



JOSE CELSO BARBOSA

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

SCHOOL: 04M206

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TABLE OF CONTENTS

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

SECTION I: SCHOOL INFORMATION PAGE	3
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE	4
SECTION III: SCHOOL PROFILE	5
Part A. Narrative Description	5
Part B. School Demographics and Accountability Snapshot	7
SECTION IV: NEEDS ASSESSMENT	12
SECTION V: ANNUAL SCHOOL GOALS	16
SECTION VI: ACTION PLAN	19
REQUIRED APPENDICES TO THE CEP FOR 2009-2010	28
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM	13
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)	33
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION	17
APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS	18
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT	23
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)	Error!
Bookmark not defined.	24
APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS	25
Bookmark not defined.	Error!
APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10	Error!
Bookmark not defined.	35
APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)	Error!
Bookmark not defined.	36

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 04M206 **SCHOOL NAME:** Jose Celso Barbosa

SCHOOL ADDRESS: 508 East 120th Street, New York, New York 10035

SCHOOL TELEPHONE: 212-860-5809 **FAX:** 212-860-6080

SCHOOL CONTACT PERSON: Myrna Rodriguez **EMAIL ADDRESS:** Mrodriguez33@
Schools.nyc.gov

POSITION/TITLE: PRINCIPAL

PRINT/TYPE NAME MYRNA RODRIGUEZ

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Victor Diaz

PRINCIPAL: Myrna Rodriguez

UFT CHAPTER LEADER: Victor Diaz

PARENTS' ASSOCIATION PRESIDENT: Christina Alcivar

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 04 **SSO NAME:** Integrated Curriculum & Instruction

SSO NETWORK LEADER: Dan Feigelson

SUPERINTENDENT: Luz Cortazzo

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
Myrna Rodriguez	*Principal or Designee	
Victor Diaz	*UFT Chapter Chairperson or Designee	
Cristina Alcivar	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Wanda Rosado	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Lionel Campbell	Member/Teacher	
Jayne Hunt	Member/ Teacher	
Cheryll Brooks	Member/Teacher	
Christine Napoleoni	Member/Parent	
Kim Phill	Member/Parent	
Herbert Paige	Member/Parent	
Evelyn Vega	Member/Parent	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Public School 206 is a grade 3-5 school located in the far northeast section of C.S.D.#4 in East Harlem on 120th Street. The school population consists of children who reside predominantly in the Wagner Public Housing north of the school. This area of the community is characterized by higher rates of poverty and underemployment, lower education levels and a higher number of single parent households than the average for Manhattan or New York City. We are a tandem school to P.S. 112 which serves an early childhood population from grades PreK-2. Approximately 98 children that are enrolled in the third grade at P.S. 206 come from our tandem school. Our school sessions are:

- 8:05 A.M. to 2:25 P.M.
- Extended Day is held on Mondays – Tuesday from 2:25 – 3:40 P.M. for all students
- A Recreational/Enrichment Program with homework support is held on Mondays-Thursdays from 2:30-5:45 for approximately 75 students in grades 3-5 and levels (1-4)

At P.S. 206 all classes are grouped heterogeneously for daily full-time instruction. The configuration is as follows:

- 13 classes in total in grades 3-5
- One bilingual 3/4 bridge class; a freestanding ESL program servicing 12% of English language learners in grades 3 – 5
- Special Education classes consist of four Collaborative Team Teaching ASD Nest classes. ASD (Autism Syndrome Disorder) for Asperger students; One 12:1:1 5th grade monolingual self-contained
- All third grade General Education classes maintain an average of 23 students
- All ASD Micro-CTT classes maintain an average of 15 students in grades 3-4
- All fourth and fifth grade General Education classes maintain an average of 23 students.

There are a total of 17 classroom teachers, 2 cluster teachers, 2 ASD cluster teachers; 1 Math Coach, 1 Literacy Coach, 1 Dean/Guidance Teacher, 1 SAVE room teacher, 1 Special Education Teacher Support Service teacher, 1 IEP teacher, 1 E.S.L. teacher, 2 Speech Teachers, 1 educational paraprofessional, 1 monolingual full time social worker, a .2 part – time ASD social worker, 2 SPINS SAPIS counselor, 3 school aides and 2 administrators.

Of the 28 teachers on staff at P.S. 206, 26 are certified (100%) and four are probationers.

VISION/MISSION

The P.S. 206 community is a place where all members, students, staff and parents strive to support each other. We address, accept and meet the needs of individuals and create an atmosphere where learning, creativity and participation can take place. The members of our community aspire to be life - long learners who are flexible and adaptable to change as well as responsible and accountable participants in our school and society. They will have long - term goals, high self-esteem and respect for themselves and all others. Community members will develop both decision – making and critical

thinking skills and the ability to communicate effectively in order to successfully attain their future aspirations.

The mission of P.S. 206 is to deliver quality instruction to all students. Staff, parents and community will create an environment that appropriately addresses the unique needs and maximizes the abilities and interests of each child.

We will strive to enhance each child's psychological, intellectual and social growth. We envision our students becoming responsible thinkers and productive members of society. As a school community, we strive to achieve success for all children.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

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

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:		P.S. 206 Jose Celso Barbosa					
District:		4	DBN:	04M206	School BEDS Code:	310400010206	
DEMOGRAPHICS							
Grades Served:	Pre-K		3	√	7		11
	K		4	√	8		12
	1		5	√	9		Ungraded
	2		6		10		
Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08*	2008-09
Pre-K	0	0	0		92.5	92.2	TBD
Kindergarten	0	0	0	Student Stability - % of Enrollment:			
Grade 1	0	0	0	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
Grade 2	0	0	0		91.0	95.8	TBD
Grade 3	97	96	76	Poverty Rate - % of Enrollment:			
Grade 4	102	96	76	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
Grade 5	92	96	101		88.0	88.0	88.0
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
Grade 8	0	0	0		5	4	TBD
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
Grade 11	0	0	0		5	0	3
Grade 12	0	0	0	Special Education Enrollment:			
Ungraded	0	0	0	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
Total	291	260	253		5	0	3
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	<i>(As of June 30)</i>	2006-07	2007-08	2008-09
# in Self-Contained Classes	36	37	18	Principal Suspensions	3	2	TBD
# in Collaborative Team Teaching (CTT) Classes	6	7	18	Superintendent Suspensions	5	0	TBD
Number all others	32	31	36	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2006-07	2007-08	2008-09
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0
<i>(BESIS Survey)</i>				Early College HS Program Participants	0	0	0
<i>(As of October 31)</i>	2006-07	2007-08	2008-09	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	33	21	17	<i>(As of October 31)</i>	2006-07	2007-08	2008-09
# in Dual Lang. Programs	0	0	0		26	27	29
# receiving ESL services only	24	31	25	Number of Teachers	26	27	29

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	15	3	2	Number of Administrators and Other Professionals	6	8	8
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	2	2
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	92.3	92.6	72.4
				% more than 5 years teaching anywhere	84.6	77.8	65.5
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	88.0	89.0	97.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	100.0	100.0
American Indian or Alaska Native	0.3	0.4	0.8				
Black or African American	31.3	32.3	30.0				
Hispanic or Latino	67.0	65.0	65.6				
Asian or Native Hawaiian/Other Pacific Isl.	1.0	2.3	2.4				
White	0.3	0.0	1.2				
Male	52.9	56.2	56.9				
Female	47.1	43.8	43.1				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
	√	√	√	√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2009-10) Based on 2008-09 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	IGS			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native		-	-	-			
Black or African American		√	√	-			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander		-	-	-			
White							
Other Groups							
Students with Disabilities		√SH	√	-			
Limited English Proficient		√	√	-			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		6	6	3	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
Progress Report Results – 2008-09		Quality Review Results – 2007-08	
Overall Letter Grade	A	Overall Evaluation:	W
Overall Score	96.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	W
School Environment (Comprises 15% of the Overall Score)	9.4	Quality Statement 2: Plan and Set Goals	W
School Performance (Comprises 30% of the Overall Score)	21.8	Quality Statement 3: Align Instructional Strategy to Goals	W
Student Progress (Comprises 55% of the Overall Score)	56.1	Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit	10.5	Quality Statement 5: Monitor and Revise	W
Note: Progress Report grades are not yet available for District 75 schools.			

In 2007-08, P.S. 206 received a B on the Progress Report exempting the school from a 2008-09 Quality Review. The last Quality Review conducted was in 2007-08 and the school received a Well-Developed.

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?
-

Trends:

- Approximately 22 % of African American students fall in the lowest third citywide in ELA; of that population approximately 75% improved by at least one-half proficiency point.
- Approximately 10% of African American students fall in the lowest third citywide in Math; of that population 40% improved by at least one-half proficiency point.
- Approximately 18% of Hispanic students fall in the lowest third citywide in ELA; of that population approximately 60% improved by at least one-half proficiency point.
- Approximately 20% of Hispanic students fall in the lowest third citywide in Math; of that population 28% improved by at least one-half proficiency point.
- Approximately 70% of our students made one year progress in ELA and Math
- 56 % of incoming third grade students scored a level 3 or 4 in ELA. Results were not maintained in 4th grade for ELA.
- 95% of the incoming third grade students scored a level 3 or 4 in Math. Results were not maintained in 4th grade for Math.
- There are decreases in proficiency scores of level 3 and 4 students
- ELL students are making progress in ELA and Math
- Approximately 20% of our qualifying students tested in 2009 increased to a level 3 in ELA and Math from the 2008 test levels.
- Average change in student proficiency for level 3 and level 4 students in ELA are (0.01) and in Math are (0.07) and have been consistent for past two years.

Accomplishments:

- The school has met its Annual Yearly Progress (AYP) and is in good standing based on the state mandated exams in ELA and Mathematics.
- In the 2008-09 school year, 73.3% of students made at least 1 year of progress in ELA and 68.1% made at least 1 year of progress in Math.

- In the 2008-09 school year, the achievements and proficiency levels in ELA increased higher than those in Math.
- The school made exemplary gains for all student groups and received additional credit on the 2008-09 Progress Report. Gains in ELA: ELLs (50%), Special Education students (51.9%), Hispanic Student in Lowest Third Citywide (57.8%), Black Students in the Lowest Third Citywide (77.8%) Gains in Math: ELLs (34.8%), Special Education students (33.3%), Hispanic Students in the Lowest Third Citywide (28.0%), Black Students in the Lowest Third Citywide (38.5%)
- In 2008—2009 we received a grade of A on the Progress Report showing significant improvement from the previous years' Progress Report of a B grade
- Inception of an ASD (Autism Syndrome Disorder) micro-collaborative Team teaching program in grades 3-4 (two classes on each grade with expansion to 5th grade in 2010-2011)
- Partnership with City Year in creating a community service and citizenship building program in the school.
- Character Education Program to address the school climate and culture and lessening negative behavioral issues within the school.
- School building on core values to address school culture as a plan for addressing emotional intelligence with staff, parents, and students.
- The school community continues to deepen our knowledge and practices in teaching reading using a Balanced Literacy Approach which implements the use of leveled libraries
- An awareness of healthy habits in leading a healthier lifestyle through the school wide adoption of a Healthy Foods Policy.
- **Significant Aids:**
 - Use of Quantitative data from Instructionally Targeted Assessments, Predictive Assessments, Performance-Based data, to assist in goal setting and planning for 2009-2010
 - Unified Core curriculum in Balanced Literacy, Everyday Math, Science and Social Studies (3rd-5th grade)
 - Professional Development Opportunity Initiatives (Teacher's College, LSO and school wide coaching and mentoring)
 - Teachers deepening content knowledge in literacy and mathematics
 - Budget for Professional Development, supplies and materials to support instructional shifts in Literacy, Math, Science, Social Studies and the Arts.
 - Support systems: Academic Intervention Supports and Programs, Dean, SAVE room teacher, Coaches, Support Staff
 - After school programs and Community-Based Partnerships (Healthy Schools Healthy Families, City Year, Bronx Council for the Arts)
 - City Year Grant- Youth workers who work during the school day on one-on-one intervention using Great Leaps, Organize play during recess, run an after school program with homework help and recreational activities as well as Positive Self-Esteem program (STARFISH) and Bringing Books to Life and support in integrating service learning
 - Attendance and Virtue of the Month activities, achievement building events, Recognition of parents who support student attendance, parent/attendance monthly meetings.
 - Enrichment programs in the Arts such as a Music & Movement, Capoeira, Double Dutch, Ballroom dancing, violin after school program, drama club, Studio in the School and a Technology Lab

- Increased awareness of nutrition and health issues among staff and students which are supported by Healthy Schools Healthy Families Program (C.B.O.)
- Study Groups in Differentiated Instruction for Learning to Teach Second Language Learners, Literacy focus on Comprehension and tools for developing reading: Fall-2009
- Inquiry Team investigations on deepening our understanding in working with struggling students who fall within the bottom third of the city in reading and math 2009-2010
- COSA grant- Bronx Council for the Arts (2008-2009) bringing music and art to the school through after school enrichment program.

Barriers:

- Tackling Accountability (connecting assessment to explicit learning goals)
- As a grade 3-5 school, we are challenged by different assessments used in the Early Childhood Tandem school that are inconsistent with the assessments we have historically used in grade 3. The tandem school uses Reading 3D which was piloted and used for the last 3 years. In 2008-09, our school opted for the Teacher's College Reading and Writing Project running record assessments in reading. Our data is entered into the *TC Assessment Pro*. P.S. 112's Reading 3D levels do not align with the TC running record assessments. Subsequently, a seamless assessment tool which bridges the early childhood school to the upper grade school is a barrier for articulating reading levels for our incoming third grade students.
- Behavioral/Disciplinary Issues: Implementation of effective strategies for working with disruptive and disengaged students
- Implementation of effective strategies and programmatic needs that support academic achievement for Special Education students, ELL's and in particular African American male students.
- Engaging greater parental involvement.
- Registers loss of level 3-4 students who are recruited to neighboring charter schools

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.

Instructional Goals: 2009-10

Goal # 1: By June 2010, 15 % of all level 3 and level 4 fourth graders will make more than 1 year's growth in ELA as measured by an increase in Fountas and Pinnell Reading Levels

Based on the school's 2008-2009 Progress Report, the average change in student proficiency for level 3 and level 4 students in English Language Arts are far below other ELA progress results for other student cohorts. We will provide staff with ongoing training in the use of assessment and Data tools, such as ARIS, TC Assessment Pro, Predictive Assessments and SCANTRON and student artifacts to develop teachers' abilities to gather relevant data, analyze it, and then use it to personalize instruction. They will become more precise and strategic in using the data to address the unique needs and strengths of the targeted students. We will include ongoing review, discussions, and reflections through professional development days, grade conferences, and one-on-one meetings to develop teachers' skills in analyzing formative and summative data in order to inform instruction through small group and one-on-one instruction. Through opportunities to collaborate, articulate, and engage in reflective inquiry, teachers will learn to create long and short-term learning goals for and with their students, based on the areas of need and strengths.

Goal # 2: By June 2010, 15% of all fourth grade level 3 and level 4 students will make more than 1 year's growth in MATH, as measured by an increase in the New York State Math exam.

Based on the school's 2008-2009 Progress Report, the average change in student proficiency for level 3 and level 4 students in Math are far below other Math progress results for other student cohorts. We will provide teachers with ongoing training in the use of the Scaffold Inquiry Tool in ARIS to investigate critical thinking skills in mathematics. We will conduct collaborative meetings to discuss, plan, implement, and review Math unit assessments that target developing skills and concepts. We will provide professional development opportunities for teachers to plan targeted lessons and units and visit each other's classes to observe best practices and debrief such model lessons, focusing on explicit implementation of exemplars, math conferences, open-ended responses, guided math, setting and addressing learning goals in math, math journal-writing, and effective teacher feedback. Periodic assessments will be conducted at least every 3-4 weeks to inform next teaching steps and share results with students to adjust learning goals, as necessary.

Goal # 3: By June 2010, grade 3-5 teachers will improve their implementation of conferring with students through the use of comprehension strategy teaching points during small group and one-on-one individual instruction, as measured by a 5% increase in the number of comprehension strategy teaching point recorded entries in teachers' conference logs.

Shifting classroom practices towards smaller group and one-on-one instruction will require opportunities for teachers to provide differentiated teaching points during conferences and guided reading, based on the needs and strengths of the students. Such work will enable teachers to gain insights on how individual students are developing as readers and writers, across content areas (math, science, social studies) and will help teachers improve their capacity to help students set and meet SMART learning goals. It will also foster an increase in flexible grouping, differentiated tasks, and targeted interventions for students, directly correlated to their needs. All grade 3-5 teachers will demonstrate improved levels of proficiency in conferring with students during reading workshop, based on a conferring rubric to be created and developed by teachers and administrators. Grade 3-5 teachers will develop, in collaborative teams, and demonstrate an appropriate, differentiated, and wide-ranging repertoire of comprehension strategies for their use during conferences and small group instruction, based on the developing and differentiated needs of the students. Supervisors will review conference logs on a monthly basis and provide feedback to teachers in order to make adjustments in practice, when necessary. The monthly reviews will determine differentiated professional development needs and supports, based on the teachers' proficiency levels. Interim benchmarks will be established and communicated with staff in order to set and meet monthly professional, instructional goals in this area. Reviewing the number of conference notes which focus on comprehension strategies will help to ensure that teachers meet the stated annual goal.

Goal # 4: By June 2010, on average, fourth graders will demonstrate a minimum increase of 15 % performance in ELA higher order critical thinking and analysis skills, as measured by customized Acuity assessments and Teachers College assessments.

Based on the school's 2008-2009 Learning Environment Survey, setting and achieving high standards for student work; developing challenging learning goals; helping students achieve their learning goals are areas that require strategic attention in order to ensure that high academic expectations for student learning are matched with rigorous standards and meaningful instructional supports. The Inquiry Team will select approximately 20 students in grades 3-5 to focus on critical thinking and analysis skills and share best practices, resulting in student performance increases. Collaborative Teacher teams will also focus on grades 3-5 students and plan, design, and implement classroom and school-wide activities that focus on higher order critical thinking and analysis skills. Teachers will implement instructional methodologies that support the acquisition of higher order critical thinking and analysis skills for ELL's and students with disabilities. Common planning meetings will focus on the implementation of Bloom's Taxonomy and other sources of professional practices that highlight rigorous student engagement, such as Questioning the Author by Isabelle Beck, Asking Better Questions by Morgan and Saxton, and others to be identified throughout the year. Staff will engage in professional development study groups which focus on professional literature to increase staff understanding of higher order critical thinking and analysis skills and correlating practices. Walkthroughs and class visits will focus on the area of higher order critical thinking and analysis.

Goal # 5: By June 2010, all teachers will improve their instructional effectiveness with all student sub groups through a 5% increase in the time dedicated to analysis and application of data, as measured by ARIS log-ins, Assessment Pro log-ins, professional development agendas and sign-in sheets, and school-based data accountability forms.

Based on the school's November 2007 Quality Review Report, the school needed to improve, as follows: track closely the progress of student sub groups to measure the success of the school's individualized interventions; continue to build teachers' skills in carefully analyzing and confidently using data to organize instruction that clearly matches students' needs; provide more frequent opportunities to model and share best practices to encourage even greater consistency in instruction. Collaborative Inquiry Teams will meet on a weekly basis to review and analyze a wide range of data, including looking at student work; base-line, mid-line, and end-line assessments, customized ACUITY interim measures; teacher conference notes, SCANTRON results; ARIS. Teachers and Administrators will routinely meet to discuss and track student progress, with a focus on creating targeted instruction for all students, with particular attention to the unique needs of students with IEP's, ELL's , and high performing students. Teachers and Administrators will create and implement a school-wide policy for the use of formal formative assessments to monitor student progress. Teachers will engage in monthly reviews of data (formal and informal sources) with the support and facilitation of the Literacy and Math Coaches. Teachers will create and maintain Data Binders for their class and use them for the purposes of tracking student progress, sharing results with students, families, and administrators. ARIS data accountability forms for teachers will be collected and reviewed by supervisors on a monthly basis to determine the extent to which teachers are logging in to the ARIS data base and utilizing the data for instructional design and implementation. Such reviews with feedback will track teachers' increasing use of data, with benchmarks set on a monthly basis, in order to ensure meeting the annual goal. Weekly Inquiry Team meetings also provide an active opportunity for teachers to retrieve, analyze, and apply appropriate data for instruction of students. In order to ensure school-wide coherence and consistency in the improved use of data to drive instructional decisions, teachers will meet in grade level meetings and across grades to share information; observe trends, and leverage the collective knowledge of all staff to support a school-wide learning community, with a common purpose.

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): Curriculum & Instruction: ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>#1: By June 2010, 15 % of all level 3 and level 4 fourth graders will make more than 1 year’s growth in ELA as measured by an increase in Fountas and Pinnell Reading Levels</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Staff will continued to receive training from Inquiry Team on the use of assessment tools such as ARIS, ACUITY, SCANTRON and TC Assessment Data system in order to integrate data to identify and create differentiated long and short-term goals to meet student needs in literacy • Teachers will be able to inform and train students to monitor their growth and set goals through continued use of ACUITY and SCANTRON during open lab sessions (Technology Cluster will support during open lab) • Teachers will receive professional development around how to support students in setting short-term goals using calendar planning sheets around reading volume (TC consultant, Literacy Coach, LSO ELL specialist, Network Leader • Teachers will receive professional development on how to use performance based assessments such as running records and on-demand writing pieces to specifically target student needs in literacy (Literacy Coach, TC consultant) • Teachers will continue to improve on how to confer with students, in order to establish a greater consistency in the quality of note-taking. (Principal, AP, literacy coach) • Teachers will study the ELA state exam and assess what level the informational text vs. non-fiction text is and use it as a benchmark for supporting student instruction. Specific

	<p>focus will be on academic language and vocabulary that may present barriers to students ELLs and Special Needs students. (ESL teacher, Literacy coach, TC consultant, LSO ELL specialist and Special Needs specialist, Network leader, Principal and AP and Special Service Providers)</p> <ul style="list-style-type: none"> • Teachers will engage in training which examines the scoring of the literacy and math state exams and identify key concepts and ideas using the rubrics for scoring in order to lift the quality of instruction in targeted areas • Specific teaching will be emphasized into supporting student work on short and extended responses as indicated on Book 2 of the ELA. <ul style="list-style-type: none"> ▪ After school Program: Support level 3 and 4 students through enrichment program in ELA and Math • Support and Enrichment using Renzuilli Enrichment Software for developing project base learning. ▪ Continue a contractually correct schedule with time to study and plan together during and after school. (2 P.D. days for 90 minute grade level PD meetings and monthly after school grade level conference)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • TCRWP staff developers-25 days • TC Calendar Days • Literacy Coach • Principal & A.P. • Source: Title I, FSF, CE4, Title III • LSO- Network Leader • FSF-Special Education, teacher salary, materials, supplies • Tax Levy: Hardware, Software • Contract For Excellence: Literacy Coach who provide two days weekly of PD for entire staff, Per diem substitutes for coverage to attend PD/trainings
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Student data binder reflecting intervention strategies use to monitor growth of identified subgroup students • Teacher conferring notes of subgroup students that reflect a T-chart of what teacher has learned from looking at student work and what they have identified as the next steps. • Grade level agendas reflecting articulation and planning around identified subgroup students • Case study from Inquiry Team on progress of subgroup students and intervention strategies, which directly affected progress. • Observations of increase evidence of small group instruction as evidenced through daily

	<ul style="list-style-type: none"> walkthroughs • Formal/Informal instructional observations • Quarterly One-on-one conference with Principal and AP to review data and instructional goals • Instructional lesson plans with evidence of differentiation for small group work • ELA/Math ITA's and Predictive to monitor progress of identified level 3/4 students (Oct-Dec- 2008) and (Spring 2009) • 2010-ELA state exam
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Subject/Area (where relevant): Curriculum & Instruction: Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>#2: By June 2010, 15% of all fourth grade level 3 and level 4 students will make more than 1 year's growth in MATH, as measured by an increase in the New York State Math exam.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Teachers will engage in training which examines the scoring of the Math state exam and identify key concepts and ideas using the rubrics for scoring in order to lift the quality of instruction in targeted areas • Bi-monthly PD the Fifth grade classroom teachers will increase their mastery of questioning techniques; • Teachers will provide opportunities for students to cooperate in insightful discussion and write about the math at the end of each day's lesson; • Teachers will provide frequent and specific feedback to help the students refine and enhance their communication skills. • The teachers will create a rubric to measure student's oral and written communication skills that focuses on students using specialized mathematical vocabulary correctly and students' modeling ways to express mathematical ideas • Teachers will study the Math state exam to target specific academic language and vocabulary that may present barriers to students (specifically ELLs and Special Needs)

	<ul style="list-style-type: none"> • Math Coach will work with teachers in planning and modeling small group instruction and how to use observation of students and data to tap into a student's thinking in solving mathematical problems and algorithms. ▪ Continue a contractually correct schedule with time to study and plan together during and after school. (2 P.D. days for 90 minute grade level PD meetings and monthly after school grade level conference) ▪ Per Diem substitute teachers to cover teachers during 90-minute blocks during PD days (twice a week) for focus on Math PD with Math Coach
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Staffing & Funding:</p> <ul style="list-style-type: none"> • Math Coach • Principal & A.P. • Source: Title I, FSF, CE4, Title III • LSO Math Specialist • FSF-Special Education, teacher salary, materials, supplies • Tax Levy: Hardware, Software • Contract For Excellence: Math Coach who provide two days weekly of PD for entire staff, Per diem substitutes for coverage to attend PD/trainings
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Rubrics • PD agendas focused around student work • Unit plans • Samples of PAM test • Acuity constructed responses • Agendas from Math PD • Math Coach articulation notes with administration • Formal/Informal Observations and walkthroughs

Subject/Area (where relevant): Academic Expectations and Engagement

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>#3: By June 2010, grade 3-5 teachers will improve their implementation of conferring with students through the use of comprehension strategy teaching points during small group and one-on-one individual instruction, as measured by a 5% increase in the number of comprehension strategy teaching point recorded entries in teachers' conference logs.</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> ▪ Offer PD/ study group on identifying student strengths in reading through one-on-one and small group conferring work. ▪ Meeting with teachers and literacy coach during study group work around reading comprehension skills and strategies ▪ Instructional walkthroughs will focus on listening and looking for the teacher engaged in conferring work during independent reading and/or reading workshop. ▪ Provide teachers' with conferring books which will be collected every month for continued dialogue on deepening teacher knowledge on conferring purposefully ▪ Supervisors will review conference logs on a monthly basis and provide feedback to teachers in order to make adjustments in practice, when necessary. ▪ Interim monthly benchmarks will be established and communicated with staff in order to set and meet monthly professional instructional goals in conferring, with comprehension strategy teaching points. ▪ Differentiated professional development supports will be provided, based on teachers' proficiency levels in conferring, using comprehension strategies. • Teacher's College (TCRWP) staff developer will focus on support to teacher's conferring work during the reading/writing workshop during one-on-one sessions. ▪ Continue a contractually correct schedule with time to study and plan together during and after school. (2 P.D. days for 90 minute grade level PD meetings and monthly after school grade level conference) ▪ Per Diem substitute teachers to cover teachers during 90-minute blocks during PD days (twice a week) and during calendar days at TC. • Literacy Coach and A.P. will continue to support teachers and keep the focus on conferring and note taking. Conferring notes will inform the planning of teaching points to match students' needs. • Study Group led by Network Leader on building observational skills during conferring work in Reading and identifying/naming out reading skills during conferring.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Staffing & Funding:</p> <ul style="list-style-type: none"> • TCRWP staff developers-25 days • TC Calendar Days • Literacy Coach • Principal & A.P. • Source: Title I, FSF, CE4, Title III • LSO- Network Leader • Inquiry team allocation • CE4- teacher quality • Title I, Title III, FSF
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Teacher Conferencing notes/forms/binders of targeted work with students that reflect strategies which consider students with IEPs and ELLs • Formal/Informal Observations • Teacher conferencing books • Interim benchmarks will be established and communicated with staff in order to set and meet monthly professional instructional goals in this area. • Focused feedback notes/communication from administration on all teachers conferencing notes • Lesson plans that reflect teaching points based on conferencing notes and targeted instruction • Articulation notes and hand-outs during study groups reflective of conferencing work • Increase student progress in independent reading levels • Study Group Agendas • Documented student work, student progress, next steps and reflections during staff conferences, PD sessions and grade level meetings • Case study of targeted students in the respective grade level inquiry • Shared strategies and progress through end of the year presentations (sharefair, chancellor's conference day, June staff meeting) • Articulation with tandem school on 3rd grade inquiry • Team leader protocols to introduce the looking at student work and data used during inquiry meetings

Subject/Area (where relevant): Academic Expectations & Student Engagement/ Data

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>#4: By June 2010, on average, fourth graders will demonstrate a minimum increase of 15 % performance in ELA higher order critical thinking and analysis skills, as measured by customized Acuity assessments and Teachers College assessments</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Teachers will engage in lunch & learn to reflect and create expectations for the readers' notebook. • Schedule 15 minute monthly sharing of inquiry work school wide during month staff conferences • CFI community website • Utilize grade conferences, professional development days (2 a week) to study how to use conferring notes, running records, writing continuum and reading logs to identify areas of strength and weaknesses to inform instruction and goal set for students • Teachers and students will engage in reflective goal setting discussions around student work and lifting the quality of the work in literacy and math through conferring and small group instruction • Teachers will model for students how to use reading logs to self-assess what they know of themselves as readers and writers and name particular goals to work towards • Teachers will be able to inform and train students to monitor their growth and set goals through classroom and homework assignments using SCANTRON on the web. These sessions will be supported during open lab sessions for whole class access. • Teachers will support students in setting short-term goals using calendar-planning sheets around reading volume. One-on-one sessions and/or small group conferring in looking at trends and patterns of student reading logs and identifying teaching points to align with those discussions.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Title I funds: partial funding of Literacy Coach, consultant-Teacher's College Readers and Writers workshop; Assessment Software for Reading Progress tied to NYCDOE ITA's in Literacy</p> <p>Contract for Excellence: partial funding: Literacy Coach</p> <p>FSF-materials,</p> <p>Contract for Excellence: per diem substitute teachers to cover teachers during grade</p>

	<p>conferences and PD.</p> <ul style="list-style-type: none"> Principal, AP, network leader, ELL network specialist
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> Student reading logs and calendars showing weeklong goals (short-term). Reader's and Writer's notebook Teacher conferring notes Charts and student writing and reading responses TC Assessment Data System to monitor movement in progress of independent reading levels Predictives and TC Assessment Pro Running Records 2010 ELA state exam Progress Report

Data/Differentiated Instruction

Subject/Area (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>#5: By June 2010, all teachers will improve their instructional effectiveness with all student sub groups through a 5% increase in the time dedicated to analysis and application of data, as measured by ARIS log-ins, Assessment Pro log-ins, professional development agendas and sign-in sheets, and school-based data accountability forms.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> Develop school based working teams of teachers to understand test demands, study student needs and plan for, make and monitor change Staff will continue to receive training on the use of accountability tools such as ARIS, ACUITY and Scranton (Math) to support differentiated instruction Analyze and reflect on student responses to various assessments in order to identify areas of deficit in addressing needs of all students, students with IEPs, ELLs, level 1-4 on ELA and Math state exams Develop teacher knowledge on ways to teach reading and writing to their students through continued professional work with the Teacher's College Reading and Writing Project Embedded bi-monthly 45 minute time slots in addition to preps for grade level teacher teams to meet and focus on target group of inquiry students <ul style="list-style-type: none"> 3rd grade focus on comparative study using TC assessments and Reading 3D to support articulation of incoming 3rd graders from early childhood tandem school

	<ul style="list-style-type: none"> ◆ 4th grade focus on literacy ◆ 5th grade focus on Math <ul style="list-style-type: none"> • Schedule 15 minute monthly sharing of inquiry work school wide during month staff conferences • CFI community website • ARIS data accountability forms for teachers will be created, collected, and reviewed by supervisors on a monthly basis to determine the extent to which teachers are logging in to the ARIS data base and utilizing the data for instructional design and implementation. • Weekly Inquiry Team meetings will provide active opportunities for teachers to retrieve, analyze, and apply data for instruction of students.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Staffing & Funding:</p> <ul style="list-style-type: none"> • Literacy Coach • Math Coach- Data Specialist • Principal & A.P. • Inquiry team allocation • CE4- teacher quality • Title I, Title III, FSF
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • TC running record, reader's and writer's notebooks, Math journals, periodic performance assessments, ITA's, Scantron • Coach run weekly professional development sessions • Grade level conferences • Data driven instruction as evidenced during formal/informal observations and walkthroughs • Weekly/monthly reading logs of students during independent reading/home • Protocols to introduce looking at student work and data • Documented student work, student progress, next steps and reflections during staff conferences, PD sessions and grade level meetings • Case study of targeted students in the respective grade level inquiry • Shared strategies and progress through end of the year presentations (sharefair, chancellor's conference day, June staff meeting) • Articulation with tandem school on 3rd grade inquiry • Team leader protocols to introduce the looking at student work and data used during inquiry meetings • Monthly review by supervisors of ARIS log-ins, Assessment Pro log-ins, and data accountability forms, with feedback to teachers, will track the teachers' increasing use of data to ensure meeting the annual goal.

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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	85	85	N/A	N/A	N/A *	0	4	8
4	76	76	76	76	N/A *	0	10	5
5	66	66	19	25	N/A *	0	5	5
6								
7								
8								
9								
10								
11								
12								

****Note: School does not have a guidance counselor. At-Risk support services are provided by Mandated Counseling Social Worker and IEP team Social Worker.**

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

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> • All students in grades 3-5 are serviced in ELA provided during extended day program. All teachers provide differentiated instruction to <u>all</u> students in grades 3 -5 in small groups of 10 students for 1 hour and 15 minutes a week. • City Year workers, provide academic intervention services to students in grades 3-5 daily in one-on-one sessions using Great Leaps Program (reading). • SETSS teacher provides academic intervention to at-risk students during the school day in grades 3-5 using the Wilson program for fluency and comprehension work. • After school intervention/enrichment program to work intensively on literacy • ELL after-school program for students in grades 3-5 provides intervention in the areas of reading, writing, listening and speaking for students based on their NYSESLAT scores.
Mathematics:	<ul style="list-style-type: none"> • All teachers provide differentiated instruction to <u>all</u> 3 -5 grade students in small groups of 10 during the Extended Day program for 1 hour and 15 minutes a week. Students are grouped by skill area, based on NYS yearly Tests, Acuity Reports and monthly Everyday Math Assessments. • All teachers provide differentiated instruction to all 3-5 grade students in small groups once a week within the 90-minute math block.
Science:	<ul style="list-style-type: none"> • Extended Day school program for grades 4th grade students will offer support in science during the 2009-10 school year. • After school intervention/enrichment program to work intensively on science for 6 weeks before the exam.
Social Studies:	<ul style="list-style-type: none"> • Extended Day school program for 5th grade students will offer support in social studies content area study during the Fall 2009 semester cycle. • After school intervention/enrichment program to work intensively on social studies for 6 week cycles (grades 4-5)

At-risk Services Provided by the Guidance Counselor:	N/A (We do not have a Guidance Counselor)
At-risk Services Provided by the School Psychologist:	Depending on caseloads (Psychologist services two schools on site), the school psychologist has provided on the spot crisis intervention for students
At-risk Services Provided by the Social Worker:	At risk students are seen in groups and individually as needed. Activities given to develop social skills through play therapy, interactive game, role playing video's on conflict resolution, bullying, and anger management are shown and discussed with assistance from SAVE teacher. Contact with parent to share concerns and positive development of students. Reward modification if student accomplish specific task. Proper verbal etiquette is reinforced through role-playing, how to seek appropriate help from school staff, peer mediation.
At-risk Health-related Services:	<p>DOE assigned nurse, provides a series of 5 lessons to students who suffer from asthma. The sessions are designed to assist students to self-monitor their asthma by identifying triggers and strategies for reducing the symptoms of asthma as well as prevention for possible attacks.</p> <p>All students receive lessons and activities to introduce students in making wiser and healthier choices in combating the effects of obesity. Healthy School Healthy Families (CBO) provide health fairs, healthy snack sales and breakfast club where students are taught how to make healthier choices in their daily eating habits. In addition, the school has adopted a healthy snack policy.</p>

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.

**P.S. 206 M
Jose Celso Barbosa School
Language Allocation Policy Narrative**

Language Allocation Policy (LAP)

I. Part I: School Profile

School P.S. 206M has a LAP Team comprised of the following members:

Myrna Rodriguez, Principal
Gretchen Visser, ESL teacher
Ana Ortiz, Parent Coordinator

Camille Forbes, Asst. Principal
Mayra Acosta, Literacy AIS teacher
Victor Diaz, Dean/AIS Guidance

PS 206, the Jose Celso Barbosa School, is a 3 – 5th grade elementary school in the East Harlem section of Manhattan. The staff at PS 206 includes 1 certified ESL teacher and 4 certified bilingual teachers. The total student population at 206 is 227 students. Among the 227 students at PS 206, 40 or 17.62% of the total student population are English Language Learners (ELLs). The home languages spoken by the ELLs include: Spanish, Haitian Creole, French and Arabic.

II. ELL Identification Process

A pedagogue, (certified ESL teacher) conducts an interview for both parent and child and assists parents in filling out the HLIS upon registering a student into the school, the pedagogue utilizes the translated material and services as needed. If the student meets the criteria for ESL testing, the ESL teacher administers the LAB-R and Spanish LAB if the home language is Spanish. The ESL teacher, along with the Parent Coordinator, plan an orientation day, one in the morning and one in the afternoon, within ten business days after enrollment in which parents are invited to view the DOE DVD on the various choices entitled ELL students can receive in the city schools. Letters are sent out in the language(s) of the parents based on information obtained from the parent language preference survey taken upon registration. The letter invites parents to attend an orientation in order to assist in the selection of an appropriate program for their child. A discussion on the programs we offer here at the school is shared and parents are given an opportunity to decide whether they want their children in a Dual language, the Transitional Bilingual class or Freestanding ESL Program. After the video is viewed, the parents complete the Parent Survey and Program selection forms in their native language and have the option to ask questions. We then discuss the options available in this school with the parents, and emphasize that they are entitled to select whichever program they feel would be most suitable for their child. Parents fill option letters indicating their choice and sign the letter. Should parents select a program model not offered in our school (e.g. Dual Language), a transfer option is offered. We will provide the parents with a list of

schools that offer this program in the NYC school system Students are then placed accordingly within ten days of admission. If parents do not select a program, the default option is TBE. Since we are a 3-5 grade school, the majority of our students are list noticed from PS 112, our tandem school.

The trend for most of the parents of the students who are admitted to PS 206 from P.S. 112, our tandem school, has been a continuance of the services that were offered there. These programs include TBE and Freestanding ESL. Our programs aligned with the structures and services that our tandem school offers and parents have opted for their students to transition into the same structures. As mentioned above, placements for new general education admits who did not previously attend PS 112 are informed by parent choice upon attending and viewing the DOE DVD informing parents of the various programs for ELLs offered by the New York City Department of Education. Historically, for the past 10 years, PS 206 has only maintained a TBE class in the 3rd and 4th grades. At present the number of students fall below 20 in each grade resulting in the need to sustain a bridge TBE class in grades 3 and 4. At present, there are not sufficient Spanish speaking ELLs in grade 5 to sustain a TBE program in this grade. Parents are made aware of this during the orientation meetings and are informed of the services for their children transitioning into the push-in/pull-out model of the freestanding ESL program. As mentioned above, parents are always offered the transfer option if their choice of program is not offered at PS 206. Parents are provided with informational materials to support them in making the appropriate decision for their child. Staff who can translate in the parents' home language is made available to meet with them. In the Fall and the Spring, as required by Part 154, teachers as well as the ESL teacher meet with parents to ensure that they are informed about the bilingual and ESL program requirements, the expectations, the NYSESLAT assessment, ELA promotional criteria, Instructionally Targeted Assessments, Predictive Assessments and Reading Level Assessments as well as the instructional standards. The programs offered at PS 206 are aligned with parent choices.

In the spring, in preparation for the NYSESLAT parents are informed of the testing dates and students follow the appropriate testing procedures. In June, prior to the new fall semester, parents from the tandem school are invited to an orientation and school walkthrough of the PS 206, in order to inform parents of incoming students in the Fall about the various extracurricular programs offered at the school as well as academic expectations. A video of school activities is shown and the Principal, Dean and Parent Coordinator divide groups of parents and tour the building. Staffs that are proficient in the major languages: Spanish, Haitian Creole, French and Arabic are available and translation is provided throughout the tour and discussions.

Currently, the 40 ELLs enrolled at PS 206 receive ESL services in two settings. If chosen by parents, 3rd and 4th grade ELLs with a home language of Spanish are instructed by the fully certified bilingual teacher who is assigned to the Transitional Bilingual (TBE) 3rd and 4th grade bridge bilingual general education class. There are currently 14 ELLs enrolled in the TBE class. There is a fully certified ESL teacher who services grades 3-5 ELL students in a freestanding ESL program. Currently, there are 26 ELLs receiving ESL services in the freestanding ESL model.

III. ELL Demographics

The following is a breakdown of the program models for PS 206:

The Transitional Bilingual Program

In this program students are taught the academic subjects in their native language while they learn English. When the students are proficient based in the New York State English as a Second language Exam (NYSESLAT), they transition to a monolingual setting in 5th grade. However, the parents have the option of choosing to remain in the TBE program in the 3rd and 4th grade. The TBE class is taught by a certified bilingual teacher who also

provides native language and ESL instruction. Differentiated instruction is provided to students based on their level of proficiency (beginner, intermediate or advanced) as determined by the NYSESLAT exam. Books and materials are available in both English and Spanish to support all curricular areas. Four of the general education students in grades 3 and 4 received a proficient on the NYSESLAT '09 and are no longer in the TBE program and will receive transitional support. Their progress will be continuously monitored. Our Special Education ELLs, with a home language of Spanish in grades 3 and 4 are in the bridged TBE class. The instructor is certified in Bilingual I Education who provides English language instruction through the content areas using scaffolding strategies to ensure both language and content acquisition is achieved. Bilingual special Education students remain in the program until a new IEP is issued by the CSE recommending decertification.

- Beginning students receive 90 minutes of ESL daily, 90 minutes of Native Language Arts daily and 120 minutes in content area instruction in the Native Language and 30 minutes daily in content area instruction in English.
- Intermediate students receive 90 minutes of ESL daily, 90 minutes of Native Language Arts daily and 80 minutes daily in content area instruction in the Native Language and 70 minutes daily in content area instruction in English.
- Advanced students receive 45 minutes of ESL daily, 90 minutes of English Language Arts daily, 45 minutes daily of native language arts and 140 minutes daily of content area instruction in English with support in Native Language as needed.

There are currently 14 students enrolled in the TBE program:

TBE MODEL	
# of Students	14
# of Special Ed. Student	*2
# of ELL (3 or less)	8
# of ELL (4-6 years)	6
# of ELL (6 or more)	0
*Students with IEP's	

Of these 14 students 9 are 3rd graders and 5 are in 4th grade. Out of the nine 3rd graders, 5 scored at the advanced level on the NYSESLAT '09 and 4 placed at the intermediate level. Out of the five 4th graders 2 scored at the advanced level on the NYSESLAT '09 and 3 scored at the intermediate level.

The Freestanding ESL program

The Freestanding ESL Program is taught by a certified ESL instructor who provides English language development for students whose home language is other than English. Students are pulled out or have the instructor push-in to their class to receive ESL services based on their level of proficiency on the LAB-R and NYSESLAT exams and mandated minutes. It is our goal for the future to move towards a push-in model of Freestanding ESL with collaborative team teaching. Instruction is aligned with NYS standards and is geared toward extending and supporting classroom study in the content areas. Students are grouped heterogeneously by their level of proficiency, grade level according to their evaluated needs.

The ESL Program follows a push-in/pullout model and includes the use of high quality; research based instructional materials that are standards-based, age appropriate and geared to meet the proficiency levels of the children and include native language support. Grade level curriculum and

assessments are aligned to the NYS standards in ELA, NLA and ESL. The classroom teacher provides an additional 45 minutes of English Language instruction during the regularly scheduled ELA period, according to students' needs. Students, whose parents have opted them out of the bilingual program, receive services from the ESL teacher as mandated by CR Part 154. The ESL teacher serves the children in the bilingual classes during the additional mandated 37.5 minute extended day program 2 days a week.

In third, fourth and fifth grades, the ESL instructional model for beginning/intermediate students is 360 minutes per week of ESL and content area instruction with ESL methodologies. The ESL model for advanced students is 180 minutes of ESL per week of English Language Arts daily and content area instruction in English with ESL methodologies.

There are currently 26 students in the Freestanding ESL Program:

FREE STANDING ESL MODEL

# of Students	26
# of Special Ed. Student	*6
# of ELL (3 or less)	9
# of ELL (4-6 years)	17
# of ELL (6 or more)	0

*Students with IEP's

ESL: Breakdown of number of ELLs in ESL by grade and language

Language	Grade 3	Grade 4	Grade 5
Spanish	6	7	9
Haitian Creole		1	
French	1	1	
Arabic		1	

There are 7 students in the 3rd grade in this program. Out of these 7 students three of the 3rd grade students scored at the advanced level and 4 students scored at the intermediate level on the NYSESLAT '09. In the 4th grade there are 10 students in the Freestanding ESL Program, 7 of these students received an advanced placement and 3 received an intermediate placement. In the 5th grade there are 9 students enrolled in this program. One of these students is a new comer and received a beginning placement on the LAB-R. Of the 8 remaining ELLs, 5 received an advanced score and 3 received an intermediate score on the NYSESLAT '09.

ELLs in both programs receive:

- Grade level curriculum and assessments are aligned to the NYC and NYS ELA, NLA, ESL standards in science, math, social studies and technology, which are provided in both English and the native language as the program designates.
- There is a daily 120-minute literacy block and a 90-minute math block. During the literacy block all students are provided with instructional strategies that are research based. Children are provided with phonemic and phonological instruction to develop decoding skills (Words

Their Way). Fluency and comprehension skills are taught through shared reading and writing literacy component. The daily 120 minute literacy block has the following components: read aloud, shared reading, word study, independent reading and writing

- Instruction is provided in two languages according to the designated model of Transitional Bilingual as per the LAP. All curriculum and instruction is parallel to the ELA standards, NLA standards and ESL scaffolding strategies and methodologies.
- Instruction in literacy and content area core curriculum is provided in accordance with the program models and levels of English language proficiency.
- The classroom environments support risk taking and there is evidence of oral and written language through the school.
- Teacher at PS 206 expect students to achieve at high levels of performance. Students are provided with instructional strategies that challenge the students to think critically.
- Native language instruction is encouraged to support English language acquisition as articulated by the school LAP, NYSESLAT, LAB R.
- ESL, ELA, NLA and content area instruction in all classroom is informed by the LAB-R (students who do not have NYSESLAT scores) NYSESLAT scores and other assessments such as running records, teacher anecdotal, and meet the requirements of CR Part 154
- The school and classroom libraries provide students with a rich collection of authentic literature and resources in both Spanish and English.
- Students have access to technology in the library, technology lab and in their classrooms
- Instruction is differentiated to meet the instructional needs of ELLs to ensure student success
- ESL/NLA instruction uses the balanced literacy model and provided the necessary language development to meet the needs of individual students.
- The transitional bilingual program provides NL instruction in the content areas. Content area instruction is provided in both languages and is aligned with all the standards.
- The school provides a freestanding ESL Program. The ESL program is a pull-out/push-in program in grades 3-5.
- P.S. 206 is a 3-5 school and the following assessments are used: TC Reading Running Records and Writing Continuum, ELA, Math state exams, 4th grade state science exam, 5th grade state social studies exam, Predictive assessments in ELA and Math twice a year, Instructionally Targeted Assessments in ELA and Math three times a year, NYSESLAT, LAB-R.
- Students whose parents opt for a TBE are placed in this model in grades 3-4. All fifth grade ELLs are placed in monolingual classes and receive eight 45-minute ESL periods for beginners and intermediates, four 45-minute ESL periods for advance students as determined by NYSESLAT scores. Proficient students receive support as needed for two years after exiting out of the NYSESLAT. ELL Students are given testing accommodations pursuant to the guidelines set out for testing of ELLs.
- All ELL parents are informed about the Title III after school program and encouraged to participate in the Readers' Theater program.

Planning Instruction for ELLs

In order to improve student performance towards proficiency in ELA, students will receive enrichment and intervention services to help meet their needs. Specifically:

The Transitional Bilingual Program

- All services are provided by fully certified bilingual teachers.
- The program consists of 1 self - contained bilingual bridge class for 11 Spanish speaking students in grades 3 and 4
- The bilingual class utilizes a differentiated approach (i.e. whole group, small group and individual instruction) based on the students' English, native language proficiency and academic achievement.
- Native language and English language usage is aligned with SED, NLA and ESL Learning Standards.
- All level ELLs also receive ELA instruction aligned with SED ELA standards and the NYC Balanced Literacy approach.
- ESL instruction is provided based on Beginning, Intermediate and Advanced Levels as determined by the LAB-R or NYSESLAT and is consistent with CR Part 154 requirements.
- ESL instruction utilizes Total Physical Response strategies and visuals
- Academic content is fully aligned with the ESL Standards
- Beginning students receive 90 minutes of ESL daily, 90 minutes of Native Language Arts daily and 120 minutes in content area instruction in the Native Language and 30 minutes daily in content area instruction in English.
- Intermediate students receive 90 minutes of ESL daily, 90 minutes of Native Language Arts daily and 80 minutes daily in content area instruction in the Native Language and 70 minutes daily in content area instruction in English.
- Advanced students receive 45 minutes of ESL daily, 90 minutes of English Language Arts daily , 45 minutes daily of native language arts and 140 minutes daily of content area instruction in English with support in Native Language as needed.
- Title III program with the native language
- Tier I Academic intervention in the native language
- Tier II Academic intervention services in Literacy and Math provided in English by Literacy and Math AIS teachers

The Free Standing ESL Program

- ESL push-in with specific vocabulary development and fluency strategies within the Reader's/Writers Workshop, Content Area instruction
- The classes are leveled based on students' acquisition of English from the results of the LAB-R and NYSESLAT exams.
- ESL instruction is aligned with SED ESL learning standards
- Academic content are is taught in the general education classroom using ESL strategies

- ESL teacher provides push-in support during ELA and content area instruction as well as math
- ESL instruction is provided based on Beginning, Intermediate and Advanced levels as determined by the LAB-R or NYSESLAT.
 - Beginner: 360 minutes per week
 - Intermediate: 360 minutes per week
 - Advance: 180 minutes of ESL and 180 minutes of ELA per week; (Stagnant students who have remained advanced will receive targeted work through ESL push-in writer's workshop)
 - Proficient students will receive extra ESL support during reader's and/or writer's workshop; 37.5 minutes with reading and writing skills; Title III program with specific reading and/or writing activities; 37.5 minutes w/specific ELA writing instruction

PS 206 recognizes the instructional needs of the various ELL subgroups and has the following plans in place to meet the needs of these students:

Plan for SIFE students

P.S. 206 does not have SIFE students at present. The plan for SIFE students is the following:

To increase the language proficiency of the SIFE students;

- Identified SIFE students upon entrance to the school
- When possible, pair them in class with students who speak their native language
- Utilize follow along audio tapes with print support
- Provide them with at risk services from the bilingual speech teacher
- Purchase picture dictionaries and high interest, picture support texts
- Resources in their native language
- Small group instruction
- AIS

Plan for ELLs in US Schools less than 3 years

- All Spanish speaking student, upon parent choice, in grades 3 and 4 are enrolled in the TBE Program
- TPR, basic conversation and vocabulary development are part of their instructional program. More advanced children received ESL through the content areas.
- Newcomers to this country receive mandated 360 minutes of ESL instruction a week
- Taught in small groups for maximum opportunities to work on listening, speaking, reading and writing
- Given instruction in both BICS and CALP
- Interactive, realia based instruction
- All newcomers will receive additional instructional support after school as part of the extended day program
- ELA lessons taught with scaffolding and ESL strategies to support reading and writing strategies
- Support in their native language through the Title III program, teacher support and classroom materials

Plan for ELLs receiving service 4 to 6 years

- Students receive ESL instruction in the push-in or pull-out model and when possible in the TBE program.
- Weekly Push-In in Social Studies Specialty class
- Students receive targeted individual instruction according to their results in the various modalities identified on the NYSESLAT
- Students are taught in small group settings to increased their opportunity to utilize the different modalities
- Increased vocabulary instruction
- Students are tested according to ELL testing modifications.
- 37.5 minutes Extended Day program

Plan for Long Term ELLs

These children who have been enrolled in NYC schools more than 6 years receive ESL instruction according to their proficiency level. In addition:

- AIS services in reading and math as necessary
- Student evaluation in order to assess their instruction support and service needs
- Extended Day, small group instruction
- Students are tested according to ELL testing modifications

Students with Special Needs

PS 206 has services for all of its students including ELLs. The ESL teacher collaborates closely with Special Education teachers to give students extra support for the ELA test. In addition, the ESL program meets with the School Based Support Team (SBST) to closely monitor the ELL students who have Individual Education Plans (IEP). This collaboration allows us to focus on our students' specific academic needs, to monitor their progress and adjust instruction as needed. In addition, all ELL/Special needs students in the TBE program receive Tier I Academic Intervention supports in the native language. Tier II Academic intervention services in Literacy and Math are provided in English by Literacy and Math AIS teachers

Plan for Students Receiving Proficiency on the NYSESLAT

Students in this category receive additional ESL and AIS services for as long as needed, as well as testing accommodations, for two years after they receive proficiency on the NYSESLAT, according to SED are tested according to ELL testing modifications.

School Programs

P.S. 206 has several CBO partnerships within the school, which provide extra-curricular activities for all students. ELL students participate in the following:

- City Year Group: Great Leaps intervention one-on-one work, Star Program: Self-esteem building and Bringing Books to Life, after school homework help, arts activity
- Dancing in the Classrooms: Students in 5th grade participate in this dance and workshop performance group to build self-esteem.

- Title III after school program- Reader's Theater will be implemented in 2009-2010
- Studio-In-A-School 14 week residency (2009-2010), Parent/Child workshop in bringing literacy to life through alignment with Art Expression
- Bronx Counsel for the Arts (After school Violin Program and Drama)
- Healthy Schools Healthy Families
- Video Conference, collaboration with students and professionals throughout the world on research based projects

Native language Support Delivery

The Transitional Bilingual Program: (Spanish)

P.S. 206 is a school that utilizes the balanced approach to literacy and to accommodate the core curriculum of the school in conjunction with the language allocation policy, the TBE model at P.S. 206 is as follows:

In the 3rd/4th bridge bilingual general education class, there are seven intermediate students and seven advanced students. The language allocation instruction percentages for the intermediate students are 50% in native language (Spanish) and 50% in English. Specifically, there are eight periods (360 minutes) a week in which intermediate students receive ESL instruction and 180 minutes a week spent in class using native language instruction in language arts and content area subjects. Typically, the daily schedule in math is instructed in the native language for 45 minutes with 15 minutes in English using ESL strategies and methodologies. Social Studies or Science is taught in the native language for 35 minutes with 10 minutes in English using ESL strategies and methodologies. Art and Music and Movement are taught in English using ESL strategies and methodologies for 45 minutes.

For the advanced students, the language allocation instruction percentages are 75% English and 25% in Spanish. All advanced students receive 4 periods a week (180 min.) in ESL instruction. They receive 4 periods a week (180 min.) in ELA and 4 periods a week (180 min.) of native language instruction in language arts. Typically, the daily schedule in math is instructed in English for 60 minutes with native language support as needed. Social studies and Science are instructed in the native language for 35 minutes daily with 10 minutes of English using ESL strategies and methodologies for support.

The bilingual class utilizes a differentiated approach (i.e. whole group, small group and individual instruction) based on the students' English, native language proficiency and academic achievement.

Native language and English language usage is aligned with SED, NLA and ESL Learning Standards. All level ELLs also receive ELA instruction aligned with SED ELA standards and the NYC Balanced Literacy approach. ESL instruction utilizes Total Physical Response strategies. Academic content is fully aligned with standards. After school Title III program in the native language support is offered to all ELL students. All ELL/Special needs students in the TBE program receive Tier I Academic Intervention supports in the native language. Tier II Academic intervention services in Literacy and Math are provided in English by Literacy and Math AIS teachers

The Free Standing ESL Program

The Free-standing ESL Program is serviced by a fully certified ESL teacher who works with students in grades 3-5. The program is part push-in and part pull-out with specific vocabulary development and fluency strategies within the Reader's/Writers Workshop, Content Area instruction. The classes are heterogeneous groupings based on students' acquisition of English from the results of the LAB-R and NYSESLAT exams as well as their grade level.

ESL instruction is provided based on Beginning, Intermediate and Advanced levels as determined by the LAB-R or NYSESLAT.

- Beginner: 360 minutes per week (8 periods a week)
- Intermediate: 360 minutes per week (8 periods a week)
- Advance: 180 minutes of ESL (4 periods a week) and 180 minutes (4 periods a week)of ELA per week; (Stagnant students who have remained advanced will receive targeted work through ESL push-in writer's workshop)
- Proficient students will receive extra ESL support during reader's and/or writer's workshop;37.5 minutes with reading and writing skills; Title III program with specific reading and/or writing activities; 37.5 minutes w/specific ELA writing instruction

ESL instruction is aligned with SED ESL learning standards. Academic content area is taught in the general education classroom using ESL strategies. After school Title III program in the native language support is offered to all ELL students. All ELL/Special needs students in the ESL program receive Tier I Academic Intervention supports in the native language. Tier II Academic intervention services in Literacy and Math are provided in English by Literacy and Math AIS teachers

At PS 206 we have the Project Jump Start program in place to assist newly enrolled ELL/LEP students prior to the first day of school.

- In June, prior to the new fall semester, parents from the tandem school are invited to an orientation and school walkthrough of the school, in order to inform parents of incoming students in the Fall about the various programs offered at the school as well as expectations. A DVD of school activities is shown and the Principal, Dean, Parent Coordinator divides groups of parents and tour the building. Staff is proficient in the major languages Spanish and Haitian Creole and translation is provided throughout the tour and discussions.

Professional Development

- Professional Development is ongoing and focuses on the academic support of our ELLs. The classroom environments and teaching practices demonstrate effective strategies for the teaching of balanced literacy, math and content area instruction.
- P.S. 206 has an ELL study group that meets weekly to ensure that the bilingual teachers, ESL teacher as well as general education teachers address the linguistic development, academic achievement of the ELL students. They discuss current ELL research and the implication for instruction. A common text, Building Academic Language: Essential Practices for Content Classrooms purchased for this purpose.
- The ELL NSS, Math coach, Literacy Coach provide ongoing and comprehensive professional development support to bilingual teachers.

- The bilingual teachers as well as the ESL teacher attend the Teacher's College Reading and Writing Project Calendar Days and monthly PDs provided by our ELL Network Support Specialist.
- 22 out of the 28 teachers have completed the 7.5 hours of training in ESL methodologies and we are in the process of providing this training for all the new general education and special education teachers. At present, all tenured staff (22 teachers) have completed 7.5 hours as well as teachers with 1-3 years of teaching experience (3 teachers). We have 3 teachers with less than 1 year experience in 2009-2010 who will receive the 7.5 hours of training in ESL methodologies through a series of study group sessions facilitated by the ELL Network Support Specialist during their 6 week residencies at the school. Documentation is provided through agendas and sign-in sheets each time the study group meets. Each teacher receives a certificate from the ELL Network Support Specialist verifying that they have completed the 7.5 hours. A copy of the certificate is placed in the teacher's personnel file.
- All teachers both general and bilingual teachers are provided with common grade level meetings (twice a week) for professional development and curriculum planning in literacy, math, science and social studies
- All bilingual teachers as well as general education teachers are encouraged to participate in NYCDOE conferences and professional development to support linguistic and academic achievement for ELLs
- A curriculum committee of bilingual, ESL teachers and Bilingual SETSS meets to articulate and plan for scaffolded learning to meet the specific needs for ELL students
- The bilingual IEP/SETSS teacher will work with all teachers, paraprofessionals, pupil personnel support staff such as: occupational/physical therapists and speech therapists on ways to scaffold learning, differentiate instruction and how they can meet the specific needs of ELL students and ELL students with special needs
- P.S. 206 has a bilingual IEP team which consists of a bilingual school psychologist and bilingual IEP teacher will offer training to all clinicians in the building (social worker, etc.) on how they can meet the specific needs of ELL students and ELL students with special needs.
- Principal, Asst. Principal, literacy coach and math coach attend professional development opportunities offered by the LSO (ICI- CFN14) as well as intervisitations to network schools on the inquiry work done with ELLs. In 2008-2009, administrative staff have attended special conferences provided by the LSO in which presentations by Dr. Lily Wong Fillmore have been offered. Principal has been part of a Principal study group facilitated jointly by the ELL Network Support Specialist and LSO ELL Specialist during 2008-2010.

Transition Support

We also provide transition into middle school support. Our guidance counselor, social worker, assistant principal, and middle school articulation teacher provide support to ELL students as they transition from the elementary to the middle school setting. They assist students and parents with the application process and facilitate student and families' attendance at middle school fairs and visits to prospective schools. Our staff reviews prospective schools' student handbooks with students to give them adequate time and opportunity to familiarize themselves with middle school expectations and policies. Lunchtime and after-school clubs provide small group forums for students to present their questions about middle school to visiting middle school representatives. A summer program for graduating students is established to provide needed academic and social support to prepare students for their transition to middle school. Evening events for students and their families provide social networking and information sharing opportunities among families, planning on attending particular schools.

- I. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.

Parent/community involvement:

- At P.S. 206, Parent Orientations are conducted for the parents of newly enrolled English Language Learners to provide them with the information about appropriate programs for their child. There are opportunities for parents to observe classes, ask questions, view a video in their native language and meet with teachers regarding English language services available. These orientations are provided by the certified ESL teacher in collaboration with the Parent Coordinator and are conducted during the day as well as evening to accommodate work schedules.
- Parents are provided with informational materials to support them in making the appropriate decision for their child. Staff who can translate in the parent's home language is made available to meet with them.
- In the Fall, P.S. 206 bilingual teachers as well as the ESL teacher meet with parents to ensure that they are informed about the bilingual and ESL program requirements and expectations, the NYSESLAT assessment and Teacher' College Reading/ Writing assessments, Rigby (Spanish benchmarks) as well as the instructional standards.
- Parents are encouraged to meet with their child's teachers during parent conferences at least twice a year as well as at other times throughout the year about the child's progress. Translators are provided to parents when necessary.
- There are ongoing parent orientation sessions for newly enrolled ELL students.
- The P.S. 206 Parent Coordinator works closely with ELL parents by providing information from the DOE website and available on – site materials.
- Parental involvement activities include invitations to parents for writing/ publishing celebrations in the classrooms, parents as reading and math partners, workshops in literacy and math that will be provided monthly to support student learning at home, library trips so parents can read to their children in Spanish, invitations to multi-cultural events, Cinco de mayo celebrations, Studio-In-A-School literacy partners after school workshop, technology workshops to assist parents in navigating the online systems such as ACUITY to help support their children, information workshops on ELA and Math state test expectations. All sessions provide Spanish language translations.
- Adult ESL classes are also conducted in collaboration with our tandem school.
- During Parent Teacher Conferences, translators are made available for parents who do not speak English.

IV. Analysis of the Data

As a result of being a grade 3-5 school, we are challenged by different assessments used in the Early Childhood Tandem school that is not consistent with the assessments we have historically used in grade 3. The tandem school does not use ECLAS as their assessment but uses Reading 3D which was piloted and used for the last 2 years. Subsequently, students entering into the 3rd grade did not have ECLAS scores for us to continue assessing with this tool. Beginning with Sept-2008, our school has opted for Teacher's College Reading Record Assessments as part of our instructionally targeted assessment. The TCRWP assessments give us the ability analysis student work to target the specific skills of our ELLs in reading and writing. After analysis, teachers are able to conference and develop lesson plans to target the needs of individual students and who

class lessons. The selection of this ITA choice exempts us from having to use the ECLAS and provides us with a more consistent assessment tool that aligns more appropriately with the progress measures used at our tandem school.

An analysis of the spring 2008 NYSESLAT data reveals the following:

<u>3rd grade:</u>	<u>TBE</u>	<u>Freestanding</u>
Beginning	0	0
Intermediate	4	4
Advanced	5	3
Total: 16 students	9	7

* It should be noted that 2 students tested proficient from the TBE program

<u>4th grade:</u>	<u>TBE</u>	<u>Freestanding</u>
Beginning	0	0
Intermediate	3	3
Advanced	2	7
Total: 15 students	5	10

*It should be noted that 2 students tested proficient

<u>5th grade:</u>	<u>TBE</u>	<u>Freestanding</u>
Beginning	0	1**
Intermediate	0	3
Advanced	0	5
Total: 8 students		

**LAB-R score

B. Review of data above:

An analysis of the spring 2009 NYSESLAT indicates that of the nine 3rd grade students in the TBE Program, 4 ELLs, including those that tested at the proficient level, increased at least one level. Three students maintained the same level and 4 students decreased a proficiency level. In the 3rd grade ESL program, 3 students increased their proficiency level, 3 maintained the same level and 1 student decreased in proficiency level. Overall, 7, 3rd grade students increased their proficiency level at least one level on the '09 NYSESLAT.

In the 4th grade TBE Program, 2 students, including one student who tested proficient and is no longer in the TBE, increased one proficiency level and 4 students maintained the same proficiency level. In the 4th grade ESL program, 3 students, including 1 student who tested proficient, increased their proficiency levels. The remaining 7 students maintained the same proficiency level. Overall, in the 4th grade 5 students increased their proficiency level.

In the 5th grade ESL Program, 1 student increased their proficiency level, 3 students maintained the same level and 2 students decreased their proficiency level.

How Students Do In Each Modality:

Third Grade:

Listening /Speaking	3rd	4th	5th
B	0	0	0
I	0	1	0
A	2	7	5
P	16	9	3
Reading /Writing			
B	0	0	0
I	8	6	3
A	8	9	5
P	2	2	0

The data from the NYSESLAT indicates that all except 2 students are at the proficient level in the Listening and Speaking Modality. The third graders performed at the intermediate and advanced levels in Reading and Writing. Instruction at the third grade level will build upon the success students have in Listening/Speaking and target support on Reading and Writing. In the 4th grade, 7 students performed at the advanced level in the listening/speaking modality and nine students performed at the advanced level in reading/writing. On this grade level students at the intermediate levels in both modalities will work on skills to support their needs as well as students at the advanced level. In the 5th grade, 5 students performed at

the advanced level with the remaining students scoring proficient. Instruction will target students' movement to the proficient level. Three students scored at the intermediate level and 5 students scored at the advanced level.

In order to improve the levels of proficiency of all ELL students in the two-subset areas of listening and speaking, the instructional staff will do the following:

- Include more read alouds in the literacy block
- Heterogeneous pairing of students with another student who is more advanced in language development
- Discuss unfamiliar words, structures marked while listening; add to word bank
- Summarize the lesson for the students in Spanish in the beginning of the lesson, then do the instruction of the lesson in English
- Read instructions orally
- Check predictions
- Teach more grammar in literacy lessons and guided reading conferences for the bilingual students

In order to improve student performance in reading and writing, teachers will do the following:

- Use books on tape in the classroom with struggling students
- Partner work during turn and talks during Read Aloud component of the literacy block
- Use graphic organizers
- Reading log
- Utilize the Rigby Phonetic Awareness Program
- Include activities such as chanting, singing, drama and plays in lessons
- Increase skill building by including more activities in interactive writing, word study with a focus on phonemic awareness, shared writing, cloze techniques, grammar and vocabulary development
- Utilize bilingual and picture dictionaries in writing
- Provide differentiated instruction through small group work
- Provide structured practice in the development of social language before teaching academic language
- Develop skill in literacy, ESL and reading comprehension in Spanish before transitioning students into English

Data Analysis in Content Area (2)

ELA Grade 3 & 4: (Present 4th & 5th grade)

	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Level 4</u>
3 rd Grade	1*	-	-	-
4 th Grade	-	4	10	-
5 th Grade	1	4	2	-

*Hold Over

Math Grade 3 & 4 (Present 4th and 5th grade)

	<u>Level 1</u>	<u>Level 2</u>	<u>N/L</u>	<u>Level 3</u>	<u>Level 4</u>
3 rd Grade	-	1		-	-
4 th Grade	-	-	1	12	2
5 th Grade	-	3		1	1

Review of Data:

The data from the ELA, when compared with the NYSESLAT show students are performing at comparable levels on these two tests. ELLs are performing at a slightly lower average level on the math exam compared to the ELA, especially in the 5th grade. Students are allowed to utilize a native language exam in Spanish as a support to any barriers to understanding the tasks. Students at P.S. 206 have been provided with the translated version of the Math exam and indications point to students benefiting from the support of using the translated version as a reference tool. The trend does indicate that as the content increases in difficulty by 4th grade. All ELL students will receive instruction that will utilize strategies such as:

- Book Walks and Vocabulary development activities
- Key vocabulary introduction to mathematical terms and concepts (Tier I-II words in academic language)
- Circle/underline /list unfamiliar words that may create a barrier to understanding key math concepts
- Jigsaw reading of math and ELA
- Practice utilizing translated materials

ELL students take the periodic assessments and this data is used by the school leadership team and teachers to drive the instruction within their classroom. It is also used by the ESL teacher to facilitate targeted support for students and develop teaching supports for teachers to use to support ELLs within their classroom. The 2008-09 Periodic Assessments have shown that a major area of difficulty for ELLs is the use of academic language and vocabulary work. To address this area, the school has been involved in engaging strategies that support students in deconstructing complex sentences to obtain meaning. Much of this work is in the initial stages and study groups on the work of Dr. Lily Wong-Fillmore is being discussed to address this need.

At PS 206, we evaluate the success of our program based on a combination of factors including the students' performance levels on state tests. These include the NYSESLAT, Math, ELA, Science and Social Studies tests. We also look at the overall trends of student movement in proficiency levels and towards a proficient level on the NYSESLAT. In addition, we are also evaluate the ability of teachers and all staff involved with the education of ELLs to coordinate learning and target specific needs of each ELL in and outside of the classroom in order to reach high academic achievement that we hold at PS 206.

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

Form TIII – A (1)(a)

Grade Level(s) 3-5 _____ **Number of Students to be Served:** _____ **40** **LEP** _____ **Non-LEP**

Number of Teachers _____ **3** _____ **Other Staff (Specify)** _____ **Supervisor** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

PS 206, the Jose Celso Barbosa School, is a 3 – 5th grade elementary school in the East Harlem section of Manhattan. The staff at PS 206 includes 1 full time state certified ESL teacher and 4 fully state certified bilingual teachers. The total student population at 206 is 227 students. Among the 227 students at PS 206, 40 are English Language Learners (ELLs), 17.62% of the total student population. The home languages spoken by the ELLs include: Arabic, Haitian Creole, French and Spanish.

The target population for the supplemental reading program will be for English Language Learners in the TBE program in grades 3 – 4 as well as in grade 5 in general education in order to support the ELA instructional program. The anticipated dates for the program are from November/2009 – May 2010, on Wednesdays and Thursdays for 1.5 hours from 2:30 – 4:00 P.M. There will be three (3) teachers conducting classes for the beginners, intermediates and advanced students who will work for three (3) hours weekly for 20 weeks at \$41.95 per hour (\$7551.00).

A supervisor will be hired for 2 hours per week x 20 weeks (40 hours) @ \$43.95 per hour (\$1758.00) to supervise the program on Wednesdays and Thursdays from 3:00 – 4:00 P.M. after hours when no other program is in session in the building. Total cost for personnel= \$10, 567.50

There are three teachers working the afterschool Title III program. One fully certified ESL teacher in TESOL will instruct the beginners group and students of languages other than Spanish, two fully bilingual common branch certified teachers in Spanish work with the intermediate and advanced

MAY 2009

students in the Title III afterschool program. The three teachers working possess the following certification:

1. (1)Teacher of Advanced Students: Special Education/with Bilingual Extension certification
2. (1)Teacher of Intermediate Students: Bilingual CB license/certification
3. (1)Teacher of Beginners/New Arrivals: TESOL/Initial Certification & ESL License

After analyzing the NYSESLAT results, it is clear that our students need extra support in the areas of reading and writing. To address the needs of our ELLs, we will implement the *Reader's Theater* in the Title III after school program. Reader's Theater rehearses oral reading interpretation of a text before an audience usually with minimal staging that provides purposeful oral reading practice while building presentation skills. The program builds fluency and comprehension by utilizing leveled text in small group oral reading. Students will be reading plays as well as writing and completing their own play productions. The Reader's Theater program will:

- Specific reading levels
- Builds oral reading fluency and comprehension
- Develops silent reading and tracking skills
- Improves comprehension and listening
- Builds writing skills including editing, grammar and understanding story elements
- Expands rich Tier II words
- Builds vocabulary

Parent Involvement –

To promote parental involvement and communication PS 206 will include 4 parent workshop breakfasts. We will also provide parents with books, games and supplies to help them foster learning and support for newcomers to the country. It will be necessary to provide a light breakfast at a cost of \$100 (4x \$100= \$400). In addition, it will be \$50 for the parent kits (4x \$50= \$200).

It is expected that 5-10 parents will participate in and benefit from these parental activities

Culminating Event–

As a culminating event, students, parents and teachers will attend a play or other performance in the spring. The approximate cost for this trip will be \$300.

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.

A study group will be held 1x a week for one hour x 10 weeks for 3 teachers (30 hours) @ \$49.89 (\$1,496.70). The teachers will be using the book: Bringing Words to Life: Robust Vocabulary Instruction by Isabel L. Beck PhD & Margaret G. McKeown Phd & Linda Kucan (5 books x \$25.00 = \$125.00).

In 2009-2010: A team which is comprised of: 2 bilingual teachers, 1 ESL teacher, 1 Bilingual SETSS/IEP teacher, 1 Bilingual Special Ed. teacher will meet three days in December to analyze the data on ELL's and plan targeted strategies for meeting the needs of ELLs at P.S. 206. They will develop best instructional practices, using the available data for the ELL students. Planning for effective teacher-student conferring will concentrate on creating, applying and analyzing appropriate and strategic teaching points for guided reading sessions and one-on-one conferences that support vocabulary and language acquisition.

Form TIII – A (1)(b)

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

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$1,496.70	<ul style="list-style-type: none"> Per Session – Study Group 5 teachers x 1 hour per week x 6 weeks = 30 hours @ \$49.89 = \$1,496.70
	\$8,980.20	<ul style="list-style-type: none"> Per Session for 3 teachers x 3 hours per week x 20 weeks (180 hours) @ 49.89 per hour = \$8,980.20
	\$2,088.40	<ul style="list-style-type: none"> 1 supervisor x 2 hours per week x 20 weeks (40 hours) @ 52.21 per hour = \$2,088.40. A supervisor is needed to supervise the Title III Program on Wednesdays and Thursdays from 3:00 – 4:00 PM after hours when no other program is in session in the building.
SubTotal=	\$12,565.30	
Parent Involvement	\$600.00	<ul style="list-style-type: none"> Parent kits (\$50) 5x4= \$200 Breakfast (\$100) \$100x4=\$400

Supplies and materials	\$125.00	<ul style="list-style-type: none"> • The book <u>Bringing Words to Life: Robust Vocabulary Instruction</u> by <u>Isabel L. Beck PhD & Margaret G. McKeown Phd & Linda Kucan</u> (5 books x \$25.00 = \$125.00). • Supplies and materials- \$909 printing fee, printer ink, printer paper, audiovisual equipment. Items will include, but not be limited to the supplies listed above.
	\$909.70	
	SUBTOTAL= \$1,034.70	
Culminating Event	\$300	<ul style="list-style-type: none"> • Students, Parents and Teachers will attend a professional performance
Educational Software: Code 199	\$500	<ul style="list-style-type: none"> • Rosetta stone software program, used for newcomers.
TOTAL	\$15,000.00	

SAMPLE STUDENT SCHEDULE 2009-10 (ESL)

ESL Program Type: Free-Standing Push-in Pull-out
Indicate Proficiency Level: Beginning Intermediate Advanced

School District: 04M

School Building: P.S.206

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:05 To:8:50	Writing	Writing	Writing	Writing ESL	Science ESL
2	From: 8:50 To:9:30	Reading	Reading	Movement	Math	Reading
3	From: 9:35 To:10:20	Reading	Reading	Reading	Social Studies	Reading
4	From: 10:20 To:11:05	Social Studies	Technology	Reading	Reading	PD
5	From: 11:05 To:12:00	Math	Prep	Math	Reading Workshop	Prep
6	From: 12:00 To:12:55	Math	Math ESL	Math ESL	Movement	Math
7	From: 12:55 To:1:40	L	U	N	C	H
8	From: 1:40 To:2:25	Science	Social Studies	Social Studies	Math	Math
9	From: 2:25 To:3:40	Extended Day	Extended Day			
10	From: To:					

SAMPLE STUDENT SCHEDULE 2009-10 (Bilingual)

Bilingual Program Type: TBE ___ Dual Language
Indicate Proficiency Level: Beginning ___ Intermediate ___ Advanced

School District: 04

School Building: PS 206

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:05 To: 8:50	Social Studies-ESL	Social Studies-ESL	Science-ESL	Science-ESL	Science-ESL
2	From: 8:50 To: 9:35	Literacy – Nat Lang. Arts	Art (Spanish/English)	Literacy – Nat Lang. Arts	Literacy – Nat Lang. Arts	Literacy – Nat Lang. Arts
3	From: 9:35 To: 10:20	Literacy – Nat Lang. Arts	Literacy – Nat Lang. Arts	Literacy – Nat Lang. Arts	Literacy – Nat Lang. Arts	Literacy – Nat Lang. Arts
4	From: 10:20 To: 11:05	Writers Workshop – Native Language	Literacy – Nat Lang. Arts	Writers Workshop – Native Language	Technology – Computers	Writers Workshop – Native Language
5	From: 11:05 To: 12:00	Math – Native Language	Writers Workshop – Native Language	Math – Native Language	Writers Workshop – Native Language	Math – Native Language
6	From: 12:00 To: 12:55	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
7	From: 12:55 To: 1:40	Science - ESL	Math – Native Language	Social Studies - ESL	Math – Native Language	Social Studies - ESL
8	From: 1:40 To: 2:25	Physical Education – Spanish/English	Science - ESL	Art – Spanish/English	Social Studies - ESL	Music – Spanish/English
9	From: 2:25 To: 3:40	Extended Day Social Studies-Native Language	Extended Day Science-Native Language	Subject (Specify) _____	Subject (Specify) _____	Subject (Specify) _____

SAMPLE STUDENT SCHEDULE 2009-10 (Bilingual)

Bilingual Program Type: TBE Dual Language
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: 04

School Building: PS 206

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:05 To: 8:50	Social Studies-ESL	Social Studies-ESL	Social Studies-ESL	Science-ESL	Science-ESL
2	From: 8:50 To: 9:35	Literacy – Native Lang. Arts	Art English	Literacy – Native Lang. Arts	Literacy – Native Lang. Arts	Literacy – Native Lang. Arts
3	From: 9:35 To: 10:20	Literacy – Native Lang. Arts				
4	From: 10:20 To: 11:05	Writers Workshop – Native Language	Literacy – Native Lang. Arts	Writers Workshop – Native Language	Technology – Computers English	Writers Workshop – Native Language
5	From: 11:05 To: 12:00	Math – Native Language	Writers Workshop – Native Language	Math – Native Language	Writers Workshop – Native Language	Math – Native Language
6	From: 12:00 To: 12:55	Lunch	Lunch	Lunch	Lunch	Lunch
7	From: 12:55 To: 1:40	Science - ESL	Math – Native Language	Science - ESL	Math – Native Language	Social Studies - ESL
8	From: 1:40 To: 2:25	Physical Education – English	Science - ESL	Art – English	Social Studies - ESL	Music English
9	From: 2:25 To: 3:40	Extended Day Math English	Extended Day Literacy English	_____	_____	_____

10	From:	Subject (Specify)				
	To:					

SAMPLE STUDENT SCHEDULE 2009-10 (Bilingual)

Bilingual Program Type: TBE Dual Language
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: 04

School Building: PS 206

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:05 To: 8:50	Social Studies English with support in Native Language, as needed	Social Studies English with support in Native Language, as needed	Social Studies English with support in Native Language, as needed	Science English with support in Native Language, as needed	Science English with support in Native Language, as needed
2	From: 8:50 To: 9:35	Literacy – Native Lang. Arts	Art English with support in Native Language, as needed	Literacy – Native Lang. Arts	Literacy – Native Lang. Arts	Literacy – Native Lang. Arts
3	From: 9:35 To: 10:20	Literacy –English Language Arts	Literacy – Native Lang. Arts	Literacy – English Language Arts	Literacy – English Language Arts	Literacy – English Language Arts
4	From: 10:20 To: 11:05	Writers Workshop – English Language Arts	Literacy – English Language Arts	Writers Workshop- English Language Arts	Technology – Computers English with support in Native Language, as needed	Writers Workshop – English Language Arts
5	From: 11:05 To: 12:00	Math English with support in Native Language, as needed	Writers Workshop – English Language Arts	Math English with support in Native Language, as needed	Writers Workshop – English Language Arts	Math English with support in Native Language, as needed
6	From: 12:00 To: 12:55	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
7	From: 12:55 To: 1:40	Science - ESL	Math English with support in Native Language , as needed	Science - ESL	Math English with support in Native Language, as needed	Social Studies - ESL
8	From: 1:40 To: 2:25	Physical Education English with support in Native Language, as needed	Science - ESL	Art English with support in Native Language, as needed	Social Studies - ESL	Music English with support in Native Language, as needed
9	From: 2:25 To: 3:40	Extended Day Literacy English with support in Native Language, as needed	Extended Day Math English with support in Native Language, as needed	_____	_____	_____
10	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

	To:					
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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

Grade	English	Spanish	French	French-Haitian Creole	Bengali	Mandarin	Arabic	Fukienese	Total by Grade	Spanish Percent	English Percent
3	58	24	3	0	0	0	0	0	85	28.2%	68.2%
4	54	18	1	1	0	0	2	0	76	23.7%	71%
5	38	23	2	0	1	1	0	1	66	34.8%	58%
Language Total	150	65	6	1	1	1	2	1	227	28.6%	66%

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.

Parent and teacher survey is distributed each year to determine the specific language needs of the school community. All written communications to parents are sent in both English and Spanish. Entries for preferred language has been entered on ATS to indicate the language commonly used at home and for which all communications should be provided by the school. Home Language surveys and blue emergency cards indicate language spoken at home and preferred language as well.

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.

The results of the survey are discussed at the School Leadership Team meetings. We realize that translators are needed for parent conferences, workshops, translating flyers, letters and academic activities to inform parents of the daily curriculum, special events and monthly newsletters. Learning Environment surveys indicated that parents mostly prefer to have communication via telephone calls. We have staff members such as: Dean, Parent Coordinator, Principal, teachers proficient in Spanish, French, Haitian Creole and Arabic who are available to speak via phone and/or in person to parents needing translation services. In addition, via the Title I parental Involvement allocation, the school will be purchasing a tele-communication system (SchoolMessenger) which provides telephone communication in all major languages for

notices, updates, attendance information, meeting announcements, school closings, etc. This will be in effect in 2009-2010. At present the chart below indicates the various languages in which parents prefer being communicated with:

2009-2010 School Year Home Language Percentages

We update staff during faculty conferences and grade conferences. The PTA will share information during monthly meetings.

Part B: Strategies and Activities

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

P.S. 206 will provide written translation to parents during registration periods, workshops, conferences and special events. Staff members proficient in the main languages other than English are available to provide oral translation services for parents when they come to speak to staff/administration regarding concerns and/or their student's academic/behavioral issues. The school has provided translation services in Spanish, Haitian Creole, French, Portuguese and Arabic. Document such as homework packets for students arriving from other countries have been translated for students and parents. When documents are coming from the DOE such as booklets, leaflets, Discipline Code, emergency cards, etc., we request a .25% of the booklets/handbooks/flyers to come in the various languages mentioned. We will also provide in-house translation for such documents as the Code of Behavior, Homework Policy and the Parent – Student Handbook. The secretary maintains records and sample documents that have been translated by staff members in accordance with per session hourly rates.

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.

Many staff members are available to provide translation for parents during registration, workshops, conferences and events. In –house translation will be provided by school staff. The parent coordinator, school aides, paraprofessionals and office staff are available to assist teachers during conferences with parents. Parent volunteers are also available to support parents in need of translation services. Both the IEP Team and the Principal can provide Spanish translation as well, if necessary.

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>.

- a. *Parents are provided with monthly calendars, flyers and letters in English and Spanish notifying them of school events in a timely manner.*
- b. *Translations are provided at meetings, workshops, parent conferences and celebratory events.*
- c. *All parents receive a Parent Student Handbook, Code of Behavior and Homework Policy booklets in either English or Spanish.*

- d. Our staff provides translated letters/memos to parents related to trips, curriculum topics and special events.*
- e. Parents of special education students and students being referred for services are afforded translation services as necessary.*
- f. Permission slips and consent forms are routinely translated into Spanish prior to distribution.*
- g. Posters and flyers translated in 6 languages are displayed throughout the school.*

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:	\$243,853	\$44,578	\$288,431
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,439		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$445	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$12,193		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$2,228	
6. Enter the anticipated 10% set-aside for Professional Development:	\$35,000		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$35,905	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 100%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & 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.

PARENT INVOLVEMENT POLICY JOSE CELSO BARBOSA P.S.206

(Parent Involvement Policy was distributed on September 21st, 2009 during the Curriculum Parent Orientation Meeting, November 10th, 2009 parent/teacher conferences as well as sent home via students. Title I annual review was held on December 15th, 2009. Title I parent representative was selected and Parent Association Council option was preferred and was recorded on the revised Parent Teacher Association bylaws. The Parent Title I Right to Know letters were sent out to parents on December 10, 2009)

P.S. 206 affirms that in order to support and strengthen the academic achievement of our students, we need to encourage and raise the level of parental involvement to achieve those goals. **P.S. 206 Jose Celso Barbosa** encourages involvement of parents through an active Learning Leaders Volunteer Program and an active Parent Association. Parents are encouraged to assist in such activities as: Classroom assistance, workshops, Parent Teacher Conferences and Parent Literacy & Math workshops. A calendar that includes activities of all of the school’s leadership groups is to be created annually. Monthly calendars distributed to parents will focus in on important dates, activities and opportunities identified for each month.

In order to build an effective home-school partnership, **P.S. 206-Jose Celso Barbosa** will provide the following:

1. **P.S. 206** will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: A meeting will be convened for parents to explain the Title I Program and inform parents of their right to be involved. Meetings will be held during the day, evening, before and after school to accommodate parent involvement. Meetings will be held to involve parents in the planning, review and improvement of Title I/PCEN programs and participation in the school’s planning and decision – making committee. The School Leadership Team, members of the Parent’s Association and the Title I Parent Advisory Committee will meet to write the Parent Involvement Plan. Parent input will be sought using surveys, focus groups and parent meetings.

Parents will be informed of all meetings via the school calendar, letters and flyers in English and Spanish. The Parent Involvement Plan will be used to guide activities throughout the school year and will be available for review by parents. The persons responsible for the development of the Parent Involvement Policy are the Principal, Assistant Principal, the Title I staff, the School Leadership Team and the Title I Parent Advisory Committee.

2. **P.S. 206** will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: The Principal will report to the School Leadership Team the assessment data from the annual School Report Card. Parent meetings will be held to outline the school's performance profile. The Principal, Assistant Principal and Parent Coordinator will meet with parents throughout the year to review and describe the curriculum, instructional program, services and the forms of assessment to be used to measure student progress and levels of proficiency. Copies of the Annual School Report Card and Progress Report will be distributed to parents and parents will also be provided with the results of interim assessments and assistance in their interpretation. We will monitor the effectiveness of these actions via newsletters, Annual Report Card, conference forms, minutes from the SLT and parent meetings, progress reports, interim assessment results and report cards. Parents will be provided with opportunities for regular meetings to formulate suggestions, share experiences with other parents and participate in decisions relating to the education of their children.

3. **P.S. 206** will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: Parents will be provided with assistance in understanding N.Y.S. performance standards, Title I and Part A requirements, monitoring their child's progress, interpretation of assessment data, working with the instructional staff to improve their child's education, providing information on involving parents in the decision making process and ways to keep parents informed. Training will be provided in literacy, mathematics and test – taking strategies. We will seek to involve the entire school community to work together as equal partners; coordinate and implement parent programs and build ties with the school. The Principal, Assistant Principal, Parent Coordinator and Literacy and Math Coaches will meet with the Parent Advisory Committee to support the parents in planning effective parental involvement activities to improve student achievement.

4. **P.S. 206** will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs by: P.S. 206 is affiliated with the SPINS Program, Healthy School and Healthy Families, Urban Dove and City Year. We articulate with them on a regular basis to coordinate and integrate parental involvement where appropriate.

5. **P.S. 206** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

At **P.S. 206** the Parent Involvement sub-committee involved with formulating this CEP disseminates a survey to all parents to measure the effectiveness of parental involvement and the improvement of activities involving parents. We will use the findings of the survey to revise and update parental involvement activities. Representatives of the Parent Advisory Committee, School Leadership Team, Parent Coordinator and the Parents' Association will meet with parents individually and in small groups to assess the effectiveness of our Parent Involvement Policy.

6. **P.S. 206** will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. The State's academic content standards – P.S. 206 has an annual curriculum night to inform parents about N.Y.S. learning standards and the core curriculum.
 - ii. The State's student academic achievement standards – Parents are provided with information regarding promotional policies and standards for grade level achievement.
 - iii. The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: - Parents will be offered workshops on all of the standardized exams used to assess students on each grade as well as information on applicable, mandated test accommodations. Teachers will meet with parents during Parent Teacher conferences, at requested conferences or by telephone. Progress reports and report cards are distributed annually in November, March and June. Daily homework is assigned, books are sent home daily for independent reading and homework packets are provided during school breaks.
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: The Literacy Coach, Math Coach and Parent Coordinator hold curriculum workshops for parents in literacy and math. We strive to provide orientation in the Reading and Writing Workshop, the Everyday Math Program, the Wilson Program and social studies and science curricula by grade. At P.S. 206 we encourage parents to learn about classroom activities so they will gain a greater understanding of our academic standards. Informational materials about the various programs in the school will be distributed to parents.
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: The Parent Coordinator and Parent Association of P.S. 206 will develop workshops for school staff on strategies for working with and talking to parents.
 - d. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: All written correspondence sent to parents is routinely translated into Spanish. Parents who need further assistance are encouraged to call or come into the school for verbal instruction. The Parent Coordinator is available to meet with parents as needed.

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

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

PART I – REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

P.S. 206 Jose Celso Barbosa School will:

- provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
- Hold parent-teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: November 10th, 2009 & March 16th, 2010

Parent teacher conferences are held twice annually.

- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

Student report cards are distributed 3 times a year and promotion in doubt is indicated on the report card. Promotion in doubt letters are sent home during the second marking period.

- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Teachers are available for parents at two parent teacher conferences each year. Teachers are also available to meet with parents during professional time on a daily basis with an appointment.

- provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows:

The PTA hosts a number of events each year that allow parents the opportunity to be involved directly in school activities.

**Parent
Responsibilities**

- We, as parents, will support our children’s learning in the following ways:
- Supporting my child’s learning by making education a priority in our home
- Making sure my child is on time and prepared everyday for school;
- Monitoring attendance;
- Talking with my child about his/her school activities everyday;
- Scheduling daily homework time;
- Providing an environment conducive for study
- Monitoring the amount of television my children watch;
- participating, as appropriate, in decisions relating to my children’s education;
- promoting positive use of my child’s extracurricular time;
- participating in school activities on a regular basis;
- staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate;
- reading together with my child every day;
- providing my child with a library card;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;
- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;
- supporting the school discipline policy which aligns with the Citywide Standards of Discipline and Intervention Measures
- express high expectations and offer praise and encouragement or achievement;

PART II OPTIONAL ADDITIONAL PROVISIONS

STUDENT RESPONSIBILITIES

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

(Describe the ways in which students will support their academic achievement, such as ☺)

- *come to school ready to do our best and be the best;*
- *come to school with all the necessary tools of learning-pens, pencils, books, etc.*
- *listen and follow directions;*
- *participate in class discussions and activities;*
- *be honest and respect the rights of others;*
- *follow the school's/class' rules of conduct;*
- *follow the school's dress code;*
- *ask for help when we don't understand;*
- *do our homework every day and ask for help when we need to;*
- *study for test and assignments;*
- *read at least 30 minutes every day outside of school time;*
- *read at home with our parents;*
- *get adequate rest every night;*
- *use the library to get information and to find books that we enjoy reading;*
- *give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.)*

P.S. 206 Jose Celso Barbosa will:

- involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way
- involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way;
- hold an annual meeting to inform parents of the school's participation in Title I Part A programs, and to explain the Title I Part A requirements, and the right of parents to be involved in Title I Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I Part A programs and will encourage them to attend;
- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practical, in a language that parents can understand;

- provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
- provide to parents an individual student report about the performance of their child on the State assessment in English language arts and mathematics; and
- provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulation (67 Fed. Reg. 71710, December 2, 2002).

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

Please refer to PART IV: Needs Assessments highlights of our school's strengths, accomplishments, and challenges. (Page-12)

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

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

Please refer to Section PART V: Annual Goals (pages 13-14)

3. Instruction by highly qualified staff.

The teachers at P.S. 206 are certified and are provided with intensive, on-going high quality professional development. We have a full time literacy and math coach and a staff developer from Teacher's College Reading/Writing Project provides professional development to all instructional staff.

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.

High quality professional development has and will continue to be presented in our school. Professional development is developed as a result of a faculty needs assessment to determine areas of need as well as from an analysis of student data/assessments to determine areas of strength and weakness. Professional development is aligned with N.Y.S. and N.Y.C. standards and the core curriculum. Strategies such as modeling in the classrooms by the literacy and math coaches, inter-class visitations (so teachers can learn from one another), study groups and lab sites for literacy training are provided by the Teacher's College staff developer (25 days yearlong), LSO workshops and turn keying at grade conferences and workshops, grade level meetings for reading and math, study groups for staff in literacy, attending calendar days at Teacher's College for the Reading and Writing Workshop, workshops for ESL and bilingual teachers at Teacher's College and LSO mentoring and peer mentoring from Hunter College are also available to support new teachers. Teacher leaders and Literacy & Math coaches also provide mentoring and workshops for the instructional staff.

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

The N.Y.C. Department of Education posts and disseminates information about job openings and interviews. High quality professional development is offered to teachers. Teachers are recommended to our school from Hunter College, Teacher's College and by word of mouth from current staff members. Teachers are provided with coaching, modeling and mentoring as well as abundant materials and supplies. We attempt to select new staff members whose personal educational philosophies align with our school's mission and vision and who have a working knowledge of the Teachers College Reading and Writing Project in order to facilitate instruction on all grade levels.

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

A Parent Survey to ascertain the needs and interests of parents/guardians and the community was disseminated to parents at the Parent Teacher Conferences. The results of the survey were tallied and discussed with the School Leadership Team and a plan was developed to involve parents in a variety of school activities (class parents, trip chaperones, inclusion at monthly publishing parties, poetry celebrations, workshops geared to the interests of parents, involvement with power walks with the Healthy Schools, Healthy Families Program, attendance at special assemblies, art exhibitions and events, books are provided to read with their child(ren) and multi-cultural celebrations throughout the year. In addition, we consulted with the school leadership team to discuss the results of the 2008-09 learning environment surveys which scores are included in the yearly Progress Report. We targeted areas, which parents had identified as important to them in improving parental involvement. We have set plans in the area of communication and academic expectations to address the systems we have in place on how to best communicate to parents (phone calls, newsletters, online systems, letters.) We provide workshops in math, literacy, and exam information/preparation to assist parents in helping their children at home. Special workshops are provided for parents of special needs children and ELL students. Parents participate on the School Leadership Team and raffles and prizes are given out to students and families to attract parents into the school. In 2009-10 school year the Data Specialist, with the assistance of the Parent Coordinator, conducted an ARIS Workshop for parent to become informed of their child's literacy skills and how to support them at home. In addition, the literacy coach will offer workshops on the basics of reading levels and how to interpret and understand the systems we use to assess their children in reading. We also offer parents technical support in navigating the online assessments systems to inform them of their student's progress.

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.

P.S. 206 houses grades 3 – 5.

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.

Teachers are included in decisions regarding the use of academic assessments. Student achievement is monitored on a monthly basis using a variety of assessments. Based on these assessments, students identified as "at risk" are provided with Academic Intervention Services through extended day programs, differentiated and small group instruction. Monthly benchmarks are reviewed and adjustments are made based on the amount of student progress. Special education services/programs are available on all grade levels for those children in need of additional academic and/or behavioral assistance.

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.
Service Providers who provide mandated and at-risk services in reading and mathematics, provide a pull out and push in model for small groups of children in need. We have reduced class size in grades 3 and 4 and our self – contained special education class has an instructional paraprofessional assisting in the classroom. We have a 120-minute literacy block daily with an additional 45-minute period for

writing daily, as well as a 2 period math block daily. Differentiated instruction is provided in all classrooms and students in need of enrichment in literacy and math are provided with assistance. We have a pull out SETSS Program both in monolingual and bilingual. Wilson strategies are also utilized in the special education classes and in the SETSS Program as well. We provide additional assistance to students in the mandated 37.5 minute extended day and also have an additional Extended Day Program and after school program for grade 5 students in need of additional help. During the summer mandated and at-risk students are invited to attend the Summer Success Academy for grades 3 and 5, an intensive learning program for Level 1 and low Level 2 students in addition to the Traditional Summer School Program for low achieving grade 4 students.

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

The School Leadership Team includes parents, teachers and administrators and ensures the coordination of programs and services to children. Title I services are integrated with Title II professional development initiatives, bilingual programs (Title III), special education initiatives and services students living in temporary housing. Our programs encourage and support the attainment of high standards for all children.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

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

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

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

3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

We will form a curriculum committee to review the curriculum and instructional materials in balanced literacy in order to assess the extent to which each finding is applicable to determine the implications for the school's instructional program.

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

Applicable Not Applicable

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

The ELA materials are not adequate to meet all learners, specifically ELLs; Special Needs students; and at-risk students. This is evidence by the percentages of level 1-2 on the ELA exam.

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 is addressing this issue through the work done by inquiry teams of teachers that study, analyze data and implement strategies to meet the specific needs of students that fail to show progress. Additional supports are offered after school programs, academic interventions service; small group instruction. At this time we receive support from our LSO partner and SEIS.

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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

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

We will form a curriculum committee to review the curriculum and instructional materials in the Everyday Math program in order to assess the extent to which each finding is applicable to determine the implications for the school's instructional program.

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

Applicable Not Applicable

The Everyday Math program is aligned with the New York State Standards and Performance indicators. The Everyday Math program fails to align with all of the New York State Process Strands because it does not provide students with a written component that addresses the Reasoning and Proof and Communication Strands.

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

The Evidence that the Everyday Math Program doesn't address the New York State Process Strands is noted in the student's responses to the constructed responses portion of the New York State Mathematics Exam.

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.

The teachers will have to supplement the Everyday math curriculum with a component that allows the student to communicate their ideas and strategies used to address real world problem solving scenarios. As the school-level curriculum team research programs that will address this need, support from Central may be needed to acquire such program(s) and training.

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the

high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

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

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

The administrators conduct daily walkthroughs and informal/formal observations with a focus on: student engagement and differentiated instruction during the literacy block.

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?

The school implements the workshop model in Reading and Writing. Engagement in whole class discussions around read-alouds, independent work, one-on-one conferring and small group instruction are components within the literacy block. Many of the strategies are implemented in the content areas throughout the instructional day.

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

2B – Mathematics Instruction

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

mathematics classrooms. *School Observation Protocol (SOM³)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

The administrators conduct daily walkthroughs and informal/formal observations with a focus on: student engagement and differentiated instruction during the math block.

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?

The Math instruction is scheduled for a 90-minute block versus the traditional 60-minute block. The Everyday Math Program allows for the Mental Math and Math Message components to be conducted in a community-like setting on the rug, away from traditional seating. This component allows the student to share and communicate their ideas. Additionally, the Everyday Math Games engage students to practice mathematical skills in the non-traditional teacher-directed setting.

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

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

Please respond to the following questions for Key Finding 3:

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

This finding is not relevant at present in our school. Review of organization trends and patterns within the last five years have verified a low turnover rate and percentages of new and transfer teachers each year.

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?

100% of teachers in this school are highly qualified certified teachers. There has been a minimal turnover of staff in the last 5 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.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

We will distribute surveys to the teachers that will elicit information about their awareness of ELL professional development opportunities and ELL school based policies.

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?

This school has provided study group sessions around ELLs, specifically focused on development of academic language which is offered by our LSO. We have residencies with an ELL specialist who conducts on and off site professional development around curriculum mapping in the content area studies; works with all teachers one-on-one to model strategies for effective instruction of ELLs and supports the school in analyzing data on ELLs and using the information to inform instruction.

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

We will hold one-on-one conferences with teachers to identify the ELL's in their classrooms and to discuss the implications of the data in their instruction.

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?

This school has engaged in inquiry study around ELLs which focused on vocabulary and writing skills due to review of NYSESLAT data and ELL periodic assessments. Based on training, teachers identified strategies that were effective in improving vocabulary development, comprehension and written development. At the beginning of the year, teachers are provided with the names of the ELL students in their classes and a discussion with the administration and the LSO ELL support specialist are conducted to plot out a strategic plan for the students within the school year.

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

The school holds one-on-one meetings and regular special education articulation meetings with all providers and teachers to assess the teacher's knowledge of the components of the IEP. Through observations we will assess how teachers are utilizing the IEP's to differentiate the instruction for the special education students 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?

Although this school has provided copies of the student IEPs to all teachers servicing the students, there is lack of understanding and implementation of strategies. In addition, there is still evidence of a lack of familiarity with accommodations and modifications that support the student with IEPs as well as behavioral support plans for these students.

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.

At the present time, we are looking at our in-house level of expertise to provide workshops that integrate effective strategies that can be implemented with students with IEPs. In addition, our special education department meets weekly to articulate and discuss pertinent issues, shared strategies and resources that support instruction for our special education students.

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

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

Please respond to the following questions for Key Finding 7:

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

We will form a special education support committee to review the integration of the individualized education plan within the daily classroom environment and assess the creation and implementation of the behavioral intervention plans.

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?

Implementation of accommodations only occurs when an informal or formal assessment is administered. While all teachers have received IEP's there is a lack of understanding of the information within the IEP, therefore, there is a lack of support for the special needs students in our classrooms.

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

We will provide workshops on reading the IEP and looking at the implementation within our classrooms and differentiated instruction workshops which addresses the modification of instruction. Additionally, training by LSO Special Needs Specialist, SEIS, social worker and other support staff providers will team up with general ed teachers to provide assistance and expertise on developing BIPs (Behavioral Improvement Plans.)

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

At present we show that there are two students in temporary housing as verified in the ATS system. These two students have since moved into permanent housing within the school zone.

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

With students who have been identified as living in temporary housing, we have provide supplies (backpacks, notebooks, pencils, etc.), uniform attire and metro cards to enable them to come to school and participate in every activity that is provided for all students. This includes after school programs and activities for the students as well as the family utilizing Title I funds.

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.

Attachments: New LAP Worksheet, LAP Team Assurances Signature Page, School Leadership Team Signature Page:

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-8 LANGUAGE ALLOCATION POLICY
WORKSHEET**

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District ISI LSO CPN/4	School PS 206
Principal Myrna Rodriguez	Assistant Principal Camille Forbes
Coach Mayra Acosta	Coach
Teacher/Subject Area Gretchen Visser/ESL	Guidance Counselor
Teacher/Subject Area Victor Diaz/AIS Teacher	Parent
Teacher/Subject Area	Parent Coordinator Ana Ortiz
Related Service Provider	SAF
Network Leader	Other

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	4	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	227	Total Number of ELLs	40	ELLs as Share of Total Student Population (%)	17.62%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
- Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

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

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)				9	5	0				14

Dual Language (50%:50%)										0
Freestanding ESL										
Self-Contained										0
Push-In				7	10	9				26
Total	0	0	0	16	15	9	0	0	0	40

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	40	Newcomers (ELLs receiving service 0-3 years)	17	Special Education	8
SIFE	0	ELLs receiving service 4-6 years	23	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	8	0	0	6	0	2	0	0	0	14
Dual Language										0
ESL	9	0	1	17	0	5	0	0	0	26
Total	17	0	1	23	0	7	0	0	0	40

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish				9	5	0				14
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
TOTAL	0	0	0	9	5	0	0	0	0	14

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

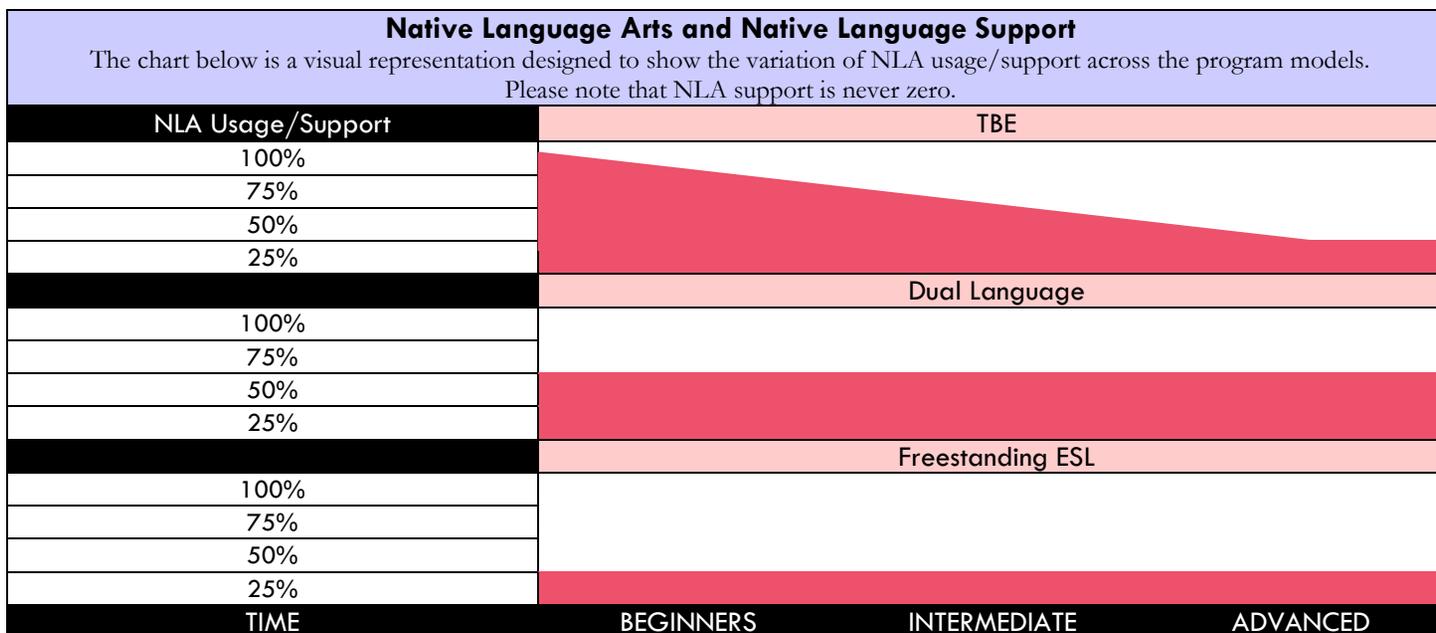
This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____
Ethnic breakdown of EPs (Number)	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish				6	7	9				22
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic					1					1
Haitian Creole					1					1
French				1	1					2
Korean										0
Punjabi										0
Polish										0
Albanian										0
Other										0

Programming and Scheduling Information										
<p>1. How is instruction delivered?</p> <p>a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?</p> <p>b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?</p> <p>2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?</p> <p>a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?</p> <p>3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.</p> <p>4. How do you differentiate instruction for ELL subgroups?</p> <p>a. Describe your instructional plan for SIFE.</p> <p>b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.</p> <p>c. Describe your plan for ELLs receiving service 4 to 6 years.</p> <p>d. Describe your plan for Long-Term ELLs (completed 6 years).</p> <p>e. Describe your plan for ELLs identified as having special needs.</p>										
TOTAL	0	0	0	7	10	9	0	0	0	26

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



Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups and language(s) in

Part IV: Assessment Analysis

- A.**
7. What new programs or improvements will be considered for the upcoming school year?
 8. What programs/services for ELLs will be discontinued and why?
 9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
 10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
 11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
 12. Do required services support, and resources correspond to ELLs' ages and grade levels?
 13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Assessment Analysis

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)				0	0	1				1

Intermediate(I)				8	6	3				17
Advanced (A)				8	9	5				22
Total	0	0	0	16	15	9	0	0	0	40

NYSESLAT Modality Analysis										
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8
LISTENING/ SPEAKING	B				0	0	1			
	I				0	1	0			
	A				2	7	5			
	P				16	9	3			
READING/ WRITING	B				0	0	1			
	I				8	6	3			
	A				8	9	5			
	P				2	2	0			

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	0	0	0	1
4	0	4	10	0	14
5	1	4	2	0	7
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3			1						1
4			1	12		2			15
5			3		1	1	3		8
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	3	4	1				
Chinese Reading Test								

Part V: LAP Team A

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights does the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.