



THE DISCOVERY SCHOOL FOR INQUIRY AND RESEARCH

2009-10 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

(FINAL VERSION)

**SCHOOL: DISTRICT 25 QUEENS -THE DISCOVERY SCHOOL FOR INQUIRY
AND RESEARCH, P.S. 201Q**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 201Q **SCHOOL NAME:** The Discovery School For Inquiry and Research

SCHOOL ADDRESS: 65- 11 155 Street Flushing, New York 11367

SCHOOL TELEPHONE: 718-359-0620 **FAX:** 718- 321-2081

SCHOOL CONTACT PERSON: Brett Gallini **EMAIL ADDRESS:** BGALLINI2@SCHOOLS.NYC.GOV

POSITION/TITLE **ASSISTANT PRINCIPAL**

***** **PRINT/TYPE NAME** IDA ROWE

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Brett Gallini

PRINCIPAL: Brett Gallini

UFT CHAPTER LEADER: Amy Starr Weldon

PARENTS' ASSOCIATION PRESIDENT: Tijaun Harris

STUDENT REPRESENTATIVE:
(Required for high schools) NA

IMPROVEMENT LIASION Joyce Heskial

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 25 **SSO NAME:** Judith Chin

SSO NETWORK LEADER: Diane Foley

SUPERINTENDENT: Diane Kay

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
Brett Gallini	*Principal or Designee	
Amy Starr Weldon	*UFT Chapter Chairperson or Designee	
Tijuan Harris	*PA/PTA President or Designated Co-President	
Ms. Victoria Watson	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Donna Kutcher	Member/Teacher	
Terri Zetoony/Bard	Member/Teacher	
Ida Rowe	Member/Assistant Principal	
Mr. Gaither	Member/Parent	
Ms. Bostic	Member/Parent	
Ms. Leslie Dixson	Member/Parent	
	Member/	

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

* Core (mandatory) SLT members.

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The Discovery School for Inquiry and Research (DSIR) is nestled in a Cul-de-sac in Flushing, New York. Our school is directly across the street from Queens College. We offer many related services to meet the needs of our diverse student population. Our foyer and hallways are decorated with numerous examples of the joys of learning demonstrating a myriad of student work in the arts, sciences, social studies and math. The tone of the building is calm and welcoming.

Our Robin Hood Library, opened in November, 2008. It houses more than 10,000 new books. It also boasts an interactive white board, desktop computer center, a mobile laptop cart and comfortable seating for reading and thinking.

The DSIR received another A rating from the New York City Department of Education, and our Quality Review for the 2007-2008 school year was rated "Well Developed." Recently, we were awarded a \$200,000 grant by Councilman James Gennaro to update our computer lab.

Teachers schedule field trips that are fun and educational. Our arts programs include Neighborhood Music and Art, the Brooklyn Conservatory of Music, American Ballroom Dance Theatre, and Learning through an Expanded Arts Program (LEAP). Each year, our Guidance Counselor organizes a powerful Career Day for all grade levels. We offer instruction in Mandarin Chinese to all students. Our inquiry-based Social Studies and Science units are aligned to meet the New York State Learning Standards. The ELL program is also aligned with all of our units of study so that we have continuity in instruction. Our curriculum is rigorous and engaging as well as fun and enlightening.

The DSIR is the Teacher Training Center for Reading Recovery. Our Parent-Coordinator provides parent workshops in crafts, ELL for parents, and Saturday parent/child field trips. Our Literacy and Math coaches offer teacher support and also provide information to parents during morning and evening workshops.

The DSIR welcomes all students to our school. Some students come to us through the NCLB law. Our Magnet Coordinators vigorously recruit students from non-zoned schools within Districts 25 and 28.

At the present time, the DSIR has the following classes:

- **2 Pre-K classes**
- **5 Kindergarten classes – 3 General Education, 1 Integrated Co-Teaching (12:1), and 1 Vision Class for District 75Q (12:1:1)**
- **2 First Grade classes – 1 General Education, 1 Integrated Co-Teaching (12:1)**
- **1 Bridge class (First & Second Grades) - General Education**
- **2 Second Grade General Education classes**

- 4 Third Grade classes – 2 General Education, 1 Integrated Co-Teaching (12:1), and 1 Self-Contained (12:1:1)
- 1 Third, Fourth, Fifth Grade Vision class for District 75 (12:1:1)
- 4 Fourth Grade classes - 2 General Education, 1 Integrated Co-Teaching (12:1), and 1 Self- Contained (12:1:1)
- 1 (Fourth & Fifth) Self-Contained (12:1)
- 3 Fifth Grade classes – 1 General Education, 1 Integrated Co-Teaching (12:1) and Self-Contained class (12:1:1)

MISSION STATEMENT

The Discovery School for Inquiry and Research strives to develop internationally-minded students who have respect for themselves and for others who hold values, ideas and perspectives that may be different from their own.

Through guided inquiry and active research, students creatively communicate ideas and reflect upon their learning experiences.

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. 201 The Discovery School for Inquiry and Rese						
District:	25	DBN:	25Q201	School BEDS Code:	342500010201		
DEMOGRAPHICS							
Grades Served:	Pre-K	√	3	√	7		11
	K	√	4	√	8		12
	1	√	5	√	9		Ungraded
	2	√	6		10		
Enrollment				Attendance - % of days students attended :			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	36	34	35		90.8	92.4	93.2
Kindergarten	40	44	47				
Grade 1	50	47	49	Student Stability - % of Enrollment :			
Grade 2	70	63	61	(As of June 30)	2006-07	2007-08	2008-09
Grade 3	50	52	74		88.3	89.7	91.8
Grade 4	47	52	74	Poverty Rate - % of Enrollment :			
Grade 5	56	51	57	(As of October 31)	2006-07	2007-08	2008-09
Grade 6	32	0	0		78.5	78.5	78.5
Grade 7	0	0	0	Students in Temporary Housing - Total Number :			
Grade 8	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 9	0	0	0		7	7	11
Grade 10	0	0	0	Recent Immigrants - Total Number :			
Grade 11	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 12	0	0	0		3	2	4
Ungraded	6	0	0	Special Education Enrollment:			
Total	387	358	390	(As of October 31)	2006-07	2007-08	2008-09
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	70	45	45	Principal Suspensions	39	6	5
# in Collaborative Team Teaching (CTT) Classes	14	24	37	Superintendent Suspensions	7	5	4
Number all others	27	26	26	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09
				CTE Program Participants	0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants	0	0	0
(As of October 31)	2006-07	2007-08	2008-09	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	40	46	43	Number of Teachers	36	40	48

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	13	3	10	Number of Administrators and Other Professionals	6	16	15
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	5	6
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	92.5	95.8
				% more than 2 years teaching in this school	77.8	72.5	70.8
				% more than 5 years teaching anywhere	72.2	60.0	58.3
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	97.0	98.0	94.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	88.5	93.8	95.7
American Indian or Alaska Native	0.0	0.3	0.5				
Black or African American	41.3	48.0	44.4				
Hispanic or Latino	33.6	29.0	28.7				
Asian or Native Hawaiian/Other Pacific Isl.	18.9	16.2	18.2				
White	6.2	6.4	8.2				
Male	56.8	54.5	53.6				
Female	43.2	45.5	46.4				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

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

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native							
Black or African American		√	√	-			
Hispanic or Latino		√	√	-			
Asian or Native Hawaiian/Other Pacific Islander		-	-	-			
White		-	-	-			
Other Groups							
Students with Disabilities		√	√	-			
Limited English Proficient		-	-	-			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		5	5	2	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	98.3			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	12			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	16.6			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	58.4						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	11.3						

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Percentage of students at or above Level 3 and above

GRADE 3 2008	ELA	2009
46 %		51%

GRADE 3 2008	MATH	2009
77 %		90 %

GRADE 4 2008	ELA	2009
48 %		59 %

GRADE 4 2008	MATH	2009
72 %		85 %

GRADE 5 2008	ELA	2009
59 %		64 %

GRADE 5 2008	MATH	2009
84 %		80 %

NEEDS ASSESSMENT

Our findings indicate Reading Score levels show moderate increases compared to consistent growth in Math Score levels. Our Inquiry Team vigorously analyzed how students work as readers and writers, and then assessed that our students need improvement in developing their vocabulary to be good readers and writers.

Our on-going assessments for a targeted group of students (15) and teachers expanded on building vocabulary within the context of shared reading, short evaluations, and teacher-conferencing. The students who were assessed were assigned reading and writing tasks that included the writing of individual learning goals.

Careful analysis of the assigned student tasks (reading response for comprehension and retelling) yielded findings showing that students were able to:

- Present insight into their ability to re-tell (25 %;)
- Show varied inference abilities;
- Present a snapshot of their abilities to synthesize, critically analyze, and evaluate;
- Showcase their knowledge of writing essays and the writing process;
- Maintain writing stamina;
- Re-state questions related to the text and apply their knowledge of the text to other areas; and
- Write an expanded response in a content area (33.33 %.)

The assignments also showed that students had difficulty understanding, and needed further study, discussion and instruction, in the following areas:

- Moving from story to story, which presented misconceptions, inaccuracies, and incomplete thoughts, but also showed that students were knowledgeable of the text as a re-tell (50 %;)
- Staying with the text, not re-interpreting it (25 %;)
- Increasing their vocabulary base from a text without losing the meaning and flow of the text (75%)
- How conflict within a text is resolved, and understanding the message of the resolution (42%)
- How to verbalize their understanding and how to ask questions pertinent to the readings (25%).

Our successes are developing in the areas of reading-stamina, student selection of reading materials and writing materials, students wanting to share their understandings, teacher-knowledge, and the adoption as a school of one or more levels of formative assessment chiefly through the conduit of staff development and teacher learning-communities. Our teachers are provided collaborative instructional meetings with a staff-developer from Teacher's College Reading and Writing Workshop. In addition, our school literacy and math coaches are co-teachers in classrooms, giving side-by-side assistance in teaching-strategies that meet the needs of individual learners. Our teachers are becoming more proficient in implementing the following instructional strategies:

- **Teacher Instructional Adjustments** -- Teachers collect evidence by which they decide whether to adjust their current or immediately-upcoming instruction in order to improve the effectiveness of that instruction;
- **Student Learning Tactic Adjustments** -- Students use evidence of their current skills-and-knowledge status to decide whether to adjust their learning strategies;

- **Classroom Climate Shift -- Teachers consistently apply formative assessment to the degree that its use transforms a traditional comparison-dominated assessment classroom, where the main purpose is to assign grades, into an atypical learning-dominated classroom, where the main purpose of assessment is to improve the quality of teaching and learning;**
- **School-wide Implementation -- The entire school adopts one or more types of formative assessment, chiefly through the use of professional development and teacher learning communities;**
- **Creation of school-wide goals, classroom instructional goals, and individual student goal-setting in 100% of classrooms;**
- **Align our curriculum to meet New York State learning standards in Math, Reading, Science and Social Studies;**
- **Increase small group instruction in the classroom setting via related service providers (such as Speech, ELL, and Occupational Therapist) pushing into the classroom to provide instructional support to the teacher and students;**
- **Using causal talk about students' lives to generate writing;**
- **Using writing to improve communications between students;**
- **Spotlight vocabulary, and use group-brainstorming to help students widen their literary vocabulary;**
- **Collaborative planning between teachers and administration to address the needs of individual student groups;**
- **Monitoring teacher and student goals for operative instructional planning;**
- **Implementing school-wide goals for writing, and maintaining consistent action-sheets to monitor student progress.**

The most significant aids or barriers to our school's continuous improvement are:

Aids:

- **Small group instruction within the literacy and math lessons**
- **Continuous professional support for teachers to enhance their instructional practices**
- **Access to an extensive range of materials to support all curriculum areas**

Barriers

- **Many of our students' families are in crisis which impacts their academic progress.**
- **There is considerable weakness in language development, usage and syntax.**

- **Oral language development is inadequate.**
- **Students continue to demonstrate difficulties with their reading comprehension skills.**

SECTION V: ANNUAL SCHOOL GOALS

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

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

GOAL 1:

By June, 2010, all classroom teachers of grades Pre-K – 5 will demonstrate their implementation of the Teacher's College model for literacy instruction, with a concentration on vocabulary development, as measured through their lesson plans and by at least one formal and/or informal observation performed by the administration.

GOAL 2:

By June, 2010, at least 75% of the 4th grade students will demonstrate mastery of Science Skills using a hand-on inquiry based learning model as measured by achieving at least level 3 on the NYS Science Exam.

GOAL 3:

By June, 2010, 65% of the students in grades 3, 4, and 5 will demonstrate improvement in writing in the areas of focus and stamina as measured by scoring at least a level 3 on an on-demand narrative and on a non-narrative classroom writing assignment.

GOAL 4:

By June, 2010, 80% of the grade 4 students will demonstrate competency in mathematical reasoning and understanding as measured by a 5% increase of their scale scores on the NYS Math Assessment.

GOAL 5:

By June, 2010, 60% of our target population (from grades 3 and 4) will improve their academic achievement by 40% via interventions for improved character development as measured by teacher made assessments, Acuity Assessments and periodic review of students' portfolios.

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): Literacy / Vocabulary Development

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>GOAL 1: By June, 2010, all classroom teachers of grades Pre-K – 5 will demonstrate their implementation of the Teacher’s college model for literacy instruction, with a concentration on vocabulary development, as measured through their lesson plans and by at least one formal and/or informal observation performed by the administration.</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>	<p>All classroom teachers of grades Pre-K- 5 will:</p> <ul style="list-style-type: none"> • Participate in professional development facilitated by staff developers from Teacher’s College • Model the architecture of the reading and writing workshop during the literacy periods within their classrooms • Be exposed to demonstration lessons given by experienced staff members implementing the Teacher’s College model as a means to building increased capacity within the building
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Allocate funding through Contracts for Excellence for Teacher’s College staff developers to work with our instructional staff • Provide “per session” time for teachers to collaborate in learning groups before and/or after school hours • Encourage consistent dialogue and written feedback for instructional programs
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Analyze data from the Acuity Periodic Assessments • Examine student writing samples at the end of each writing unit for evidence of improved and richer vocabulary • During student-teacher conferences, examine whether the child has met his/her vocabulary and writing goals

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): Science

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>GOAL 2: By June, 2010, at least 75% of the 4th grade students will demonstrate mastery of Science Skills using a hand-on inquiry based learning model as measured by achieving at least a level 3 on the NYS Science 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>	<p>Students will demonstrate hands-on inquiry based learning via:</p> <ul style="list-style-type: none"> • Performing science experiments in small groups in the Science class guided by the Science teacher • Embedding inquiry based methodologies in classroom instruction through the execution of research based culminating tasks in the classroom • Exposure to demonstration lessons that illuminate the inquiry process
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Purchasing FOSS(Full Option Science Systems) Kits that provide teachers with the materials needed to promote inquiry based learning • Engaging the services of organizations such as The Theodore Roosevelt Sanctuary and Audubon Center to demonstrate inquiry based learning in practice • Providing “per session” for teachers to develop inquiry based centers to enhance instruction
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Analyzing student performance on culminating tasks for each unit of study via rubrics • Examining data collected via low inference observations for evidence of enriched student questioning mid way through each unit of study • Improved performance on the NYS Science Exam

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): Literacy / Writing

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>GOAL 3: By June 2010, 65% of the students in grades 3, 4, and 5 will demonstrate improvement in writing in the areas of focus and stamina as measured by scoring at least a level 3 on an on-demand narrative and on a non-narrative classroom writing assignment.</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>	<p>Students will:</p> <ul style="list-style-type: none"> • Demonstrate increased stamina by writing independently for longer periods • Be provided with written feedback on their ability to maintain focus within writing assignments (use of blue post-its) • Receive exposure to model texts where author focus is exemplified
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Allocate funding through Contracts for Excellence for Teacher’s College staff developers to work with our instructional staff • Provide “per session” time for teachers to collaborate in learning groups before and/or after school • Schedule common grade preps to allow teachers of each grade to plan together the goal oriented lessons so that students across the grade receive similar instruction at the same time
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Analyze the final writing product at the end of each unit for focus and increased stamina (length) • During student – teacher conferences, examine whether the child’s writing remained focused while increasing in length • Maintain data of the students’ writing levels on the periodic on-demand narrative and non-narrative classroom writing assignments

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): Math / Enrichment

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>GOAL 4: By June, 2010, 80% of the grade 4 students will demonstrate competency in mathematical reasoning and understanding as measured by a 5% increase of their scale scores on the NYS Math Assessment.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The Math Enrichment Inquiry Team will:</p> <ul style="list-style-type: none"> • Collect data via low inference observations for the purpose of identifying instructional strategies that best meet student needs • Conduct differentiated instruction per the findings of the collected data • Share the results of their findings with the classroom teachers
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Provide “per session” for the teachers to develop inquiry based mathematics enrichment centers • The Math Coach provides support for the implementation of differentiated instruction of the Every Day Math Program within the math lessons • Common grade prep scheduling allows the teachers of each grade to plan together goal oriented lessons and enrichment activities so that students across the grade receive the same instruction at the same time
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Acuity Periodic Assessments given in January, 2010 are predictive of how students might perform on the NYS Math Exam to be given later in the spring • Every Day Math End of Unit Assessments will demonstrate the mastery of skills learned by the students • Continuous monitoring by classroom teachers of student progress in the attainment of individualized goals in mathematics

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): Social and Emotional Development

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>GOAL 5: By June, 2010, 60% of our target population (from grades 3 and 4) will improve their academic achievement by 40% via interventions for improved character development as measured by teacher made assessments, Acuity Assessments and periodic review of students’ portfolios.</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"> • To conduct low inference observations for the purpose of identifying key behavioral strengths and challenges • To use the results of the Acuity Periodic Assessments as well as classroom tests to monitor academic progress • To collect data to support academic improvement
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Providing “per session” after school for teachers to craft a plan for behavior motivation • Disseminating information to the other classroom teachers via Professional Development sessions • Purchasing instructional materials to support the achievement of behavior modification
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Results of the Acuity Periodic Assessments will confirm the academic progress of the target students • End of Unit Assessments will speak towards the attainment of the behavioral goals • A decrease in the number of occurrences/incidents will confirm that the interventions are working

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	1	0	0	0
1	23	2	N/A	N/A	1	0	1	0
2	21	8	N/A	N/A	2	0	2	1
3	28	10	N/A	N/A	2	0	2	0
4	27	0	3	4	1	0	1	0
5	19	6	5	6	3	0	0	0
6	NA	NA	NA	NA	NA	NA	NA	NA
7	NA	NA	NA	NA	NA	NA	NA	NA
8	NA	NA	NA	NA	NA	NA	NA	NA
9	NA	NA	NA	NA	NA	NA	NA	NA
10	NA	NA	NA	NA	NA	NA	NA	NA
11	NA	NA	NA	NA	NA	NA	NA	NA
12	NA	NA	NA	NA	NA	NA	NA	NA

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"> • Reading Recovery supports Grade One students through ELA interventions on a one-to-one basis • SETSS services are provided to At-Risk students per the program mandates • Extended Day provides ELA intervention to targeted students (Levels 1, 2, and teacher identified) in small groups during 50 minute blocks on Mondays-Wednesdays; • Using the ELA Matrix Report on the Acuity website, targeted small group instruction is provided during the literacy periods for specific needs/weaknesses • Reading clubs held during lunchtime support the development of key literacy skills
Mathematics:	<ul style="list-style-type: none"> • SETSS services are provided to At-Risk students per the program mandates • Extended Day provides math intervention to targeted students (Levels, 1, 2, and teacher identified) in small groups during 50 minute blocks on Mondays-Wednesdays • Using the Mathematics Matrix Report on the Acuity website, targeted small group instruction is provided during the math periods for specific needs/weaknesses • Utilize Math Exemplars to improve problem-solving skills. • Math Clubs held during lunchtime support the development of key math skills
Science:	<ul style="list-style-type: none"> • Small group instruction using an inquiry-based approach with hands-on lessons to enhance learning • After hours program to prepare students, in small groups, for the NYS Science Exam
Social Studies:	<ul style="list-style-type: none"> • Small group instruction using an inquiry-based approach with hands-on lessons to enhance learning • Saturday morning program to prepare students, in small groups, for the NYS Social Studies Exam
At-risk Services Provided by the Guidance Counselor:	<p>Works with small groups to:</p> <ul style="list-style-type: none"> • Explain acceptable responses within a social or academic setting; • Teach the use of verbal pragmatics; • Explain language as a way to communicate; • Demonstrate trust and respect; • Develop strategies in writing which support social engagement; • Design avenues for community service as a strategy to support self-esteem and community awareness.

At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none">• Services At-Risk Students on an individual basis to give needed support for behavioral improvement
At-risk Health-Related Services:	<ul style="list-style-type: none">• Provide students with information regarding the control of asthma and other common illnesses, in addition to vision needs.• Emphasize the importance of maintaining good health and taking preventive measures;• Visit by the Colgate Dental Van to educate students in dental hygiene.

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

NCLB/SED requirement for all schools

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

**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 ICI	School P. S. 201Q
Principal Brett Gallini	Assistant Principal Ida Rowe
Coach Kimlyn Greig	Coach Sharon Fricano
ESL Teacher Claudine Costa	Guidance Counselor Mindy Kaiser
Teacher/Subject Area Gary Wong	Parent Alma Escobar
Teacher/Subject Area type here	Parent Coordinator PeiHsia Wang
Related Service Provider Elissa Diamond	SAF Yolanda Torres
Network Leader Diane Foley	Other type here

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	0	Number of Certified NLA/FL Teachers	0
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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	451	Total Number of ELLs	50	ELLs as Share of Total Student Population (%)	11.09%
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Part II: ELL Identification Process

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

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

Part III: ELL Demographics

A. ELL Programs

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

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total

Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0				0
Dual Language (50%:50%)	0	0	0	0	0	0				0
Freestanding ESL										
Self-Contained										0
Push-In/Pull-Out										0
Total	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs		Newcomers (ELLs receiving service 0-3 years)	10	Special Education	20
SIFE		ELLs receiving service 4-6 years	17	Long-Term (completed 6 years)	2

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL										0
Total	0	0	0	0	0	0	0	0	0	0
Number of ELLs in a TBE program who are in alternate placement: ____										

C. Home Language Breakdown and ELL Programs

Korean																			0	0	
Haitian Creole																				0	0
French																				0	0
Other																				0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number)	
African-American: ____	Asian: ____
Native American: ____	Hispanic/Latino: ____
White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL

Spanish	5	2	2	3	1	2				15
Chinese	12	2	2	3	2	1				22
Russian	1	0	0	0	0	0				1
Bengali	0	0	0	0	0	0				0
Urdu	0	0	0	0	2	0				2
Arabic	0	0	0	0	0	0				0
Haitian Creole	0	0	0	0	0	0				0
French	0	0	0	0	0	0				0
Korean	0	0	0	0	0	0				0
Punjabi	0	0	0	0	0	0				0
Polish	0	0	0	0	0	0				0
Albanian	0	0	0	0	0	0				0
Other	0	0	0	0	0	0				0
TOTAL	18	4	4	6	5	3	0	0	0	40

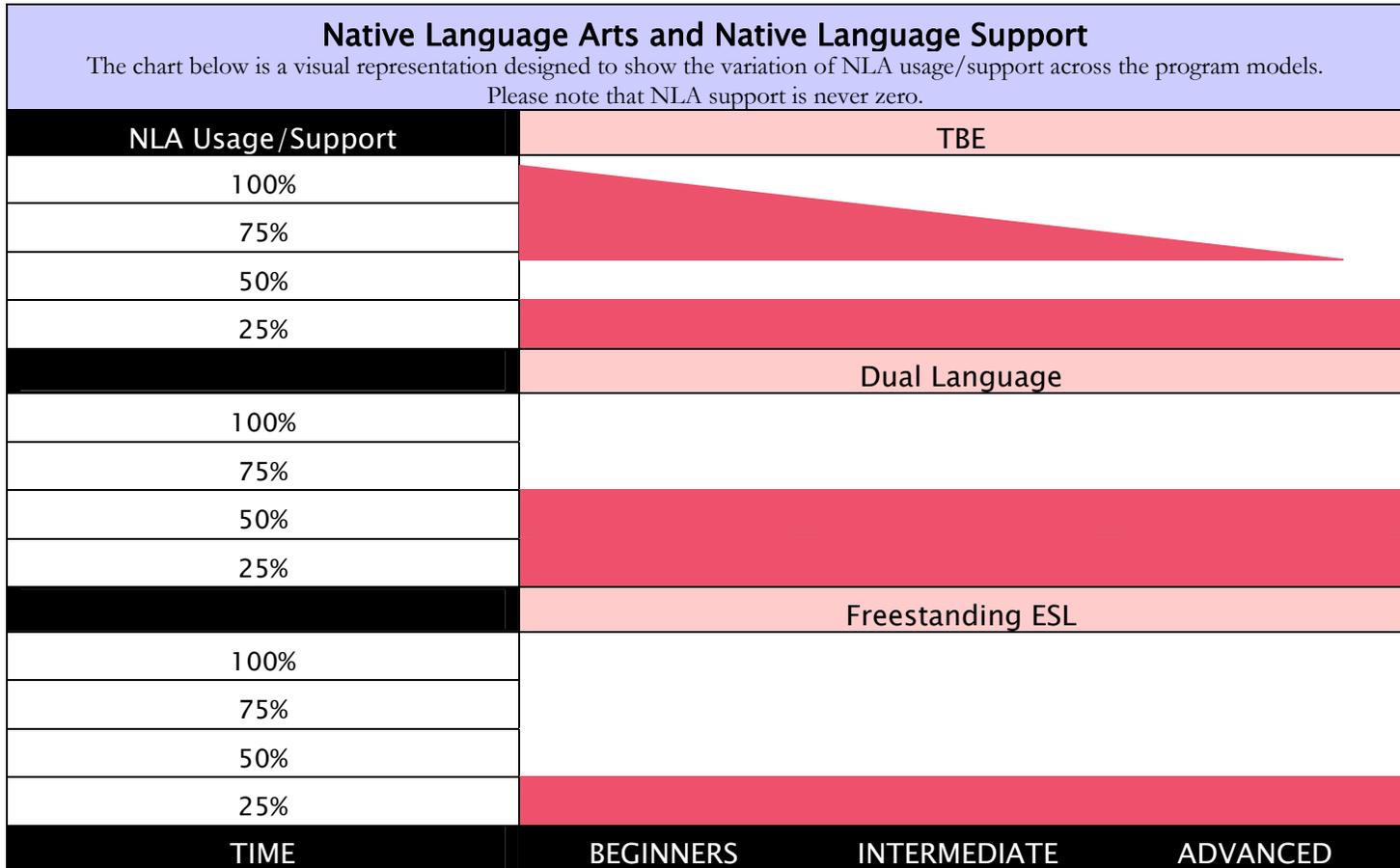
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

Programming and Scheduling Information

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

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Part IV: Assessment Analysis

A. Analysis

Enter the number test, category, and is a test your school listed below, attach results to this worksheet.

Programming and Scheduling Information--Continued

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

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?
- What Dual Language model is used (side-by-side, self-contained, other)?
- 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

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

Parental Involvement

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

Assessment

of ELLs for each modality. If there uses that is not your analysis of the

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	9	1	0	0	0	0				10
Intermediate(I)	0	6	0	7	6	2				21
Advanced (A)	4	0	2	3	5	3				17
Total Tested	13	7	2	10	11	5	0	0	0	48

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

4	0		0			12	2		14
8									0
NYSAA Bilingual Spe Ed	0		0		0		0		0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		0		6		2		10
8									0
NYSAA Bilingual Spe Ed									0

ECLAS-2						
	Level I	Level II	Level III	Level IV	Level V	Level VI
K	0					
1	NA					
2		0				
3	0					

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

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

Part V: LAP Team Assurances

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

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

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ida Rowe	Assistant Principal		
PeiHsia Wang	Parent Coordinator		
Claudine Costa	ESL Teacher		
Alma Escobar	Parent		
Gary Wong	Teacher/Subject Area		
	Teacher/Subject Area		
Kimlyn Greig	Coach		
Sharon Fricano	Coach		
Mindy Kaiser	Guidance Counselor		
Yolanda Torres	School Achievement Facilitator		
Diane Foley	Network Leader		
	Other		
	Other		

Signatures

School Principal Date 12/17/09

Community Superintendent	Date
Reviewed by ELL Compliance and Performance Specialist	Date

THE DISCOVERY SCHOOL FOR INQUIRY AND RESEARCH
P. S. 201Q
BRETT GALLINI, PRINCIPAL
 OFFICE OF ENGLISH LANGUAGE LEARNERS
 GRADE K-8 LANGUAGE ALLOCATION POLICY
 NARRATIVE
 2009-2010

PART II ELL IDENTIFICATION PROCESS

Describe the steps followed for initial identification of those students who may possibly be Ells.

1.
 The ELL teacher, Assistant Principal, and school secretary, work together during the registration process of all students entering our school. Each parent is presented with the Home Language Survey, given direct instructions on how to complete it and provided question and answer time during this process. The parent is also provided an interpreter if needed. Our Parent Coordinator is fluent in both Mandarin and Cantonese. Several staff members speak Italian, Greek, Spanish, Urdu, Arabic and Russian.

The ESL teacher administers the LAB-R to any student whose home language is other than English. The Assistant Principal and the ELL teacher keep binders that include the following:

- Dated Home Language Survey
- Any previous test history from the student information system (ATS)
- Information related to the three ELL programs, Transitional Bilingual, Dual Language, and Free Standing ESL.

Each parent is provided with this information, prior to a formal meeting of ELL parents that is held no fewer than 4 times a year.

2.

The structure used to ensure that all parents have an understanding of the ELL programs available to them is as follows.

- Parent notification of meetings
- Parent information packet presented during registration
- Informal meeting during registration with both the ELL teacher and Parent Coordinator
- The inclusion of a school wide calendar for parent perusal and a formal ESL class for parents who do not speak English as their first language.

3.

Entitlement letters are distributed to parents during registration. The school secretary, as well as the Assistant Principal, maintains a binder of all of the letters for parent review. At this time, the ELL teacher and the Parent Coordinator explain the process and the entitlement letter to the parent in their native language.

Parents have been diligent in returning the letters. We provide clear expectations for communication and as yet have not had any real problems getting the letters returned. We also provide a parent room should parents want to complete the letter while in the building. Our needs assessment was conducted using our Parent Home Language Survey, and the results of outreach and meetings with teachers, parents, and the Parent Coordinator.

4.

- Parent meetings are held in September as well as informal discussions during the school year outlining the availability of programs not in our building. (Bilingual)
- Parents are invited and escorted to other schools that provide Bilingual instruction as a program for ELL students.
- Parents are encouraged to visit other schools and provided with the list of schools in the area or outside of the zoned district.
- Parents are invited to meet with the ELL teacher, visit the classroom and peruse the materials. Parent Surveys and Parent Selection materials are collected and reviewed. Students are placed as per parent request.

5.

99.5% of potential ELL students' parents select P. S. 201 as their desired school. Most parents are pleased with results that demonstrate an 80% ELL population scoring at level 3 or 4 on the NYS ELA and 96% score a level 3 or 4 in Math. Our ELL students are receive instruction in all curriculum areas in English along side their English speaking peers.

6.

The parents at P. S. 201Q request our Free Standing ELL program as the instructional model that is working for their children.

DELIVERY OF INSTRUCTION:

How is instruction delivered?

- (a) The grouping of the Free Standing ELL program in our school includes, Beginners, Intermediate and Advanced. Each group is designed to meet as directed by the New York State Education Department and Office of English Language Learners. The Beginners and Intermediate groups meet for 360 minutes per week with the ELL teacher while the advanced group meets for 180 minutes per week.
- (b) Each student is seen as an individual and instructional is designed accordingly. The ELL teacher instructs using the English as a Second Language Learning Standards and Performance Indicators as her guide.

2.

The staff is fluent in the instruction of balanced literacy and the use of assessments to identify specific literacy competencies. We have one third grade teacher who holds a New York State Teaching license in ELL. The third grade teacher uses his conferencing time to meet with the ELL students in his class using ELL teaching strategies. Our ELL teachers provide staff development to the classroom teachers in the area of ELL instruction in their classes..

Our Title III program enables teachers to instruct ELLs at all levels of proficiency using the following learning competencies:

Competency 1

- Students will react non-verbally to messages and take into account the non-verbal reactions of others. Students will react verbally and non-verbally with the appropriate responses;
- Students transmit an oral message with the support of oral and visual prompts:

Competency 2

- Students listen to, and read a text using strategies such as graphic organizers;
- Students will understand oral and written text using strategies such as prior knowledge, and focus questions;
- Students will carry out a meaningful task, using strategies such as graphic organizers, and then give an oral explanation of the task;

Competency 3

- Students will write using strategies such as word cards, punctuation, syntax, and spelling;
- Students will compose a text using strategies such as mentor text, teacher modeling, checklist, dictionary and self correction;
- Students will revise his or her text using strategies such as rubrics, editing and revision;

TIMING AND SCHEDULING INFORMATION

The targeted intervention offered to the ELL population includes the following:

- Title III after school remedial intervention program;
- Student groups are based on their proficiency in English and their proficiency in understanding written text, comprehension, fluency, and vocabulary development;

- The inclusion of fables and fairy tales from different cultures, and the engagement of students in writing their own plays;
- Vocabulary expansion using photography, pictures, and art to stimulate discussions
- Math enrichment for ELLs who are proficient in math
- Enrichment Clubs in cooking, crocheting, chess, photography, and debate are offered to the ELLs

PROFESSIONAL DEVELOPMENT

- The staff, including the ELL teacher is provided staff development through Teacher's College.
- Our Network Support ELL provider gives instruction to the ELL teacher, the third-grade teacher and several special education teachers in building vocabulary strategies.
- The ELL teacher is provided with the OELL staff development calendar and scheduled for instruction that would meet the needs of our students.

PARENT INVOLVEMENT

Under the direction of our Parent Coordinator, academic activities are designed to meet the learning needs of our parent community. It is the belief of the staff and administration of The Discovery School for Inquiry and Research that parent surveys play a critical role in creating parent related activities. 75% of our ELL parents have asked that we produce programs in the teaching of English as A Second Language for adults. We conduct one class of 100 ELL parents in the teaching of English as a Second Language one day per week. The parents who are involved in the class are taught by a licensed ELL teacher. In addition to this class, each year our Title III allocations provide family outings to New York City that combine pleasure and educational experiences. The surveys give us a broad window in which to create activities that address all of the needs of our parent groups. The list below outlines some of those activities:

- Evening Bingo games for parent and child
- Family game nights (checkers, chess, bingo, soduko, monopoly)
- Multicultural Night (a celebration of our cultural map)
- Family Book night (children and parents reading together)
- Dress Up as your favorite book character (October)
- Prismatic Magic (Laser Show)
- Ballroom Dancing for Adult and Child

Our PTA provides a suggestion box in the lobby of the school as a conduit for open communication.

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

After reviewing the patterns across proficiency levels on the LAB-R and NYSESLAT, it is clear that our instruction in reading and writing does not address the needs of the ELL population. It is clear that many of our students in the ELL program moved to proficiency in the Listening and Speaking section of the assessments. 13% of all students taking the NYSESLAT exited the ELL program.

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

Form TIII – A (1) (a)

Grade Level(s) K-5

Number of Students to be served: 50 LEP ____ Non-LEP

Number of Teachers one

Other Staff (Specify) _____

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.

English Language Instructional Program funded under Title III, Part A, of NCLB, is held after school one day per week. The instruction is designed to encourage the enjoyment of reading and the inclusion of language skills in English. The teacher has a prepared binder of instruction that includes the reading of narrative, informative, current and expressive texts. ELL students are given instruction that helps them to understand overall meaning and key elements. These include the following: events, facts, setting, characters, plot, storyline, and the sequence of events. The following competencies are included:

Competency 1

- **Students react non-verbally to messages, and take into account the non-verbal reactions of others. Students react verbally and non-verbally with appropriate responses;**
- **Students transmit an oral message with the support of oral and visual prompts;**

Competency 2

- **Students listen to, and read, texts using graphic organizers as an aid to comprehension.**
- **Students are enabled to draw on their prior knowledge to assist in the comprehension of new texts.**
- **Students are engaged in hands-on projects that are used as a springboard for oral language development.**

Competency 3

- **Students will utilize texts crafted with the teacher during shared writing to assist in the improved development of their writing mechanics.**
- **Students will demonstrate an ability to utilize writing aids such as dictionaries, mentor texts and editing checklists to enhance their writing.**
- **Students will revise texts based on guidelines provided within assessment rubrics.**

Exam results of 53 students who took the 2009 NYSESLAT are as follows:

- **74% of all grades tested received Proficiency in Listening and Speaking**
- **13% of all grades tested received Proficiency in Reading and Writing**
- **50% of K - 1 students tested received Proficiency in Listening and Speaking**
- **20% of K - 1 students tested received Proficiency in Reading and Writing**
- **82% of Grades 2 - 4 students tested received Proficiency in Listening and Speaking**
- **13% of Grades 2 - 4 students tested received Proficiency in Reading and Writing**
- **75% of Grade 5 students tested received Proficiency in Listening and Speaking**
- **8% of Grade 5 students tested received Proficiency in Reading and Writing**

- **30% of K-1 students tested are at the Advanced Level in Listening and Speaking (3)**
- **30% of K-1 students tested are at the Advanced Level in Reading and Writing (3)**
- **20% of K-1 students tested are at the Intermediate Level in Listening and Speaking (2)**
- **40% of K-1 students tested are at the Intermediate Level in Reading and Writing (4)**
- **10% of K-1 students tested are at the Beginning Level in Reading and Writing (1)**

- **16% of Grades 2 - 4 students tested are at the Advanced Level in Listening and Speaking (5)**
- **39% of Grades 2 - 4 students tested are at the Advanced Level in Reading and Writing (12)**
- **3% of Grades 2 - 4 students tested are at the Intermediate Level in Listening and Speaking (1)**
- **45% of Grades 2 - 4 students tested are at the Intermediate Level in Reading and Writing (14)**
- **3% of Grades 2 - 4 students tested are at the Beginning Level in Reading and Writing (1)**

- 17% of Grade 5 students tested are at the Advanced Level Listening and Speaking (2)
- 50% of Grade 5 students tested are at the Advanced Level in Reading and Writing (6)
- 33% of Grade 5 students tested are at the Intermediate Level in Reading and Writing (4)
- 8% of Grade 5 students tested are at the Beginning Level in Listening and Speaking (1)
- 8% of Grade 5 students tested are at the Beginning Level in Reading and Writing (1)

**Six students exited the ELL program, with Proficiency Levels in Listening and Speaking as well as Reading and Writing, during the 2009 NYSESLAT testing period.*

As additional support, classroom teachers will make use of rubrics to provide feedback to the ELL teacher about the learning rates of ELL students. This practice produces many benefits when used with ELL's in mainstream classes. When rubrics are applied to a student's work, the student better understands the learning expectations. Students create their own rubrics so that they better understand the learning goals and take ownership of their learning.

TITLE III AFTER-SCHOOL PROGRAM

An advertisement for the program stated the need for a licensed ELL teacher for a Title 111 after school program.

The instructional focus replicates the Reading and Writing Workshop Model of the Teacher's College instructional calendar. We provide instruction in ELL for a total of 16 students in grades K – 4.

The class meets from 2:30 - 4:00 p.m. each Thursday. The teacher uses a curriculum binder of suggested lessons for instruction. The teacher also utilizes The New York State English as a Second Language Performance Standard as an instructional guide. The Assistant Principal monitors the program.

We provide leveled books for student reading and mentor texts for student writing. Our students also explore the different genres in literature, which support instruction in language development. Enrichment activities support our advanced ELL students in exiting the program.

Following the guidelines of researchers at Mid-Continent Research for Education and Learning (MCREL), we implement the following strategies:

- Setting objectives and providing feedback, teachers give students a direction for learning and offer information on how well they are performing relative to a particular goal;
- Visual aids enhance students' abilities to elaborate on their knowledge of the content focus
- Cues, questions, and graphic organizers help teachers enhance students' ability to retrieve, use and organize what they already know about a topic;

- **Cooperative learning promotes opportunities for increased social interaction that supports improved academic outcomes**
- **Summarizing and note-taking techniques enhance students' comprehension of written text**
- **Students identify similarities and differences in the learning content. They make new connections, experience new insights, and correct misconceptions.**

Our program supports the following reasons for combining language objectives with content objectives:

- **Language forms and vocabulary develop students' areas of interest. Correct grammatical form and vocabulary are best learned through immersion in content;**
- **Motivation plays a role in learning complex language structures. Concentration on positive motivation skills results in an increased ability to learn and use new language;**
- **Teachers activate, and build on, students' prior knowledge in the content area using familiar information to teach new information;**
- **Language structure and form are learned in authentic contexts rather than through contrived drills in language workbooks. Using "If, Then" statements helps students formulate and verbalize their thoughts.**

Our ELL program offers:

- **Manipulatives**
- **Visuals (photos, pictures, and drawings;)**
- **Body movement;**
- **Facial expressions and gestures;**
- **Articulation;**
- **Short simple sentences;**
- **Eye contact with students;**
- **High frequency vocabulary;**
- **Analysis of idiomatic expressions;**
- **Personalized language and nouns favored over pronouns;**

The authors of Classroom Instruction That Works gleaned four generalizations about feedback. P.S. 201Q will implement the following feedback strategies:

- **Feedback will be corrective in nature;**
- **Feedback will be timely;**
- **Feedback will be criterion-referenced;**
- **Students will effectively provide some of their own feedback through self-evaluation (rubrics)**

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.

Our professional development program involves the following:

- Two staff developers from Teachers College (Columbia University) in the teaching of Reading and Writing Workshop;
- One Math Coach who provides direct instruction and co-teaching in Math as well as monthly planning sessions
- One Literacy Coach who facilitates monthly planning sessions. The literacy coach also provides in-class assistance via demonstration lessons and co-teaching
- Two Magnet Coordinators provide information and facilitate planning for science and social studies.

Form TIII – A (1) (b)

School: P. S. 201Q BEDS Code: 342500010201

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

Allocation Amount: TBD		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$3,000.00	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.		(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)

Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 		(NYSESLAT EMPIRE STATE TEST PREP materials for student understanding of the English language and the format for the NYSELAT test.
Educational Software (Object Code 199)		(Example: 2 Rosetta Stone language development software packages for after school program)
Travel		
Other		
TOTAL	\$3,000.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Our needs assessment was conducted using the P.S. 201Q ATS Home Language Survey/Report and the results of outreach and meetings with teachers, our Parent-Coordinator, and parents.

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.**

Parents responded to notices and letters that were translated, and to translation stamps. Bilingual staff members made contact with parents in their native languages. Bilingual paraprofessionals, school secretaries, aids and the Parent-Coordinator assisted non-English speaking parents who attended our meetings. Translation communication equipment was used in facilitating large group meetings where several languages were required. Information is shared through our School Leadership Team and our School website, www.ps201.org.

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.

Written translation services will be continued by school staff members competent in languages other than English including: Spanish, Chinese, Korean, Urdu, and Russian. NYCDOE translation services will be used when staff resources are not adequate. Our Parent-Coordinator will continue the distribution of written translation materials.

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.

Staff members competent in languages other than English, including Spanish, Chinese, Korean, Urdu, and Russian will provide Oral Interpretation services. Parents will be provided with audio translation equipment that will allow for parents to simultaneously hear speakers in their native language in real time.

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>.

P.S. 201Q adheres to Chancellor's Regulation A-663. Notices that translations are available are prominently displayed in the front hallway in many languages on colorful place-cards. All major documents such as report cards, chancellor's letters, and information about academic intervention services, and promotion-in-doubt and summer school letters, are provided in all major languages as required by the NYCDOE. In addition, bilingual staff members follow-up with parent communications via meetings, telephone calls, and e-mails to make sure that there is a full understanding of the written communication and to provide an opportunity for questions, and to arrange for translators to be present at all school meetings. The school's after-hours phone messaging system provides information in different languages.

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 School wide 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:	\$232,255.00	\$16,136.00	\$248,391.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,323.00		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$2,484.00	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$2,419.55		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$11,613.00	
6. Enter the anticipated 10% set-aside for Professional Development:	\$23,255.50		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$1,613.60	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 95.7%
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.

Our teachers participate in the following activities:

- On going in school Professional Development facilitated by staff developers (one for the lower graders and one for the upper grades) of Teacher’s College to enhance the implementation of a balanced literacy model.
- Our teachers attend calendar days at Teacher’s College where they are exposed to the best practices in balanced literacy.

- Our Magnet Coordinators support teachers in developing an inquiry based approach to teaching and learning in the areas of Social Studies and Science.
- Our Literacy and Math Coaches support our teachers in their respective areas of expertise.

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.

School Parental Involvement Policy

Public School 201 agrees to implement the following statutory requirements:

We understand the need to convene meetings for Title I parents to inform them of the Title I program and their right to be involved.

We understand the need to offer a flexible number of meetings at various times and if necessary seek funds to provide transportation or childcare when possible.

We understand the need to actively involve parents in planning, reviewing and creating activities in order to meet the Title I guidelines.

We understand the need to provide performance profiles and individual student assessment results for each child and other pertinent individual school district educational information.

We understand the need to provide quality curriculum and instruction.

We understand the need to deal with communication issues between teachers and parents through:

- Parent / Teacher conferences
- Reports to parents on their child's academic progress
- Reasonable access to staff
- Opportunities to volunteer and participate in their child's class
- Observation of classroom activities
- Parents participate in professional development activities, i.e., literacy, math, social studies and science workshops

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

School-Parent Compact.

PARENTS/GUARDIANS

I understand the need to become involved in the strategies designed to encourage my participation in parent involvement activities.

I understand the need to participate in or request technical assistance training that the school or district office offers on child rearing practices and teaching and learning strategies.

I understand the need to work with my child on schoolwork: read to my child on a daily basis and encourage my child to read to me each day.

I understand the need to monitor my child's:

- Attendance at school
- Homework
- Television watching/video games
- Health needs.

I understand the need to share responsibilities for my child's improvement in academic achievement.

I understand the need to communicate with my child's teachers about his/her schoolwork.

I understand the need to ask parents and parent groups to provide information to the school on the type of training or assistance I would like and /or need to help me be more effective in assisting my child in the educational process.

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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.

By using the Matrix Report from the Acuity Periodic Assessments, administered to all 3-5 grade students, teachers can identify strengths and weaknesses in student performance in ELA and mathematics. They can utilize this information to drive differentiated instruction that best meets student needs.

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

P.S. 201Q implements the following programs to provide for the needs of our diverse student population:

- **Extended Day program services all ELA and math level 1 and 2 students along with any teacher identified at-risk students**
- **Saturday Academy reinforces strategies to enhance performance on all NYS Assessments**
- **After school enrichment clusters provide small groups of students with the opportunity to delve deeper into inquiry-based learning**
- **Before school instruction in ELA and math equips students with the tools needed for increased success on their state assessments**
- **Lunchtime math and reading clubs provide enrichment opportunities for students who exceed grade level expectations**
- **After school ELL Program (Title 111) assists students who need extra exposure to the English language**
- **SETSS teacher services At-Risk students in small groups**
- **Several Inquiry Teams have selected target populations to study in various curricular areas**
- **Guidance Counselor and SAPIS worker implement a program of character development with select students**
- **Guidance Counselor organizes an annual Career Day**
- **Lunchtime mentoring program matches Kindergarten students with fifth graders for development of social skills and oral language**

3. Instruction by highly qualified staff.

Our Quality Review Report identified the strengths of our instructional staff in the following ways:

- a. Excellent use of data to set school-wide priorities for the 2008-2009 academic years;**
- b. Our goals and high expectations for improving student behavior and English Language Arts are clearly articulated to the entire staff;**
- c. Weekly learning-team meetings and common-planning periods establish common learning targets,**
- d. Our English Language Arts curriculum was redesigned, and grade-, class-, and individual-goals are now clearer, more explicitly stated, and understood by staff and students.**

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 School wide Program to meet the State's student academic standards.

Based on our Quality Review report:

- **The Principal and Instructional Cabinet provide excellent leadership and support for new and experienced teachers through formal and informal observations.**
- **Daily walkthroughs provide incite into the teachers' general and individual instructional needs. Classroom visits are followed by informal written feedback.**
- **Our building boasts a strong culture of collaboration that is well supported by a variety of professional development structures, including demonstration lessons, after-school workshops and faculty and grade conferences;**
- **Our professional development process allows teachers to observe and evaluate each others' lessons.**

- **Our collaborative partnership with Teacher’s College provides for effective and intensive professional development in reading and writing;**
- **Asphalt Green, a CBO, provides professional development to our school aides, in teaching safe and fun play activities.**

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

The Principal attends educational fairs throughout the NYC Metropolitan area. Our school website showcases the attributes of our school. P.S. 201 market our performance via press releases in local newspapers.

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

Our Parent-Coordinator conducts creative and informational workshops to increase parent involvement. These workshops offer translators to those parents who may not be English-speaking. Our school offers an adult ELL program on Friday mornings. This program provides differentiated instruction for learners at the beginning, intermediate and advanced levels of spoken English.

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

Our Parent-Coordinator, Math Coach, Literacy Coach, and the Pre-K Social worker conduct workshops to better prepare parents for their child’s transition into the elementary school setting.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Our Instructional Cabinet meets weekly to discuss students’ progress via the Acuity Periodic Assessments along with any End of Unit Assessments administered by classroom teachers, and how to move along the school. Their findings and decisions are then shared with the classroom teachers.

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.

Our Instructional Cabinet conducts meetings to discuss better ways to support student growth and achievement. Classroom teachers monitor students' needs via interim assessments and conferencing. SETSS is provided for AT-Risk Students. AIS Students are grouped for 50 minutes of additional instruction during the Extended Day period.

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

Our school provides services to families who fall under the guidelines of McKinney Vento (families who are displaced). Our SAPIS worker, Guidance Counselor, and school psychologist offer support to families and children who are victims of violence. Our school nurse provides nutrition programs for students, upon request.

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.

P. S. 201 is not part of the Title 1 Targeted Assistance Program

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: NA **SURR¹ Phase/Group (If applicable):** NA

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: NA

NA

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

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
NA	NA	NA

**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.

In collaboration with the Principal, our curriculum was designed by a team of teaching staff members to follow all of the NYS content standards. Each teacher was provided with a binder of curriculum maps that meet the standards, instructional target expectations for students, and units of study that follow the school’s instructional calendar. Teachers are also provided with content area websites as a resource. These resources are also posted on our school website by our Technology Specialist.

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

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.

show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.

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

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

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.

Our process included planning meetings with our literacy and math coaches to outline the NYS Standards to be taught and the tools needed to make the alignment work.

Our ELA Balanced Literacy Program falls under the umbrella of Teacher's College. Each teacher was trained and knowledgeable in the assessment of student reading habits. Each teacher was provided with the New York State Standards in all content areas in the form of The New York Teacher's Desk Reference Book. The Reference Book presents a clear analysis of the New York State Standards and the goals for teaching and learning.

Our Pre-K - 2 students received instruction in the following areas as outlined in the New York State Standards:

- **Phonological and Phonemic Awareness;**
- **Print awareness;**
- **Alphabet Recognition and Phonics;**
- **Fluency;**
- **Vocabulary Development;**
- **Comprehension strategies;**
- **Motivation to Read;**

Our students in Grades 3 - 5 received instruction in the following Literacy Competencies:

- **Word recognition designed around reading for meaning, recognizing familiar and unfamiliar words;**
- **Vocabulary development, word wall usage, word of the week and word of the day;**
- **Comprehension strategies before, during and after reading and the inclusion of leveled libraries in each classroom;**
- **Motivation to read as evidenced by our frequent planning meetings that supported the creation of surveys to assess classroom book requirements**

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

Applicable X Not Applicable

Our school has worked rigorously to form teacher-learning groups, who plan, discuss, and align our student learning goals with the New York State standards. We have developed a binder that includes all of the curriculum areas, so that each teacher is informed on what to teach, the time frame for the instruction, and the resources available to meet the needs of the students.

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

Our evidence is that highly structured planning guide, in the form of a curriculum binder that outlines the units of study at each grade level, aligns with the state standards. We have found that the guide (binder) presents a clear interpretation of what students should learn, a reflective piece describing the levels of learning, and room for the next steps toward mastery.

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.

NA

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to

mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

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

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

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

Our Math instruction follows a pacing calendar that is designed by Math Coach. The areas of instruction are as follows:

- **Problem Solving, understanding the language in written problems and isolating irrelevant information;**
- **Understanding number systems;**
- **Understanding number theory;**
- **Identifying operations;**
- **Speaking and writing estimations;**
- **Recognizing variables;**
- **Stating and writing equations;**
- **Recognizing patterns and relationships;**
- **Writing and speaking about Geometry;**
- **Understanding coordinates;**
- **Understanding and using units of measure;**
- **Recognizing shapes and their relationship to other elements in the work.**

The process allows for a calendar of units to be taught and a timeline for that instruction. The curriculum is revised as teachers meet for planning discussions during their common preparation periods.

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

Applicable X Not Applicable

Professional development is a staple in our school. Our Math Coach assists both teachers and students. Our teachers have embraced the Everyday Math Program and seek additional resources for their instruction. Teacher plans for differentiation during instruction. During these times, math manipulatives are used to aid student learning.

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 increase in our math scores from 2007/08 (76% of students scoring at levels 3 and 4) to 2008/09 (85% of students scoring at levels 3 and 4) is evidence that our math program is standards-based

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.

N/A

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 DSIR offered instruction in ELA that was student centered and experiential. Our teachers were reflective and focused on the provision of differentiated instruction that helped each student be the best that he/she could be.

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

Applicable X Not Applicable

Although teachers implemented an instructional program that was closely aligned to the Teacher's College model, their efforts were not reflected via significantly improved student scores on the NYS ELA.

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 teachers at The DSIR, along with the Literacy Coach, are always seeking new and different instructional materials to support increased academic improvement.

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.

N/A

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.

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

Applicable X Not Applicable

Both the Principal and Assistant Principal conducted daily classroom walkthroughs, with an instructional focus. Student engagement was one of the areas observed and we found that, by setting clear learning expectations, planning for academic rigor, aligning assessment to meet the need for specific instruction, student engagement had increased. Using the Principles of Learning as a template for planning, we found that teachers were more knowledgeable about the practice of teaching and planning for their diverse student population.

Clear learning goals and learning outcomes increase student performance in the classroom and cause students to take responsibility for their learning.

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?

N/A

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. **N/A**

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.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

The Staff of THE DSIR is stable. The introduction of new teachers was associated with veteran teacher retirement.

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

Applicable X 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? **N/A**

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. **N/A**

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.

Our ELL teacher was supported through OELL and was included in professional development from our Teacher's College staff developers and in-house Literacy and Math Coaches.

Teacher logs, attendance sheets, and notes provided by grade leaders are in evidence in the principal's office for staff perusal. A clear calendar of PD is always posted in the general office and the principal asks for feedback from teachers regarding their professional learning as a community.

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

Applicable X Not Applicable

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

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. **N/A**

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.

NYSESLAT results and LAB-R results, including data from summative tests taken by all students, is proof of this finding. The finding showed that our ELLs perform in the upper 10% of the school population. The finding indicates 60% (24 out of 40) of students who took the NSESLAT scored at the proficiency level in Listening and Speaking; 37.5% moved from Intermediate to

advanced level in Reading and Writing; 47.5% are now at the Intermediate level in Reading and Writing. Our goal is to move the 47.5% of the intermediate level to the advanced level, and the 37.5% to proficiency level and to exit out of the program.

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

Applicable X Not Applicable

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

We are a data driven school, maintaining data at all levels of our school population. We center our ELL instruction on the Key competencies for ELL instruction and monitor progress through reading assessments, high stakes testing for ELL students using Acuity Periodic Assessments.

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. **N/A**

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.

Our special education students receive the same curriculum as general education students and therefore are held accountable for meeting their teacher's high, yet realistic, expectations. Teachers of special education students are expected to modify instruction to meet individual student demands. Therefore, general education and special education teachers work collaboratively to analyze IEP mandates and to design instruction that will furnish the best possible results for all learners.

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

Applicable X Not Applicable

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

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. **N/A**

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 adhere to Chapter 408 in that we provide the IEP to all teachers who are involved with our IEP students. Our school SAT maintains direct contact with Special Education teachers, General Education teachers as well as the Principal and Assistant Principal. Testing modifications are given to students in the classroom as well as during testing.

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

Applicable X Not Applicable

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

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. **N/**

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.)
As of December 18, 2009, P. S. 201Q has 5 students in Temporary Housing

2. Please describe the services you are planning to provide to the STH population.
All students who are in Temporary Housing are provided with any service as per McKinney Vento. Bussing services, AIS when assessed, and guidance counseling are a few of those services.

Part B: FOR NON-TITLE I SCHOOLS NA

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.