtual Y, and Healthy School and Healthy Families from Columbia Presbyterian Hospital. We have also extended –day academic programs such as: ELL After School and Saturday Academy, Failure Free Reading, and SAFS Programs among others.

We have created a complete series of extracurricular and enrichment programs such as Poetry Club, Drama Club, Sport Teams, Soccer/Writing Team, Student Government, and The Knights of Duke Ellington (a behavior modification program). All these general and supplemental programs will support our students in meeting and exceeding the New York City and New York State Performance Standards.

## **A-LAP Team Composition**

We have put in place a Language Allocation Policy team integrated by Delois White, Principal; Gilberto Batiz, Assistant Principal in charge of the Bilingual Department; Luisa Martin, Assistant Principal in Charge of Special Education; Beatriz Lorenzo, Bilingual Coordinator; Rosa Salce, Reading First Coach; Daniela Cabral, Inquiry Team Member & Teacher; and Raysa Gonzalez, Parent Coordinator.

## **B-Teacher Qualifications**

We have a total number of 19 teachers serving our English Language Learners. From those 7 of them are certified bilingual teacher, 3 are special education bilingual teachers, and 3 are ESL certified teachers, and 6 common branch teachers teaching ESL-Self-Contained classes. We have a total number of 340 ELL students. Our school climate and environment can be described as welcoming and child friendly. There are systems in place to promote parent outreach through parent workshops and classes.

## **C-ELL Demographics**

We have a total number of 661 students in the school. 343 of them are English Language Learners who represent 51% distributed as follows:

	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Total</b>
TBE (60%: 40%→ 75%: 25%)	23	31	34	18	31	20	157
ESL Self-contained (100% English)	30	31	40	23	17	17	158
Freestanding ESL Push-in/Pull-out	7	4	4	0	10	3	28
<b>Total</b>	<b>60</b>	<b>66</b>	<b>78</b>	<b>41</b>	<b>58</b>	<b>40</b>	<b>343</b>

## Part II: ELL Identification Process

When a parent shows up for registration our bilingual coordinator is informed by the school secretary. She helps parents to fill out the Home Language Identification Survey (HLIS) to determine the temporary placement of the child in a possible bilingual/ESL setting. Parents are invited to watch the orientation video provided by the NYC Department of Education about the Bilingual Programs offered by the city and ask questions about them. In addition they receive guide published by the NYC Department of Education that provides important information for parents of newly enrolled students.

Once the HLS form is filled, the child is placed in a temporary class. Within the next 10 days, the Bilingual Coordinator and her staff assess the students using the LAB-R test to determine the final placement of the child. After a child is LAB tested, she informs the parents by phone and mail about the result of the test and the suggestion of the appropriate setting: Transitional Bilingual or ESL Self-Contained class. Parents receive a form to choose the setting. If these forms are not returned within a week, the child is automatically placed in a Transitional Bilingual Program. If the forms are returned, we review them and we place the child according to parents' request. Once the child is placed in a program, we inform parents that their child will remain there for the full academic year. The Bilingual Coordinator along with the parent coordinator constantly review the ATS information about ELL's to ensure that Home Language, Grade, Program, LAB-R and NYSESLAT Scores are used to match our instructional programs with the students' academic needs.

In order to assess the progress of the ELL students, we offer the NYSESLAT standardized test in an annual basis. The result of this test is used to decide the student's continuation of ESL services and to offer suggestions to parents about a more appropriate placement for their children. As mandated by the State Bilingual Policies (Part 154), every year the ELL students' parents receive the Continuation of Services Letter to reselect or confirm the students' programs, based on the NYSESLAT results. Currently we do not offer a Dual Language Program, due to a low parent request

## Part III: ELL Demographics

### A-ELL Programs

We maintain a bilingual program consisting in classes grouped according to their English Proficiency. Beginner and intermediate students are placed in a Transitional Bilingual Class following a 60% Native Language /40% English Model. Advanced students are placed in a Transitional Bilingual Class following a 75% English/ 25% Native Language Model. Students whose parents opt for a monolingual

English setting are grouped in an ESL-Self contained class, unless parents explicitly require a pure monolingual setting. In this case they will receive free standing ESL services through a pull-out program as indicated in the following chart:

<b>Bilingual Model</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Total</b>
TBE (60%: 40% → 75%: 25%)	23	31	34	18	31	20	157
ESL Self-contained (100% English using ESL)	30	31	40	23	17	17	158
Freestanding ESL Push-in/Pull-out (English 100%)	7	4	4	0	10	3	28
<b>Total</b>	<b>60</b>	<b>66</b>	<b>78</b>	<b>41</b>	<b>58</b>	<b>40</b>	<b>343</b>

### Transitional Bilingual/ ESL Programs

PS 4 provides a transitional bilingual and self-contained ESL model. English Language Learners are identified at the beginning of the year or at the moment they are registered according to their Home Language Survey, Lab R or NYSESLAT results.

Students in transitional bilingual classes and students in ESL self contained classes are grouped as follows:

#### One transitional bilingual class per grade to group beginners and intermediate students

- Students in this class performed at Beginning or Intermediate level in the NYSESLAT or LAB-R Test.
- This class follows a 40% English as a Second Language (ESL) and 60% Native Language Model.
- Students receive two periods of explicit ESL instruction every day according to the Language Allocation Policies established by the State.
- Instruction is differentiated through the use of cooperative learning activities to address each student proficiency level.
- Language Arts is explicitly taught in Native Language, as well Mathematics.
- Science and Social Studies are taught in English using ESL methodology.
- The 40/60 percent model is used from September to December.
- During the year the units of ESL are incremented to finish with a 50/50 percent model from January to June. At this point students are encouraged to listen, speak, read and write in English.
- The students are divided in different groups according to their levels of English proficiency. The teacher assigns different tasks that are appropriate to each group and help in the language acquisition process.

#### One Transitional Bilingual Class per grade to group Advanced and Testable Students

- Students in this class performed at Advanced level in the NYSESLAT or LAB-R test.
- This class follows a 75% English and 25% Native Language Model from September to June, according to the Language Allocation State Policies.
- Students receive all the instruction in English with one period of ESL and one Native language period (Spanish) every day.
- The Native Language period is taught in the afternoon and includes all the components of the language: speaking, listening, reading and writing. Teachers are encouraged to develop special art and social studies projects that enrich and promote the students' cultural backgrounds during this native language period.
- Instruction is differentiated through the use of cooperative learning activities to address each student proficiency level.
- Books and materials: ESL- Moving into English; ELA- Harcourt and Accelerated Writing; Math- Everyday Math in English; Science/Social Studies- Understanding By Design Units in English developed by the school curriculum committee; Native Language- Harcourt and teacher-made units and lessons.
- Word walls and independent reading libraries are maintained in both languages for the students' use and reference.
- An English Grammar component is added to the ESL lesson through the use of the book Write On, and special regular packages prepared by our ESL coach. Students are encouraged to publish their final writing pieces in English.

One ESL-Self-Contained Class per grade to group all ELL students whose parents chose an English Only:

- This class was formed as part of our Restructuring initiatives to respond to the parents' increasing demands when choosing a monolingual program for their children.
- The goals of our ESL program are as follows:
  - Provide academic subject instruction in English using ESL methodology and instructional strategies.
  - Incorporate ESL strategic instruction.
  - Assist students to achieve the state-designated level of English proficiency for their grade.
  - Help ELLs meet or exceed New York State and City standards.
- Language Arts is taught using ESL and ELA methodologies. Content areas are taught in English using ESL strategies.
- Since we are a Reading First school, our ELLs have the mandated minutes of ESL instruction aligned to ELA standards daily. In addition to the 180 minutes, students who exhibit inadequate growth on reading assessments, receive an additional 30 minutes per day in literacy instruction using a reading intervention program tailored to meet their academic needs.
- Books and materials: ESL- Moving into English; ELA- Harcourt and Accelerated Writing; Math- Everyday Math in English; Science/Social Studies- Understanding By Design Units in English developed by the school curriculum committee
- Word walls and independent reading libraries are maintained in English for the students' use and reference.
- Students are encouraged to publish all their final writing pieces in English.

- Instruction is differentiated through the use of cooperative learning activities to address each student proficiency level.

Students reaching proficiency according to the NYSESLAT are mainstreamed. They continue receiving ESL additional support through the Intervention Programs AIS as needed. We also maintain a Saturday Bilingual Academy in which they are encouraged to attend:

#### Bilingual Saturday Academy

- This Bilingual Saturday Academy was created to address the needs of our ELL students of acquiring more fluency in the targeted language (English), even when they have reached the proficiency level. This academy focuses in the use of English Language as a medium of creative and artistic expression through the reading, interpretation, analysis and writing of exemplary literary pieces in English.
- One important component of this Bilingual Saturday Academy is the “Shakespearean Circle”. ELL students integrate this class. They read, analyze and perform different plays of different themes and subjects through the use of Benchmark Education Company’s Reader’s Theatre Fluency Program. Students in this Shakespearean Circle are actually working in the performance of Romeo and Juliet, for our Shakespeare Academy’s Celebration at the end of the school year.
- Students in this Bilingual Academy are upper grade students (3-5) performing at Advanced Level in the NYSESLAT. There are also some proficient students who have been recently transferred from a bilingual to a monolingual setting. These students are testable in English on Language Arts, Math, Science and Social Studies.
- The frequency of the program is once a week for a three hours-session every Saturday.
- There are two fully certified bilingual teachers in this program; one to teach Language Arts and Math and other for the Performing Arts.
- The measurements and assessments used to monitor student gains are: Harcourt Language Assessments, Princeton Review, as well as informal assessment such as portfolios and running records.

#### Instructional Materials

Being a reading first school, we use researched based reading program to teach English language arts, native language and English as a Second Language (Harcourt K-5) This program is enhanced and supplemented through the use of accelerated reader which is a computerized reading programs designed to monitor, and motivate student to read independently and comprehend the material at their own level. This program is used in both languages: English and Spanish.

In addition, we implement a content area computerized reading program called achieve 3000 for grades 3 through 5. Through these programs students read non-fiction stories according to the thematic units taught in the classroom. This is an interactive program where students read and write and are able to receive immediate and interactive feedback from their teachers and classmates. Our curriculum also includes a creative writing program called: “Balanced Reading Institute” where the students learn the conceptions of each genre such as persuasive narrative, non-fiction, poetry, etc and try to reproduce the genre using their own personal stories. As part of the daily routines, teachers are mandated to conduct a guided reading/ center where ELL s students are grouped according to specific needs to perform rehearsed based activities and tasks that tap overcome their individual difficulties.

## B-ELL Years of Services, Programs, and ELLs by Subgroups

### New Comers - New Arrival Center

Grade	K	1	2	3	4	5	Total
Number of students	10	9	5	6	6	9	45

- The New Arrival Center was created to fulfill the needs of the recent immigrant students who are in need of intensive second language acquisition. This program is offered to newcomer ELLs students on a daily basis, for a period of 45 minutes.
- The English Language proficiency level of the students is beginner according to the LAB-R or NYSESLAT results.
- Through this New Arrival Center we give additional support to our new arrivals in their native language, while becoming literate in their native language. We immerse them in the English Language using English as a Second Language Approaches and Methodologies. For those students who are literate in their native language, they receive intensive English. Therefore, we tailor the program and differentiate instruction based on the levels of Native and English Language Proficiency.
- A fully certified bilingual teacher offers support services to an approximate number of 30 new immigrant students through the use of ESL methodology to help and ease their process of English language acquisition and assimilation to the new culture.
- Small groups of 5 to 8 students are formed to receive a daily period of additional support and intervention through this New Arrival Center.
- Technology is strongly encouraged through the use Achieve 3000
- Use of ESL Moving into English Intervention Program to teach basic ESL to promote and increase the Basic Interpersonal Skills (BICS) of the new immigrant students.
- Students receive additional support in content areas in their Native Language.
- The teacher uses EL SOL, ECLAS, DIBELS, Harcourt Assessments, ELL Interim assessment, Acuity and Standardized Exam results to monitor students' progress.

### Long-term ELLs

Grade	K	1	2	3	4	5	Total
Number of students	0	0	0	0	2	14	16

When we identify an ELL student who have been in the program for more than 6 years he/she is referred to our AIS Committee. They start the process with a comprehensive diagnostic assessment to determine the student's strengths and weaknesses and an intervention program is provided as follows:

- 45 minutes "Pull-Out" & "Push-In" Intervention Program every day for guided reading.
- Students who have been identify as low performers in the NYSESLAT, ELA and Math Standardized tests receive a daily period of intervention through a combination of "pull-out and "push-In program.

The programs used for these interventions are: Kaplan, Harcourt ELL's Kit, Reader's Theater and Failure Free Reading. Last year we identified these long term ELLs as the population for the inquiry team. We focused on guided reading as one of the daily interventions, and during the 90 minutes-literacy block we selected a number of reading experts to push in and work with these students during literacy. In addition we used various kinds of assessment as tools to gain knowledge of the ELL's abilities (Scantron) on a weekly basis to assess their weakness and strengths.

### SIFE Students

<b>Grade</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Total</b>
<b>Number of students</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>2</b>	<b>1</b>	<b>7</b>

We have identified 4 SIFE students. These students were assessed to determine their specific needs. An intervention program was designed to address their academic deficiencies. These students have been placed in a grade according to their ages, so they can continue their social development in a progressive usual way. Intervention is provided through a "pull-out" program in a daily basis for 45 minutes as detailed before in the Bilingual Programs Section. ESL is also provided in a small group instruction through our New Immigrant Center which is described in detail below.

### ELLs in Special Education

<b>Grade</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Total</b>
<b>Number of students</b>	<b>4</b>	<b>9</b>	<b>7</b>	<b>23</b>	<b>10</b>	<b>14</b>	<b>67</b>

Classroom teachers, intervention teachers, clusters, coaches and paraprofessionals, through a comprehensive schedule, implement the following interventions programs. We use a well-orchestrated combination of pullout and push-in activities to meet the needs of our ELL population. The teachers have been trained in different reading fluency and comprehension programs to work with small groups of no more than six students to better assist and target the students' needs. In many cases they use a one-to-one approach that allows students to concentrate better and obtain superior results. The programs used to perform these interventions are the following:

- 37.5 minutes
- ELL's Success Academy: Monday, Wednesday, and Saturday
- Balanced Literacy Institute
- Wilson/PAF/ Reading Reform
- Literacy Harcourt Intervention Program
- Technology: Leap Frog, Accelerated Reader, Achieve 3000
- Failure Free Reading After School Program
- SES such as Kaplan, Princeton Review, Learn it
- Academic Intervention Services (A.I.S.)
- Passport Voyager

**LAP Team Certification of Accuracy and Signatures**

Name	Title	Signature	Date
Delois White	Principal		
Gilberto Batiz	Assistant Principal		
Luisa Martin	Assistant Principal		
Beatriz Lorenzo	Bilingual Coordinator		
9Rosa Salce	Reading First Coach		
Daniela Cabral	Teacher/ Inquiry Team Member		
Raysa Gonzalez	Parent Coordinator		
School Principal: Delois White- Jones		Date:	
ELL Compliance and Performance Specialist: Evelyn Ilg		Date:	
Community Superintendent: Martha Madera		Date:	

## C-Home language Breakdown and ELLs Programs

**CR Part 154 (A-6)  
2009-2010**

### Program Description

School District 06 Type of Program: Bilingual ESL X Both

School Building P.S. 4 No. LEP Students Served 2009-2010:346

Name of Principal: Delois White Principal's

Signature \_\_\_\_\_

#### 2009-2010 SCHOOL BUILDING BILINGUAL/ESL PROGRAM DESCRIPTION (Not to exceed two pages)

1. Instructional Program (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc)

P.S. 4 is an elementary school (K-5) that provides a Transitional Bilingual and ESL Self-Contained program. English Language Learners (ELL's) are identified early in the year or at the moment they are registered according to the Home Language Survey Forms and the Lab-R or NYSESLAT results. ELL students are placed into two broad categories: Students in Transitional Bilingual Classes and Students in ESL Self-Contained Classes as follows:

#### One Transitional Bilingual Class per grade to group Beginners and Intermediate Students

- Students in this class performed at Beginning or Intermediate level in the NYSESLAT or LAB-R Test.
- This class follows a 40% English as a Second Language (ESL) and 60% Native Language Model.
- Students receive two periods of ESL every day according to CR Part 154. Reading, Writing and Mathematics are taught in Native Language.
- The 40/60 percent model I implemented from September to December.
- During the yea, the units of ESL are incremented to finish with a 50/50 percent model from January to June. At this point students are encouraged to listen, speak, read and write in English.
- The students are divided in different groups according to their levels of English proficiency. The teacher assigns different tasks that are appropriate to each group and help in the language acquisition process.
- Books and materials: ESL- Moving into English; Native Language - Harcourt and Accelerated Writing; Math- Everyday Math in Spanish; Science/Social Studies- Understanding By Design Units in English developed by the school Curriculum Committee.
- Word walls and independent reading libraries are maintained in both languages for the students' use and reference.
- An English Grammar component is added to the ESL lesson through the use of the book Write On, and special regular

packages prepared by our ESL coach.

- Students are encouraged to publish their final writing pieces in the language of preference.

#### One Transitional Bilingual Class per grade to group Advanced and Testable Students

- Students in this class performed at Advanced level in the NYSESLAT or LAB-R test.
- This class follows a 75% English and 25% Native Language Model from September to June, according to the Language Allocation Guidelines published by NYC Department of Education.
- Students receive all the instruction in English with one period of ESL and one Native language period (Spanish) every day.
- The Native Language period is taught in the afternoon and includes all the components of the language: speaking, listening, reading and writing. Teachers are encouraged to develop special art and social studies projects that enrich and promote the students' cultural backgrounds during this native language period.
- Books and materials: ESL- Moving into English; ELA- Harcourt and Accelerated Writing; Math- Everyday Math in English; Science/Social Studies- Understanding By Design Units in English developed by the school curriculum committee; Native Language- Harcourt and teacher-made units and lessons.
- Word walls and independent reading libraries are maintained in both languages for the students' use and reference.
- An English Grammar component is added to the ESL lesson through the use of the book Write On, and special regular packages prepared by our ESL coach.
- Students are encouraged to publish their final writing pieces in English.

#### One ESL-Self-Contained Class per grade to group all ELL students whose parents chose an English Only setting:

- This new class was formed as part of our Restructuring initiatives to respond to the parents' increasing demands when choosing a monolingual program for their children.
- The goals of our ESL program are as follows:
  - Provide academic subject instruction in English using ESL methodology and instructional strategies.
  - Incorporate ESL strategic instruction.
  - Assist students to achieve the state-designated level of English proficiency for their grade.
  - Help ELLs meet or exceed New York State and City standards.
- Language Arts is taught using ESL and ELA methodologies. Content areas are taught in English using ESL strategies.
- Since we are a Reading First school, our ELLs have the mandated minutes of ESL instruction aligned to ELA standards daily. In addition to the 180 minutes, students who exhibit inadequate growth on reading assessments, receive an additional 30 minutes per day in literacy instruction using a reading intervention program tailored to meet their academic needs.
- Books and materials: ESL- Moving into English; ELA- Harcourt and Accelerated Writing; Math- Everyday Math in English; Science/Social Studies- Understanding By Design Units in English developed by the school curriculum committee
- Word walls and independent reading libraries are maintained in English for the students' use and reference.
- Students are encouraged to publish all their final writing pieces in English.

### **Bilingual Saturday Academy**

- Number of students anticipated to participate are the testable students on the ELA and the Math Grade 3- 25 students, Grade 4-25 students, Grade 5- 25 students= Total of 75 students
- English Proficiency levels will be made up of: Intermediate and Advanced students
- The frequency of the program will be 1x a week for 3 hours.
- The proposed dates of the activities are Saturdays from October 2008 to May 2009
- There will be a total of 5 teachers.
- The measurement and assessment used to monitor student gains will be: DIBELS, Acuity, Harcourt Language Assessments, Princeton Review as well as informal assessment such as portfolios and running records.
- The rationale used to choose the activity was based on the data, which revealed our ELL's need of additional services in: Literacy, Fluency, Vocabulary, Language Arts and Mathematics.
- Once the students are selected there will be a pre-assessment to determine what skills and strategies the students need assistance in. Then during the program, weekly assessments will be given to the students to determine in they can move on or are in need of re-teaching.
- The Shakespeare The after school- Drama club with a focus on oral recitation skills

### **New Arrival Center**

- Number of students expected to participate will be about 70 students.
- The English Language proficiency level are beginners.
- The frequency is 1x a day for 45 minutes.
- Proposed dates are from September 2006-June 2007.
- 1 Teacher will be needed to work with the new arrivals.
- The teacher will use EL SOL, ECLAS, DIBELS, Harcourt Assessments, Princeton Review, Grow Report and Standardized Exam results to monitor student gain.
- The rationale used to choose the activity is to give additional support to our new arrivals in their native language. While becoming literate in their native language we will immerse them in the English Language using English as a Second Language approach. For those students who are literate in their native language, they will receive intensive English. Therefore, we will tailor the program and differentiate instruction based on the levels of Native and English Language proficiency.
- We will implement two new programs in order to better serve our Ell's. Failure Free Reading and Accelerated Reader .These programs will be implemented during the 37 additional minutes as part of our intervention plan.
- Japanese culture club with a focus on language development ( pen pals with ESL students in Japan to enhance language development )

## D- Programming and Scheduling Information

**CR Part 154 (A-7)**

**Sample Student Schedule  
Elementary School  
2009-2010**

**Student Proficiency Level: Beginning**

**Grade: First School District: 6**

**School Building: P.S. 4**

**(Transitional Bilingual)**

<b>Period</b>	<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>1</b>	8:40-9:25	Language Arts ESL	Language Arts ESL	Language Arts ESL	Language Arts ESL	Language Arts ESL
<b>2</b>	9:28-10:13	Reading Workshop Native Language	Reading Workshop Native Language	Reading Workshop Native Language	Reading Workshop Native Language	Reading Workshop Native Language
<b>3</b>	10:16-11:01	Writing Workshop Native Language	Writing Workshop Native Language	Writing Workshop Native Language	Writing Workshop Native Language	Writing Workshop Native Language
<b>4</b>	11:04-11:49	Prep. Science English	Math Native Language	Prep. Gym English	Prep. Social Studies English	Math Native Language
<b>5</b>	11:52-12:37	Lunch	Lunch	Lunch	Lunch	Lunch
<b>6</b>	12:40-1:25	Math Native Language	Word Study Read Aloud Native Language	Math Native Language	Math Native Language	Math Native Language
<b>7</b>	1:28-2:13	Word Study Read Aloud Native Language	Prep. Music English	Word Study Read Aloud Native Language	Word Study Read Aloud Native Language	Prep. Science English
<b>8</b>	2:15-3:00	Social Studies ESL	Arts ESL	Prof. Science English	Arts ESL	Character Education ESL

**Sample Student Schedule  
Elementary School  
2009-2010**

**Student Proficiency Level: Intermediate  
School Building: P.S. 4**

**Grade: First School District: 6**

**(Transitional Bilingual)**

<b>Period</b>	<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>1</b>	8:40-9:25	Language Arts ESL	Language Arts ESL	Language Arts ESL	Language Arts ESL	Language Arts ESL
<b>2</b>	9:28-10:13	Reading Workshop Native Language	Reading Workshop Native Language	Reading Workshop Native Language	Reading Workshop Native Language	Reading Workshop Native Language
<b>3</b>	10:16-11:01	Writing Workshop Native Language	Writing Workshop Native Language	Writing Workshop Native Language	Writing Workshop Native Language	Writing Workshop Native Language
<b>4</b>	11:04-11:49	Prep. Science English	Math Native Language	Prep. Gym English	Prep. Social Studies English	Math Native Language
<b>5</b>	11:52-12:37	Math Native Language	Word Study Read Aloud Native Language	Math Native Language	Math Native Language	Math Native Language
<b>6</b>	12:40-1:25	Lunch	Lunch	Lunch	Lunch	Lunch
<b>7</b>	1:28-2:13	Word Study Read Aloud Native Language	Prep. Music English	Word Study Read Aloud Native Language	Word Study Read Aloud Native Language	Prep. Science English
<b>8</b>	2:15-3:00	Social Studies ESL	Arts ESL	Prof. Science English	Arts ESL	Character Education ESL

**Sample Student Schedule  
Elementary School  
2009-2010**

**Student Proficiency Level: Advanced  
School Building: P.S. 4**

**Grade: First School District: 6**

**(Transitional Bilingual)**

<b>Period</b>	<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>1</b>	8:40-9:25	Language Arts ESL				
<b>2</b>	9:28-10:13	Reading Workshop English				
<b>3</b>	10:16-11:01	Writing Workshop English				
<b>4</b>	11:04-11:49	Prep. Science English	Math English	Prep. Gym English	Prep. Social Studies English	Math English
<b>5</b>	11:52-12:37	Math English	Word Study Read Aloud Native Language	Math English	Math English	Word Study Read Aloud Native Language
<b>6</b>	12:40-1:25	Lunch	Lunch	Lunch	Lunch	Lunch
<b>7</b>	1:28-2:13	Word Study Read Aloud Native Language	Prep. Music English	Word Study Read Aloud Native Language	Word Study Read Aloud Native Language	Prep. Science English
<b>8</b>	2:15-3:00	Social Studies English	Arts English	Prof. Science English	Arts English	Character Education ESL

**Elementary School  
2009-2010**

**Student Proficiency Level: Beginning  
School Building: P.S.4**

**Grade: Fourth      School District: 6**

**(Transitional Bilingual)**

<b>Period</b>	<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>1</b>	8:40-9:25	Language Arts ESL				
<b>2</b>	9:28-10:13	Reading Workshop Native Language				
<b>3</b>	10:16-11:01	Writing Workshop Native Language				
<b>4</b>	11:04-11:49	Prep. Science English	Math Native Language	Prep. Gym English	Prep. Social Studies English	Math Native Language
<b>5</b>	11:52-12:37	Math Native Language				
<b>6</b>	12:40-1:25	Lunch	Lunch	Lunch	Lunch	Lunch
<b>7</b>	1:28-2:13	Math Native Language	Prep. Music English	Math Native Language	Math Native Language	Prep. Science English
<b>8</b>	2:15-3:00	Social Studies ESL	Science ESL	Prof. Science English	Social Studies ESL	Character Education ESL

**Sample Student Schedule**

**Elementary School  
2009-2010**

**Student Proficiency Level: Intermediate  
School Building: P.S.4**

**Grade: Fourth      School District: 6**

**(Transitional Bilingual)**

<b>Period</b>	<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>1</b>	8:40-9:25	Language Arts ESL				
<b>2</b>	9:28-10:13	Reading Workshop Native Language				
<b>3</b>	10:16-11:01	Writing Workshop Native Language				
<b>4</b>	11:04-11:49	Prep. Science English	Math Native Language	Prep. Gym English	Prep. Social Studies English	Math Native Language
<b>5</b>	11:52-12:37	Math Native Language				
<b>6</b>	12:40-1:25	Lunch	Lunch	Lunch	Lunch	Lunch
<b>7</b>	1:28-2:13	Math Native Language	Prep. Music English	Math Native Language	Math Native Language	Prep. Science English
<b>8</b>	2:15-3:00	Social Studies ESL	Science ESL	Prof. Science English	Social Studies ESL	Character Education ESL

2009-2010

Student Proficiency Level: Advanced  
School Building: P.S.4

Grade: Fourth School District: 6

(Transitional Bilingual)

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	8:40-9:25	Reading Workshop English	Reading Workshop English	Reading Workshop N/L	Reading Workshop English	Reading Workshop N/L
2	9:28-10:13	Reading Workshop English	Reading Workshop English	Reading Workshop English	Reading Workshop English	Reading Workshop English
3	10:16-11:01	Writing Workshop English	Writing Workshop English	Writing Workshop English	Writing Workshop English	Writing Workshop English
4	11:04-11:49	Prep. Science ESL	Math English	Prep. Science ESL	Prep. Social Studies ESL	Math English
5	11:52-12:37	Math English	Math English	Math English	Math English	Math English
6	12:40-1:25	Lunch	Lunch	Lunch	Lunch	Lunch
7	1:28-2:13	Math English	Prep. Music ESL	Math English	Math English	Prep. Science ESL
8	2:15-3:00	Language Arts N/L	Language Arts N/L	Prof. Science ESL	Language Arts N/L	Character Education ESL

Sample Student Schedule  
Elementary School  
2009-2010

Student Proficiency Level: Beg/Int/Adv  
 School Building: P.S. 4

Grade: First School District: 6

(ESL Self-Contained)

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	8:40-9:25	Word Study Read Aloud English Harcourt				
2	9:28-10:13	Reading Workshop English Harcourt				
3	10:16-11:01	Writing Workshop English Accelerated Writing				
4	11:04-11:49	Prep. Science ESL UBD Units	Math English Everyday Math	Prep. Gym English	Prep. Social Studies ESL UBD Units	Math English Everyday Math
5	11:52-12:37	Lunch	Lunch	Lunch	Lunch	Lunch
6	12:40-1:25	Math English Everyday Math	Arts ESL	Math English Everyday Math	Math English Everyday Math	Social Studies ESL Moving into English
7	1:28-2:13	Arts ESL	Prep. Music ESL	Arts ESL	Science ESL Moving into English	Prep. Science ESL UBD Units
8	2:15-3:00	Social Studies ESL Moving into English	Science ESL Moving into English	Prof. Science ESL UBD Units	Arts ESL	Character Education ESL UBD Units

Sample Student Schedule  
 Elementary School  
 2009-2010

Student Proficiency Level: Beg/Int/Adv Grade: Fourth

School District: 6

School Building: P.S.4  
(ESL Self-Contained))

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	8:40-9:25	Reading Workshop English Harcourt				
2	9:28-10:13	Reading Workshop English Harcourt				
3	10:16-11:01	Writing Workshop English Accelerated Writing				
4	11:04-11:49	Prep. Science ESL UBD Units	Math English Everyday Math	Prep. Science ESL UBD Units	Prep. Social Studies ESL UBD Units	Math English Everyday Math
5	11:52-12:37	Math English Everyday Math	Math English Everyday Math	Math English Everyday Math	Math English Everyday Math	Math English Everyday Math
6	12:40-1:25	Lunch	Lunch	Lunch	Lunch	Lunch
7	1:28-2:13	Math English Everyday Math	Prep. Music ESL	Math English Everyday Math	Math English Everyday Math	Prep. Gym English
8	2:15-3:00	Social Studies ESL Moving into English	Science ESL Moving into English	Prof. Social Studies ESL UBD Units	Science ESL Moving into English	Character Education ESL UBD Units

**E-Schools with Dual Language Programs (Not Applicable)**

**F-Professional Development and Support for Staff**

Professional Development is a crucial part of our school Plan. All teachers are receiving extensive training in all the Reading First components, as well as other areas. The main focus for the year is on ESL practices and methodologies and the use of data to differentiate instruction. Lead teachers have been identified on each grade in order to facilitate the communication process between the administration and the staff. Each lead teacher conducts two grade-planning sessions per week with his/her entire grade. They are also responsible to submit a weekly Literacy and Math Plan in a predetermined template to the administration. This provides uniformity and continuity in the students learning process.

In order to supply quality teaching to English Language Learners we have already started to develop a series of workshop for all our teachers that help them to be more prepared to deal with the particularities of ELL students. These workshops can be broadly grouped according to the following learning strands:

- Socio-cultural Perspective on Bilingual Education
- Scaffolding Difficult Text for ELLs
- Using Data for Effective Instruction
- Portfolio Assessment
- Insightful Look at students Work
- Effective ESL Teaching Strategies

The following is a list of the professional development topics we have incorporated to our professional plan and calendar for the year:

- Using ESL Methodologies in Content Area
- The Five Areas of Reading Instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension
- Classroom Management in the Multicultural Classroom
- Reading First Classroom Environment
- Leveling Libraries to Build a Bilingual Classroom Library
- Considering The Language Acquisition Stages of ELL's in Lesson Planning
- How to Manage Small Group Instruction: Guided Reading, Writing and Learning Centers
- Reading First Initiatives and Mandates
- Administering and **Understanding EL SOL**, DIBELS and E-Class Assessment Results
- The mechanics of the 90 Minute Literacy Block
- How to Develop Oral Language Fluency for ELL Students
- The use of Running Records to Assess Children reading Fluency and Comprehension
- How to Perform Interactive Read Aloud
- How to Incorporate NYS and NYC Standards into Portfolio Pieces
- Principles of Learning
- Data Analysis to Differentiate instruction
- Use of Graphic Organizers to Improve Writing

- Intervention Strategies and Programs
- How to Analyze Harcourt Trophies: Pre- and Post- Assessment
- Developing Portfolios
- New Teachers Study Groups
- ESL Study Groups
- Word Walls and Word Study
- Fluency Reading Strategies and Programs
- Guided Reading Review
- How to Develop and Use Learning Centers
- Intervention programs for Literacy and Mathematics
- ELL Classroom Environment and Instruction
- NYSESLAT Data Driven Instruction
- Responding to the Needs of the ELL Students
- Transitional Bilingual Classrooms: Language Allocation Policy (LAP)
- Curriculum and Standards
- Flow of the Day

SCHOOL DISTRICT REPORT OF TEACHERS AND SUPPORT PERSONNEL  
2009 - 2010

School District: 06

P.S.4- Duke Ellington School

School Building	Number of Teachers 2008-2009				Number of Teaching Assistants or Paraprofessionals***		Sub- Total
	Fully Certified*		Uncertified Teachers**		Bilingual	ESL	
Building Name P.S. 4	Bilingual Teachers	ESL Teachers	Bilingual Program	ESL Program	Bilingual	ESL	
1.Miltha Fernandez	✓						
2.Viviana Silverio	✓						
3.Jessica Rivera	✓						
4.Bitty Smith				✓			
5.Sonia Baez Torres	✓						
6.Jay Diaz				✓			
7.Teresa Pinales	✓						
8.Rosa Reyes	✓						
9. Leslie Snoke		✓					
10.Mercy Cody	✓						
11. Daniela Cabral	✓						
12. Roselyn Arce	✓						
13 Aleta Alongi							
14.S. Pasha		✓		✓			

15. Denise Bray				✓			
16. Connor Allman		✓					
17. Tage Wright				✓			
18. Claudia Luciano				✓			
19. Milagros Sanchez	✓						
20. A. Aguilar					✓		
21. P. Rodriguez					✓		
22. L. Apronti						✓	
23.A. Almanzar					✓		
24. R. Conrad					✓		
25 B. Fay					✓		
26G. Figueroa					✓		
27 V. Feliz					✓		
28. De Leon					✓		
29. M. Griffin						✓	
<b>TOTALS</b>							

\* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.)

Note: The Office of Bilingual Education will conduct a random review of the 2004-2005 teacher reported data. Districts randomly selected will be asked to submit electronically to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

\*\* Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught.

\*\*\* These must be working under the direct supervision of a licensed teacher.

## G. Parental Involvement

One of our main goals is to increase parental involvement. We know that the success of our students depends on the coordination of efforts among parents, teachers, and students. Since PS 4 strongly believes in parental involvement, we encourage and welcome parents to become active participants of their children's education. We established an open communication with the parents throughout the school year with parent workshops, newsletter, assemblies, letters, and after school events.

Parents were surveyed and asked about their needs and ideas. This survey was the foundation to design our parent involvement activities this year. These activities can be summarized as follows:

- Many parents will continue learning English as a Second Language in order to help their children as well as themselves assimilate into our culture.
- Since we have parents that are not literate in their native language, we are in the process of offering a basic course in Spanish.
- For those parents who are literate we are planning to offer a Native Language Literature Circle Book Club, where parents would read Literature and have round table discussion about them.
- Due to the influx of computers on our everyday life, our parents have requested technology classes. We will continue offering Computer Classes on Saturdays for Parents. These classes will help parents return to the work force as well as assist to monitor their children on the computer.
- ESL Beginners classes take place 1 hour a day/ 4 days a week  
Intermediate ESL Intermediate classes take place 2 hours a day/2 days a week
- Our parents are concerned about the way they can assist their children and themselves to assimilate into the new culture. We have already started to offer a series of workshops on American Etiquette, Immigration and Citizenship.
- We will continue to survey parents for feedback on current, as well as future workshops. Our school is also in the process of improving our comprehensive school renewal efforts to motivate and inform parents to attend to the needs of all our children and the school community in general

## Part IV Assessment Analysis

### NYSESLAT Results

Level	1	2	3	4	5	TOTAL	%
Beginner	14	20	19	17	17	74	28%
Intermediate	26	16	17	10	10	81	30%
Advanced	6	37	8	28	28	94	35%
Proficient	6	3	1	3	3	19	7%
<b>Total Tested</b>	52	76	45	58	58	268	

Analyzing the NYSESLAT results we can conclude that students tend to perform higher in that speaking and listening modalities. Reading and Writing are the weakest modalities shown by the students. For example, Kindergarten and First grade students perform poorly in speaking and listening part. They are unable to predict, make inferences, draw conclusion using a precise and accurate vocabulary.

In the Second through Fourth grades we found that students are almost proficient in the listening and speaking parts but still a great majority still have a low performance in reading and in writing. They are unable to produce a complex writing piece using many of the strategies taught since Kindergarten. In addition, in the Fifth grade we found that students are struggling in the writing component of the NYSESLAT. Some of the reasons that the students are not reaching proficiency in these modalities are that students lack spelling and grammar rules which create confusion in their writing and lack of writing relevant and meaningful details. In addition, their vocabulary in sentence structure is limited which unable them to express themselves in a complex manner for their appropriate age and grade level.

Last year we started an aggressive NYSESLAT test preparation campaign that will continue enforcing in each grade through the use of the book Getting Ready for the NYSESLAT. Since we noticed that students are having difficulties with the grammar editing and writing parts of the test, we are also providing teachers with specific lessons and materials to deliver English grammar lessons that supplemented the Accelerated Writing Program. The books used for this initiative are: Write, Foundations and Models for Proficiency and Steck-Vaughn' Sharpening Grammar Skills to Improve Test Scores. These lessons help students to understand the structure of the English Language. Transitional Bilingual and ESL Teachers are receiving ongoing training to incorporate activities in all the subject areas that are aligned to the NYSESLAT.

## 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: 613

Number of Students to be Served: 96

LEP: 343

Non-LEP: 270

Number of Teachers: 5

Other Staff (Specify) A.P. in charge of Transitional Bilingual Education Bilingual; Bilingual Coordinator

### 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.) Priority Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. These supplemental services should complement basic bilingual and ESL services required under CR Part 154. Direct supplemental services should be provided for: before/after-school and Saturday programs, reduced class-size, and/or push-in services. Supplemental instructional support for dual language programs is also permitted. Teachers providing the services must be certified bilingual education/ESL teachers. In the space provided below, describe:

- ✓ **school's language instruction program for limited English proficient (LEP) students**
- ✓ **type of program/activities to improve mathematics, native and/or English language learning**
- ✓ **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**
- ✓ **service provider and qualifications**

## 1. School Description

P.S 4 is an elementary school from grades pre-K to 5<sup>th</sup> with 613 students from which 56% are ELL students. We have a total of 343 ELLs that can be found in the Bilingual Transitional Program, Self Contained ESL, and Free Standing ESL classes as follows:

	K	1	2	3	4	5	Total
Transitional Bilingual	23	31	34	18	31	20	157
ESL Self-Contained	30	31	40	23	17	17	158
Free Standing ESL	7	4	4	0	10	3	28
Total	60	66	78	41	58	40	343

Many of these students speak Spanish at home. Just 10 ELLs speak different languages than Spanish. (*4 Haitian Creole, 1 wolof, 1 Armenian, 3 Arabic, and 1 Japanese*). In each grade we have at least a beginner/intermediate bilingual class in which 60% native language and 40% of ESL is used as the language of instruction according to the NYSED guidelines and mandates. We also have an advanced bilingual class per grade that follows a 75% ESL/ 25% native language model. We have added one or two ESL Self-Contained class on each grade to accommodate all those students whose parents chose a monolingual setting on the parents' choice letters. In these ESL Self-Contained classes the instruction of all content areas is delivered in English using ESL methodology. These classes also receive a period of direct ESL instruction a day by a certified ESL teacher. This year, we have received 21 new students from Dominican Republic. These students were tested with LAB-R and they were all unable to answer any questions in English. The school has used Spanish LAB as well as EL Sol to determine their proficiency in their Native Language. We have found that 18 students in grades 2-5 scored extremely below proficiency levels. These students are practically illiterate in their native language. In order to help this group of students become literate in their native language, we will use "Estrellita" as the literacy program during the ELL Academy where these students will receive 4 hours total of additional native language instruction and mathematics.

Even when we have made great efforts to implement a bilingual program that satisfies NYSED mandates and helps our ELL students to accelerate their English acquisition, we still notice that some students are stagnated on the process. The last data shows that only 12% of the students scored proficient in the NYSESLAT and 34% scored advanced. That means that less than 50% of our ELL students have achieved higher levels of proficiency. After disaggregating the data, we determined that we have a need in: Literacy, Writing, Mathematics, and Native Language formal instruction amongst the ELL students. In order to offer additional support to our ELL students, we will use Title III Funds to maintain an After School English Language Learners (ELL) Academy and Bilingual Saturday Academy Programs. A total of 90 students will be selected to come every Tuesday and Thursday for an After School Program and 35 more will come on Saturday.

## 2. School Instructional Regular Program

PS 4 provides a transitional bilingual and self-contained ESL model. English Language Learners are identified at the beginning of the year or at the moment they are registered according to their Home Language Survey, Lab R or NYSESLAT results.

As stated before, we have grouped all of our English Language Learners according to their proficiency levels based on NYSESLAT and/or LAB-R. Beginner and intermediate students receive two periods of ESL instruction daily. Advance students receive one period. We have hired certified ESL teachers who push in daily basis in all the transitional bilingual/ self contained ESL Classes. In order to meet the needs of our ELL population, we have trained our staff in ESL methodology. Teachers deliver their instruction utilizing this methodology in every content area. The emphasis in these classrooms is on creating opportunities for communication, interaction, real-world, and individualized instruction to promote authentic and meaningful learning. Classroom teachers and ESL teachers focus on form and explicit grammar instruction used in the classroom in situations that require meaningful communication. Teachers of ELLs are aware of the different language acquisition stages and reflect it in their planning. The curriculum and the lessons are designed to meet the different linguistic needs of the children. Teachers of ELLs incorporate a broad spectrum of literature when appropriate. Abundant use of realia, computers, media, interactive video and music are used extensively to facilitate learning. There are plenty of opportunity ties for the students to practice key concepts, vocabulary, and text structure in content areas being studied. There is a strong emphasis in designing the lesson using a hands on learning experiences to engage the students and effectively use instructional resources that facilitate those experiences.

Finally, teachers understand the importance of providing many opportunities for their students to practice language in meaningful contexts.

Native Language Instruction occurs in the beginners, intermediate, and advanced Transitional Bilingual classes following the flow of the day recommended by The Department of Education as mentioned before. Students in the transitional Bilingual program receive 1 period of Native language during the literacy block. Math is also taught in native language. Since we have received 18 students in grades 1-5 who are very weak in their native language, we are inviting these students to the after school ELL academy where they will receive 4 additional periods of native language instruction in both, literacy and math. We will purchase “Estrellita” to enhance the students native language skills during the after school program on Tuesday and Wednesday. Since the academy runs twice a week, time will be equally divided into Literacy whether its is English or Native language and Math in math. We will purchase “Paso a Paso”, to teach and reinforce the Everyday Math curriculum taught during the day.

Students in transitional bilingual classes and students in ESL self contained classes are grouped as follows:

### One Transitional Bilingual Class per grade to group Beginners and Intermediate Students

- Students in this class performed at Beginning or Intermediate level in the NYSESLAT or LAB-R Test.
- This class follows a 40% English as a Second Language (ESL) and 60% Native Language Model.
- Students receive two periods of ESL every day according to the Language Allocation Guidelines published by NYC Department of Education. Reading, Writing and Mathematics are taught in Native Language.

- The 40/60 percent model is used from September to December.
- During the year the units of ESL are incremented to finish with a 50/50 percent model from January to June. At this point students are encouraged to listen, speak, read and write in English.
- The students are divided in different groups according to their levels of English proficiency. The teacher assigns different tasks that are appropriate to each group and help in the language acquisition process.
- Books and materials: Native Language - Harcourt and Accelerated Writing; Math- Everyday Math in Spanish; Science/Social Studies- Understanding By Design Units in English developed by the school Curriculum Committee.
- Word walls and independent reading libraries are maintained in both languages for the students' use and reference.
- An English Grammar component is added to the ESL lesson through the use of the book Harcourt language, and special regular packages prepared by our ESL coach.
- All staff, including cluster teachers and paraprofessionals have been trained on utilizing ESL methodology by our ELL consultant from Fordham University. As a result, all teachers incorporate language objectives when planning their lessons in every content area.

#### One Transitional Bilingual Class per grade to group Advanced and Testable Students

- Students in this class performed at Advanced level in the NYSESLAT or LAB-R test.
- This class follows a 75% English and 25% Native Language Model from September to June, according to the Language Allocation Guidelines published by NYC Department of Education.
- Students receive all the instruction in English with one period of ESL and one Native language period (Spanish) every day.
- The Native Language period is taught in the afternoon and includes all the components of the language: speaking, listening, reading and writing. Teachers are encouraged to develop special art and social studies projects that enrich and promote the students' cultural backgrounds during this native language period.
- Books and materials: ELA- Harcourt and Accelerated Writing; Math- Everyday Math in English; Science/Social Studies- Understanding By Design Units in English developed by the school curriculum committee; Native Language- Harcourt and teacher-made units and lessons.
- Word walls and independent reading libraries are maintained in both languages for the students' use and reference.
- An English Grammar component is added to the ESL lesson through the use of the book Write On, and special regular packages prepared by our ESL coach.
- Students are encouraged to publish their final writing pieces in English.

#### One ESL-Self-Contained Class per grade to group all ELL students whose parents chose English Only:

- This new class was formed as part of our Restructuring initiatives to respond to the parents' increasing demands when choosing a monolingual program for their children.
- The goals of our ESL program are as follows:
  - Provide academic subject instruction in English using ESL methodology and instructional strategies.

- Incorporate ESL strategic instruction.
- Assist students to achieve the state-designated level of English proficiency for their grade.
- Help ELLs meet or exceed New York State and City standards.
- Language Arts is taught using ESL and ELA methodologies. Content areas are taught in English using ESL strategies.
- Since we are a Reading First school, our ELLs have the mandated minutes of ESL instruction aligned to ELA standards daily. In addition to the 180 minutes, students who exhibit inadequate growth on reading assessments, receive an additional 30 minutes per day in literacy instruction using a reading intervention program tailored to meet their academic needs.
- Books and materials: ESL- Moving into English; ELA- Harcourt and Accelerated Writing; Math- Everyday Math in English; Science/Social Studies- Understanding By Design Units in English developed by the school curriculum committee
- Word walls and independent reading libraries are maintained in English for the students' use and reference.
- Students are encouraged to publish all their final writing pieces in English

### **3. Title III Program**

#### ***After-school Programs:***

#### **ELL Academy (Tuesdays and Thursdays)**

- Students anticipated to participate are the testable students who are still beginners/Intermediates according to the LAB-R/ NYSESLAT results in grades 3, 4, and 5. There will be 3 classes on grades 3rd to 5<sup>th</sup>.grade with about 20 students each.
- The frequency of the program will be 2x a week for 2 hours x 33 sessions
- The days of the week will be Tuesday and Thursdays from 3:00 to 5:00
- The proposed dates of the activities are from January 5, 2010 to May 15, 2010.
- The materials used in the Academy will be Estrellita (NL), Paso a Paso (Math), Harcourt Language( testable students), Harcourt Intervention in both English and Spanish, and NYSESLAT Preparation Book.
- We will continue using the laptops that were purchased under Title III to reinforce and expand the student's mathematical skills. Fourth and Fifth grade students will use these laptops to access the Everyday Math Games online.
- The first hour of the academy will be to develop and reinforce math concepts and the second hour for literacy.
- There will be a total of 4Bilingual Certified Teachers and 1 program coordinator
- The measurement and assessment used to monitor student gains will be: Harcourt Language Assessments in both English and Spanish, Acuity, as well as informal assessment such as portfolios and running records.
- The rationale used to choose the activity was based on the data, which revealed our ELL's need of additional services in: Literacy, Fluency, Vocabulary, Language Arts and Mathematics.

- Once the students are selected there will be a pre-assessment to determine what skills and strategies the students need assistance in. Then during the program, weekly assessments will be given to the students to determine if they can move on or are in need of re-teaching.
- The supervisor in charge will be Mr. Gilberto Batiz. He will be responsible to supervise the teachers on the program and stay for late picked-up students.

Bilingual Saturday Academy

- The Students targeted for the program are the advanced ELLs according to the LAB-R/ NYSESLAT results in grades 3, 4, and 5, and the long term ELLs. There will be 3 classes for grades 3, 4 and 5 with 12 students in each class; a total of 36 students.
- The frequency of the program will be 1x a week for 3 hours x 16 sessions.
- The proposed dates of the activities are Saturdays from January 5, 2010 to May 15, 2010.
- The materials used in the Academy will be Harcourt language, NYSESLAT Preparation Book, and Reader’s Theater.
- There will be a total of 3 Teachers and 1 Administrator who will be the supervisor in charge.
- The supervisor in charge will be Mr. Jacek Polubiec. He will be responsible of opening and closing the building, as well as supervising the teachers on the program. He will also stay for late picked-up students.
- The school aid will be hired to serve lunch since we are a title I school and all of our students qualify for free lunch.

**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. Explain how the school will use Title III funds to provide professional development to support ELLs. Describe the target audience.

- Given the fact that our school has a significant amount of ELL’s we have been training all staff members: teachers, cluster teachers and paraprofessionals on ESL methodology. We have hired an ELL consultant from our PSO, Fordham University, who works closely with all staff members to enhance and differentiate their classroom instruction using ESL methodology. She has been training the whole staff on the different stages of language acquisition and what students can do at each level. In addition, every staff member has been trained on incorporating specific language objectives as one main component of their daily planning. A description of the prospective dates, timelines and audience is indicated below:
- The title of these series of professional development is: Enhancing English Language Arts for English Language Learners by Differentiating Instruction. The duration of these works for each grade level is 7.5 hours in total.

Date	Grade	Additional Staff
2/2	3,4	
2/3	5,2	
2/4	1	Paraprofessionals
2/5		Cluster Teachers
2/6	K	

2/10	3,4	
2/11	5,2	
2/12	1	Paraprofessionals
2/13	3,4	
3/23	5,2	
3/24	1	Paraprofessionals
3/25		Cluster Teachers
3/26	K	

- In addition all teachers are receiving extensive training in all the Reading First components, as well as other areas. The main focus for the year is on ESL practices and methodologies and the use of data to differentiate instruction. Lead teachers have been identified on each grade in order to facilitate the communication process between the administration and the staff. Each lead teacher conducts two grade planning sessions per week with his/her entire grade. They are also responsible to submit a weekly Literacy and Math Plan in a predetermined template to the administration. This provides uniformity and continuity in the students learning process.
- In order to supply quality teaching to English Language Learners we have already started to develop a series of workshop for all our teachers that help them to be more prepared to deal with the particularities of ELL students. These workshops can be broadly grouped according to the following learning strands: Differentiating Instruction During the Literacy Block and Effective ESL Teaching Strategies.
- Teacher participating on the ELL Academy and Bilingual Saturday Academy will attend to the workshop on How to Differentiate Instruction Based on the English Acquisition Levels. This will help them to group the students and plan accordingly to maximize the students' capabilities and accelerate the language acquisition process.

**Description of Parent and Community Participation**—Explain how the school will use Title III funds to increase parent and community participation ELLs

- PS. 4 recognize parents as key players in our efforts to improve our school instructional programs, especially for ELL's. We foster a spirit of collaboration and support. Our Parent and Teachers Association in conjunction with our Bilingual Department and the parent coordinator have sponsored a series of workshops for parents where the three choices of the bilingual programs have been detailed and fully explained.
- Parents of new ELL's are oriented in an individual basis in English and Spanish and helped to understand their rights and responsibilities as parents of ELL's students. At the time of registration, they watch the orientation video provided by the NYC Department of Education about the Bilingual Programs offered by the city and ask questions about them. In addition we hand out the parent guide published by the board of education, which provides important information for parents on newly enrolled English language learners. This guide published in 12 different languages is given and explained to parents during the orientation. In addition, Our parent coordinator produces a monthly calendar/newsletter to the parents where important news, about our students'

progress and announcements of workshops and trainings are made, regarding our ELL's population. These newsletters are published in English and Spanish. Letters that go home are translated by the Bilingual Department in Spanish.

- Teachers, administrators, and parents integrate our Leadership Team. They work together to design an annual plan that includes all our instructional programs, including our bilingual models. During our curriculum week, parents received a document containing all our curriculum programs. A large section of this document and training was devoted to the Bilingual Policies and Regulations. Parents also were invited to classes to observe the flow of the day in Transitional Bilingual Classes and ESL-Self-Contained Classes.
- Our Parent and Bilingual Coordinators work very closely to identify the needs of our ELL's at the time of registration and during the year. They offer one to one orientation to parents regarding the specifics of our Bilingual Programs and their right to choose the program of instruction for their children. They also give a comprehensive explanation of the NYSESLAT and LAB-R results and their correlation with the different stages of language acquisition.
- In order to support and increase our parent participation in the school, we will use Title III Funds to sponsor an Parents ESL Saturday Program where parents will have the opportunity to attend to free ESL sessions as follows:
  - Number of parents expected to participate is 20
  - Frequency will be once a week
  - These classes will be given Saturdays from 9:00AM to 12:00PM
  - Proposed date of activity is January 5- May 15, 2009.
  - 1 Certified Bilingual Teacher

**Form TIII – A (1)(b)**

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

<b>Allocation:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff	\$29,435	Per session per diem ELL After School and Saturday Academy
Professional Development	\$800	Payment of an external ESL consultant that will offer a two-day workshop on Using Differentiating Instruction for ELLs.
Supplies and materials	\$3,000	Getting Ready for the NYSESLAT Booklet to offer test sophistication instruction that help ELL students to familiarize with the NYSESLAT and ELA tests.
	\$4,515	“Estrellita” Program to teach Native Language (Spanish) during the after school and Saturday ELL programs.
	\$9,610	Harcourt Intervention Kits to be used to differentiate instruction during the after school and Saturday ELL programs.
	\$2,220	Art materials to be used during the instruction in the ELL Academies and After-school program.
<b>TOTAL</b>	<b>\$49,580</b>	

**This entire section must be completed for each budget submitted.**

**SECTION XVII  
BUDGET NARRATIVE**

School District                     06                     For Title           III            
 BEDS Code           310600010004          

**\* MUST BE SUBMITTED WITH EACH BUDGET IN THIS DCEP ADDENDUM UPDATE**

If Transferability is used for 2008-2009, the Transferability Form must be submitted online and a hard copy must be submitted with the budget narrative to expedite the review of the FS-10.

Additionally, on the Budget Narrative and FS-10, please indicate the amount of funds to be included under transferability in the budget categories and the Title where funds will be used. Example: In the Title IIA budget under Code 15 – Transferability - Title I Reading Teacher – FTE. 35 - \$15,000.

<b>CODE/ BUDGET CATEGORY</b>	<b>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)</b>
<b>Code 15</b> <b>Professional Salaries</b> <b>Teachers</b>  <b>\$22,648</b>	<u><b>Title III ELL After school Program</b></u> <b>3 teachers x 2 hours x 33 sessions @ \$49.89= \$9,878</b>  <u><b>Title III Bilingual Saturday Academy Program</b></u> <b>3 teachers x 4 hours x 16 sessions @ \$49.89= \$9,578</b>  <u><b>Saturday ESL classes for parents</b></u> <b>1 teacher x 4 hours x16 sessions weeks @ \$49.89=\$3,192</b>
<b>Code 15</b> <b>Professional Salaries</b> <b>Administrators</b>	<u><b>Title III ELL After school Program</b></u> <b>1 Administrator x 2 hours x 33 sessions @ \$52.21=\$3,446</b>

<b>CODE/ BUDGET CATEGORY</b>	<b>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)</b>
<b>\$6,787</b>	<b><u>Title III Bilingual Saturday Academy Program</u> 1 Administrator x 4 hours x 24 16 sessions @ \$52.21=\$3,341</b>
<b>Code 16 Support Staff Salaries</b>	<b>N/A</b>
<b>Code 40 Purchased Services \$800</b>	<b>\$800 to contract an external EASL consultant to two-day workshop on Using Differentiating Instruction for ELLs.</b>
<b>Code 45 Supplies and Materials \$19,345</b>	<p><b>\$3,000 Getting Ready for the NYSESLAT Booklet to offer test sophistication instruction that help ELL students to familiarize with the NYSESLAT and ELA tests.</b></p> <p><b>\$4,515 “Estrellita” Program to teach Native Language (Spanish) during the after school and Saturday ELL programs.</b></p> <p><b>\$9,610 Harcourt Intervention Kits to be used to differentiate instruction during the after school and Saturday ELL programs.</b></p> <p><b>\$2,220 Art materials to be used during the instruction in the ELL Academies and After-school program.</b></p>

**This entire section must be completed for each budget submitted.**

School District           P.S.4                                For Title           III            
BEDS Code           310600010004          

<b>Code 80</b> <b>Employee Benefits</b>	<b>NA</b>
<b>Code 90</b> <b>Indirect Cost</b>	<b>NA</b>
<b>Code 49</b> <b>BOCES Services</b>	<b>NA</b>
<b>Code 20</b> <b>Equipment</b>	<b>NA</b>
<b>Grand Total</b> <b>\$49,580</b>	

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

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

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

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

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

We measured and assessed the effectiveness of our programs through our Annual Parent Survey, as well as informal interviews and meetings with parents. Last year parents filled out the Annual Parent Survey and indicated that they were pleased with the translation program we have in the school. We make sure that all the information they received from the school is properly translated into a language they could understand. They were also very pleased with our Parent and Bilingual Coordinators who are constantly in contact with them.

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.

In our Parent Survey we found out that parents were fairly happy with our translation services and written translations.

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

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

Since our school P.S. 4 is located in an area densely populated by Hispanics, we have made an effort to contract bilingual personnel in English and Spanish including our parent coordinator. We have worked diligently to increase our outreach to parents of ELLs providing accurate and effective communication to build bridges to ultimately engage parents who speak a language other than English. We publish a monthly newsletter and calendar in English and Spanish that indicates the different activities and important dates during the month. All our correspondence with parents is translated into Spanish by our Bilingual Department.

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.

All our oral translations are done by our Bilingual Staff including teachers, paraprofessionals, aides, Parent Coordinator and Bilingual Coordinator. We have also contracted a teacher whose first language is Creole. He helps us to translate to our Haitian students' parents.

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>.

As we explained before, our Bilingual and ESL Department provide all our translation services in house. They make sure that all our corresponded with parents is done in a language they can understand. We have assigned a per session budget for them to make written translations according to our needs.

**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:	\$621,096	\$111,476	\$732,572
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$6,210		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$1,115	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$31,054		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$5,574	
6. Enter the anticipated 10% set-aside for Professional Development:	\$62,109		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$11,148	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 95.4%
9. If the percentage of high quality teachers during 2009-2010 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.

We have identified the teachers who according to the state standards are not highly qualified. These teachers were required to register in a college program to finish the requirements for their respective licenses. These teachers are already completing their coursework. We are expecting their final course grades to reimburse their tuition as an incentive for them to complete the requirements to become highly qualified teachers. We have developed a more rigorous examination when interviewing new teachers to fill up vacancies, in order to select teachers who are already considered highly qualified according to the state mandates.

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

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

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

## P.S.4 Duke Ellington School



**Delois White**, Principal

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500 West 160<sup>th</sup> Street New York, NY 10032 (212) 928-0739

**Luisa Martin, Assistant Principal, Jacek Polubiec, Assistant Principal, Gilberto Batiz, Assistant Principal**

### Parental Involvement Policy 2009-2010

Parents are an essential part of our school motto and equation:

**Parents+ Students+ Staff = Success**

That is why we have plan several workshops, meetings and activities for parents to assist them in helping their children to be successful. They are going to continue receiving training in test sophistication in Mathematics and ELA in order for them to know the nature of the questions the students are going to be dealing with during the standardized tests, and be able to support them.

Our School Leadership Team is integrated by members of the PTA in a balanced proportion of 50% between of parents and 50% of members the staff. In this way all our instructional decisions and administrative policies are made by a consensus with the participation of a representative of all the sectors of our school community.

Our Parent Coordinator assists us in creating a welcoming school environment for parents. She conducts outreach to engage parents in their children's education, and helps us strength the partnerships that we already made. She has hosted a series of workshops for parents in topics such as: nutrition, test sophistication with the Math Coach, finances, parenting skills, etc. The Parent Association assists as well in our outreach efforts in order to create a welcoming environment for our parents and the community at large.

We will increase parental involvement through a series of initiatives:

- Handbook for ELL parents on Bilingual Programs and Laws.
- Organize an open house at the beginning of the school year.
- Curriculum content workshops.
- Provide information in the parents' native language.
- Create a bulletin board that reflects the literacy celebrations and current events.
- Organization of theme celebrations in the classroom.
- An awareness of the school wide discipline policy.
- Students competition, sport and cultural activities
- Familiarize parents with expectations for students on standardized tests
- Invite parents to attend social studies and science fairs and assemblies
- Organize student/parent trips to cultural institutions
- Report cards and Quarterly Progress Reports
- Provide information about supporting community agencies
- PA Newsletter and monthly calendar
- Class Mothers Monthly meetings
- Monthly father's meetings
- We will also incorporate enhanced disciplinary and incentive programs to improve discipline and attendance.

Parents and students will sign a contract at the beginning of the school year that will establish the ground rules for the students and parents' expectations. This contract will be design as follows:

#### **P.S. 4 STUDENT/PARENT/TEACHER CONTRACT**

It is the vision of P.S. 4 to create a welcoming environment that fosters high self-esteem, respect, and responsibility among our students. We firmly believe that parents, students, and educators must work together as partners to achieve this goal. We expect consistent, meaningful interaction with parents, students, and staff as established by this contract.

**TEACHERS' RESPONSIBILTIES:** It is the responsibility of the teacher to create meaningful, well-planned lessons for the students in order to motivate creative thinking among life-long learners.

1. I pledge to provide a challenging and academically rigorous program of study for students in my classes.
2. I will expect the best my students can offer and will, in turn, offer the best that I can be.
3. I will keep open lines of communication with parents and community resources.
4. I will maintain and keep current individual student records folders and will make these folders available for parent review.
5. I will be available for enrichment activities as much as possible.

**STUDENTS' RESPONSIBILITIES:** It is the responsibility of the students to consistently demonstrate disciplined behavior and diligent work habits, in order to reach his/her full potential. He/she must work with his/her parents and teachers to develop his/her talents and abilities, and to pledge himself/herself to abide by the following school rules:

### **Duke Ellington School Rules**

1. I will come to school every day, on time, and prepared to work.
2. I will wear the school uniform every day.
3. I will leave all junk food, gum, toys, radios, and cell phones at home.
4. I will never bring to school any object to hurt others or myself.
5. I will give my undivided attention to all my teachers.
6. I will always treat others and their property with respect.
7. I will talk to a teacher if there is any problem; I will never fight.
8. I will always ask for permission before leaving my desk or classroom.
9. I will obey all my classroom rules.
10. I will always try to do my best in any situation, place or time.

**PARENTS' RESPONSIBILITIES:** It is the responsibility of the parents to support their children by participating in all the school events. They will pledge to do all they can to assist the school in providing students the best education possible. Parents should read and discuss this contract with their children, and pledge themselves to do the following:

1. I will completely fill out and return my child's emergency blue card and lunch forms in a timely manner.
2. I will make certain that my child comes to school every day in uniform, on time, prepared to work, and without any inappropriate items.
3. I will provide my child with a note explaining any absences or lateness upon his/her return to school.
4. I will maintain a continuous dialogue with staff and administration by replying promptly to all letters, messages, notes, and telephone calls from the school. I will attend parent-teacher conferences and other functions that relate to my child's education.
5. I will encourage my child to respect himself/herself and to respect others and their property.
6. I will make certain that my child prepares and studies for all tests, quizzes, and exams by providing my child with ample quiet time and space to complete assignments.
7. I will review homework daily and give assistance when necessary.

8. I will speak with my child daily in a positive manner about school, ask questions regarding his/her progress, inquire about activities/events, and help him/her develop with my guidance.

We have read this contract and agree to abide by the responsibilities outlined herein.

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(Student Signature)

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(Parent Signature)

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(Teacher Signature)

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Date

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

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

**P.S.4 Duke Ellington School**



**Delois White, Principal**

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**500 West 160<sup>th</sup> Street New York, NY 10032 (212) 928-0739**

**Luisa Martin, Assistant Principal, Jacek Polubiec, Assistant Principal, Gilberto Batiz, Assistant Principal**

**School – Parent Compact  
2009-2010**

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

<b><i>The School Agrees</i></b>	<b><i>The Parent/Guardian Agrees</i></b>
<ul style="list-style-type: none"><li>○ To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.</li><li>○ To offer a flexible number of meetings at various times, and if necessary, and funds are available, to provide transportation, childcare or home visits for those parents who cannot attend regular school meetings.</li><li>○ To actively involve parents in planning, receiving and improving the Title I programs and the parental</li></ul>	<ul style="list-style-type: none"><li>○ To participate in all the parent meetings and workshops including the annual Meetings for Title I, Parent/Teacher Conferences, regular and extraordinary meetings, and the planning sessions performed by the Leadership Team.</li><li>○ To participate in or request technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies.</li></ul>

involvement policy.

- To provide parents with timely information about all programs
- To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.
- To provide high quality curriculum and instructions.
- To deal with communication issues between teachers and parents through:
  - Parent/teacher conferences at least twice a year.
  - Frequent reports to parents on their children's progress.
  - Reasonable access to staff
  - Opportunities to volunteer and participate in their child's class.
  - Observation of classroom activities
  - School curricular and extra-curricular activities
- To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e., literacy classes, workshops on reading strategies to become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.

Teacher's Signature \_\_\_\_\_

- To work with his/her child/children on school work through reading aloud activities for 15 to 30 minutes per day to our lower grade students (1<sup>st</sup> to 3<sup>rd</sup>)
- To monitor his/her child's/children's attendance at school, homework, everyday thirty minutes independent reading at home and television watching.
- To share the responsibility for improved student achievement with teachers and school staff.
- To communicate with his/her child's/children's teachers about their educational needs.
- To provide information to the school on the type of training or assisting they would like and/or needs to help them be more effective in assisting their child/children in the education process.

Parents' Signature \_\_\_\_\_

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

PS 4 is a school in needs of improvement (SINI) in its 4th year of restructuring. Originally, the school was identified as a SINI school due to the inadequate performance of our English language learner students. According to the State Annual Report Card our ELL student did not make the adequate yearly progress (AYP) in English Language Arts Standardized Test (ELA Test) at that time. Through our restructuring plan we divided the school in three different academies with their own administrator to facilitate the monitoring and support of the instructional programs and initiatives. We also grouped our ELL students by classes according to their levels of proficiency (beginners, intermediate, advanced). We designed a Language Allocation Policy (LAP) that facilitated the instruction of the students according to their proficiency levels. Since then, our ELL students have made adequate progress (AYP) in ELA for the last three years, as measured by the state. This progress will be analyzed later in the following sections.

Another subgroup that did not make adequate yearly progress (AYP) was the students with disabilities. For that reason, we started to bring our Special Education Self-Contained classes to the regular classroom during the Literacy Block. After the regular classroom teacher models the task, special education students are placed in small groups together with regular education students to be helped by the special education teacher and/or paraprofessional. After that, they return to their classroom to continue working in a small group setting at different Literacy Stations according to their needs, levels, and learning styles. The interaction of the students with disabilities with the other students in a least restrictive environment has proved to increase their self-esteem and motivate them to succeed academically. This past year the students with disabilities made adequate yearly progress as measured by the state standards. The specific needs of assessments on the different areas are explained before on **SECTION IV: NEEDS ASSESSMENT**.

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

To continue supporting our ESL and students with disabilities, this current year we created three ESL Self-Contained classes which are also structured through a Collaborative Team Teaching approach (CTT). These classes have a ratio of 60% of ESL students in regular education and 40% of students with learning disabilities. These classrooms have an ESL teacher and a Special Education teacher working together to offer additional support to struggling students. Students in these classes receive the benefit of having a second person in the room all day long, which assists them to complete their tasks in a small group and in one to one basis, using ESL strategies and techniques.

We also adjusted our original restructuring plan by adding an extra academy. At the present time, each floor has been transformed into an academy with a support team that helps even more to facilitate the training, assistance, and monitoring of the curriculum and school policies. Each academy has a literature focus to promote students' English oral proficiency and increase their interest for the English Literature. The existing academies are as follows:

❖ First Floor	Dr. Seuss's Academy	Focus: Nursery Rhymes
❖ Second Floor	Alma Flor Ada Academy	Focus: Folktales and Legends
❖ Third Floor	Robert Frost Academy	Focus: Poetry
❖ Fourth Floor	Shakespeare Academy	Focus: Drama

We enhance our already rigorous curriculum through the discussion of the works of these well-renowned mentor authors. Each academy has a support team that consists of one administrator, one reading/math coach, and several specialized intervention teachers. They offer meaningful and timely support to our teachers and monitor their accountability. Each academy creates and reinforces an environment of community that promotes the students' participation in all the curricular and extracurricular activities. Since the intervention teachers are assigned to a specific academy, they can get better familiarized with the students facilitating the process of identifying their specific needs.

Monthly assemblies are performed in each academy to recognize the effort of the students and teachers and to motivate them and their parents to become active participants in the learning process. Thematic projects are also developed by each academy's team to include a series of technology-based and hands-on activities that will conclude with a final presentation during the monthly assemblies. Students are grouped according to their needs to design, research, and present their projects. This contributes to create more interest and to mote an environment of cooperation and collegiality among students, parents, and teachers.

The curriculum and pacing calendars have been enhanced not only by the different academy's themes but also by the design and implementation of thematic units to integrate all the curricular subjects. Each month a theme is developed through a series of lessons in Language Arts, Math, Science, Social Studies, and Science. These lessons offer multiple opportunities to be exposed to the same vocabulary and concepts facilitating the process of language acquisition and expansion.

This year, we are implementing a new Writing Program (Harcourt Language) program that integrates grammar lessons with creative writing in a very structured fashion. This direct ESL instruction approach will offer our children, especially ESL and students with disabilities, a better understanding of the English Language usage and the necessary foundations to become better writers. This program was already tested with our Inquiry Team students last year with great success, which provided us the confidence to include the program as part of our regular curriculum. The specific polices and actions plans on the different areas are explained before on **SECTION IV: NEEDS ASSESSMENT**

3. Instruction by highly qualified staff.

As we mentioned before 95.4% of our teachers are fully licensed and permanently assigned to the school. We have made sure that these teachers who are not fully certified are already enroll in a master's program to fulfill the coursework needed to complete their certification. We are using part of the Title I funds to reimburse their tuition after presenting documentation of their passing grades. We are also encouraging those teachers who have not passed the professional examination to matriculate in preparation courses with the promise of being also reimbursed.

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

We are constantly training our teachers in the new and innovative teaching tools that help them to deliver their lessons in a more efficient way. This year we will continue with our study groups, lab sites and demo lessons that provide teachers with a varied repertoire of teaching aids that make them to become better teachers. For a complete list of professional development activities, please refer to **SECTION VI: ACTION PLAN**

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

We are constantly in search of high quality teachers through job fairs and recruitment services such as International teachers and Teaching Fellow programs, as well as our PSO Fordham University. We have established partnerships with several universities and colleges for their students to complete their fieldwork and student teaching hours at our school. In this way we can identify possible candidates to become part of our staff.

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

We believe in parental involvement as one of the most important pillar to create a community of learners that helps to support the success of our students. That is why we have created a series of outreach programs and activities to attract and increase parents' participation in our school. Among them we can mention ESL and Technology Classes for Parents, Class Mothers Clubs, Open Houses, Special Assemblies, Trips, and Extra-Curricular Activities. For additional specific policies and activities, please refer to **Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT and ACTION PLANS.**

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

We maintain a pre-k class that helps students to make an easier transition to kindergarten and first grade classes. We also work in collaboration with community agencies such as RENA day care that serves the same purposes.

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.

Our Leadership Team embraces a group of teachers representing the various grades at our school. During the leadership meetings they discuss the best strategies to support student learning. These discussions are also prolonged during our weekly grade planning sessions where teachers examine students' work to notice trends and establish action plans to help them better. Teachers are constantly reviewing the result offered by the various interim assessments such as Acuity, Unit Tests, DIBELS Progress Monitoring, Weekly Reading Skill Tests, etc. to better know the particular needs of each specific student and plan appropriate instructional strategies and activities to tap onto the students' needs and limitations.

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.

We maintained a well-orchestrated intervention program to offer additional support to the students who don't achieve grade level scores on the formal standardized and informal assessments. This includes extended-day before school, push-in and pullout intervention teachers, after-school and Saturday programs, and differentiated instruction based on the students needs. For more detailed information, please refer to **APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.**

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.

Our parent Coordinator and Assistant Principals coordinate and make sure that we are in contact with the Federal and State agencies that offer support to our students and their families.

#### **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS (NOT APPLICABLE)**

**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:** Restructuring Year 4      **SURR<sup>1</sup> Phase/Group (If applicable):** N/A

### **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.

Even when this year all the subgroups made adequate yearly progress (AYP), for a comprehensive report of findings of specific academic issues, please refer to **SECTION IV: NEEDS ASSESSMENT**.

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.

Even when this year all the subgroups made adequate yearly progress (AYP), for a comprehensive report of findings of specific academic issues, please refer to **SECTION IV: NEEDS ASSESSMENT**.

### **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.

During the year, we will perform a series of workshops on the use of data to identify students’ needs and how to plan accordingly. We will also hire the services of an external consultant that will perform planning sessions, demonstrative lessons, and learning walks that will help teachers to understand better the needs of these particular groups and to differentiate instruction. Each Academy will have a Literacy/ Math coach who will work together with the teachers in a daily basis, and will

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

facilitate the grade planning sessions. We will also perform a series of workshops on how to use ESL methodology to reach students at the diverse language proficiency levels.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

All our new teachers have a mentor from their respective programs such as Teach for America, as well as an internal mentor or buddy teacher who helps them with the establishment of daily routines and the planning of their lessons. Coaches and Reading First Specialists (Three positions recently created) will also work with all our teachers in a daily basis to offer support and guidance.

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.

The school sends mandated letters in English and Spanish explaining our SINI status and the corrective measures we are taking to become a school in "Good Standing". We also plan to have a series of meetings to give more details of the situation and present the school data with suggestion on how to help students at home.

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

*All SURR schools must complete this appendix.*

**NOT APPLICABLE**

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

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

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

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

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

*All schools must complete this appendix.*

**Background**

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

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

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

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

**Background**

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

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

### ELA Alignment Issues:

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

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

- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.
- **English Language Learners**  
Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

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.

These findings will be discussed during our SLT meetings and our grade planning sessions, in order to determine action plans. They were already discussed during our extended cabinet sessions. We found that some of the statements presented applied to our current status, while some others were already addressed during our restructuring plan three years ago.

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?

Gaps in the Written Curriculum- Being a Reading First School, our curriculum materials for ELA including Writing, are based on research-base programs (Harcourt Trophies and Balanced Literacy Institute) which already have incorporated NYS Learning Standards. Every time a student completes a monthly writing piece, it is included in the student's portfolio with a cover sheet that explains the standard that is addressed, the grade, and the rubric used to score the paper.

Curriculum Maps – Our curriculum maps incorporate thematic units with a determined number of activities that address the NYS learning Standards. However, as found by the study we don't specifically explain the expected level of cognitive demand to be able to be promoted to the next grade according to the standards. On the other hand, teachers received a book containing all the NYS learning standards that they use during their planning sessions.

Taught Curriculum – Through the close monitoring of activities performed in class, during learning walks, informal and formal observations, and quarterly reviews, we have been able to enforce a higher level of rigor in the teachers' lessons to increment the use of writing, and oral presentations as a final product.

ELA Materials- Harcourt Trophies is a scientific proven program that addresses the needs of each student with specific components and strategies to fulfill the requirements of the ELLs according to their proficiency levels.

English Language Learners- We have designed a Language Allocation Policy (LAP) that is consistently applied across the grades. This document contains the way instruction must be delivered according to the state mandates and the strategies that all the teachers in the school have to use when dealing with ELL students.

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.

The school has asked our Partner Support Organization (PSO) Fordham University to help us with the correction of these issues.

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## **1B. Mathematics**

### **Background**

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

### Specific Math Alignment Issues:

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

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

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

P.S. 4 is constantly monitoring the teaching of units of study on Everyday Math which are strongly correlated to the NYS Standards. Teachers also use the standard books as a checklist to make sure that they are covering the concepts in depth as required by the policies.

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?

By looking at the pacing calendars, teachers’ standards checklists, and unit test we can determine that students are receiving the proper instruction according to the NYS Standards.

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

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### KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the

secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

## **2A – ELA Instruction**

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

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

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

These findings will be discussed during our SLT meetings and our grade planning sessions, in order to determine action plans. They were already discussed during our extended cabinet sessions. We found that some of the statements presented applied to our current status, while some others were already addressed during our restructuring plan three years ago.

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?

During one of our recent Reading First Walkthroughs we observed that teachers used the workshop model, but they spent a large amount of time performing direct instruction with long periods of talking and small periods of students actually working on the modeled task. An overarching question was posed: How can we promote accountable talk during whole and small group instruction.

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.

Based on the overarching question mentioned before, we set up an action plan together with our Reading First consultants which is being monitored in a monthly basis.

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### **2B – Mathematics Instruction**

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

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

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

We are constantly monitoring the teaching of math through learning walks informal and formal observations. We have found that even when most of the time the teachers are using direct instruction to deliver the lessons it has been an increment of the usage of manipulatives and concrete materials to enhance students’ comprehensions and mathematical concepts.

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?

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

The evidence that supports the relevance of the finding in this school is found in that observation and learning walk reports.

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.

We are working together with our PSO (Fordham University) in training teachers in the use of manipulatives and concrete materials to enhance their lessons. We are also working questioning techniques that help students to explain mathematical process in their math logs (notebooks) as measurement of their understanding.

### **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.

This finding was discussed during our Leadership Team and Extended Cabinet meetings. We found out that we have a very stable personnel who have been teaching in our school for more than three years.

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?

The evidence is that according to the school demographic accountability snapshot 73.5 of the teachers have been teaching in our school for more than 3 years.

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

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

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

Please respond to the following questions for Key Finding 4:

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

This finding was discussed during our Leadership Team and Extended Cabinet meetings. We found out that even when we have offered a consistently professional development program with a strong emphasis on ESL techniques, there are still teachers who are not proficient in the use of strategies to better help our ELL population.

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?

Through our monitoring of the bilingual programs we have found out that teachers use limited numbers of ESL strategies to differentiate instruction according to the students' proficiency levels.

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.

We have designed an action plan that includes a series of workshops, learning walks, and demonstrative lessons that will train teachers to make better use of the diverse ESL techniques to address each student's particular needs. We are also working with thematic units of study that allow students to develop vocabulary concepts and academic language in a more consistent and permanent way as one of the main ESL strategies to learn a new language.

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

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all

teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

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

We discussed this finding with our Bilingual Coordinator who is part of our extended cabinet meeting. We found out that indeed teachers receive all the information regarding the ELL students including years of services, ELA scores, NYSESLAT scores, and ELL interim Assessments, as soon as they are received. She is in charge of disaggregating the data by levels of proficiencies and present it to the teachers who use these result to plan their lessons according to the students levels.

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?

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

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

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

Please respond to the following questions for Key Finding 6:

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

During one of our extended cabinet meeting where our Interventions Liaison teacher was invited, we discussed the relevance of this finding. We concluded that even when some professional development is still needed regarding Special Education mandates, our teachers are well-aware of their students needs and the ways they can help them. Each classroom teacher receives a copy of the IEP which is kept in the classroom for the review of all personnel intervening with that particular student. We have been moving to become a data driven instruction school for several days already. The intention of this emphasis on data analysis is the implementation of a battery of intervention and activities that help us to differentiate instruction. Teachers have received extensive training on this regards. We are confident that our teachers have become to be proficient in the use of data to design learning centers and small group activities that differentiate instruction according to the students' particular learning styles and needs. Testing accommodations are used for every major school-wide test in a consistent basis, so teachers already know what kind of modifications they need to make when they are testing students with learning disabilities in their classrooms.

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?

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

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

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

Please respond to the following questions for Key Finding 7:

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

Through a cabinet meeting with our Intervention Liaison and our IEP teacher, we concluded that many our IEPs followed the pattern explained in finding number 7.

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?

When we looked at some of the IEPs, we confirmed our findings. They were too vague and had no correlation among the promotional criteria, testing accommodations, and goals and objectives. In many cases the goals and objectives were very general and basic compared to the percentage expected to be promoted.

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

We are in the process of reevaluating all our IEPs to have parent conferences to make the necessary changes that allow parents, teachers, and administrators to have a clear picture of the student's profile, goals, and assessment tools.

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

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

**NOT APPLICABLE**

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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

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

10 Students

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

These students are already receiving counseling and intervention services as students at risk. They have also received school materials, uniforms and clothing according to their needs. Parents have been contacted to offer guidance about the community-based organizations where they can receive free additional counseling, training, health, and economic support.

### **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.