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P.S. 206 QUEENS

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 28Q206

ADDRESS: 61-21 97TH PLACE, REGO PARK, NEW YORK 11374

TELEPHONE: 718-592-0300

FAX: 718-271-7011

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 206 **SCHOOL NAME:** Horace Harding School

DISTRICT: 28 **SSO NAME/NETWORK #:** LSO/19

SCHOOL ADDRESS: 61-21 97th Place, Rego Park, New York 11374

SCHOOL TELEPHONE: 718-592-0300 **FAX:** 718-271-7011

SCHOOL CONTACT PERSON: Nicholas Bologna **EMAIL ADDRESS:** NBologna@schools.nyc.gov

POSITION/TITLE PRINCIPAL

PRINT/TYPE NAME NICHOLAS BOLOGNA

SCHOOL LEADERSHIP TEAM CHAIRPERSON

Maria Torres

PRINCIPAL

Nicholas Bologna

UFT CHAPTER LEADER

Gail Zabon

**PARENTS' ASSOCIATION
PRESIDENT**

Anthony Toliver

STUDENT REPRESENTATIVE
(Required for high schools)

**COMMUNITY SCHOOL DISTRICT
SUPERINTENDENT**

Jeannette Reed

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/Constituency Represented	Signature
Nicholas Bologna	*Principal or Designee	
Gail Zabon	*UFT Chapter Chairperson or Designee	
Anthony Toliver	*PA/PTA President or Designated Co-President	
Adrienne Brown	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Maria Torres	DC 37 Representative, if applicable	
	Student Representative, if applicable	
Diana Simon	Assistant Principal	
Niketta Loyd	Paraprofessional	
Linda Goldman	Teacher	
	Teacher	
	Vice President, PA	
Tiffany Gardner	Parent	
Chandinie Persaud	Parent	
Julie Milner	Parent	
Alibe Hamacher	Parent	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

At P.S. 206 we provide our students with an instructionally based curriculum creating a strong learning community. Our literacy program features a Balanced Literacy approach utilizing the Columbia Teachers College Readers Workshop model, a highly individualized classroom-based program. Through the use of Foundations, grades K-2 are provided with strong decoding skills. Furthermore, we implement the *HSP Math (grades K-2)* and *Everyday Math (grades 3-5)* programs, both which emphasize the development of skills, concepts and applications. These programs focus on a problem-centered, hands-on approach to instruction aimed at developing critical thinking skills. Social Studies is taught through an interdisciplinary approach using internet research, non-fiction trade books, newspapers, magazines, and textbooks. Document-based learning is emphasized and research skills are taught through studying and writing in non-fiction genres such as editorials, feature articles, essays and reports. For science, classroom teachers and our science cluster teacher are assigned separate units of study to develop an inquiry based, hands-on investigation approach to the curriculum. Through lab experiments students utilize the scientific method to guide our students to meet the standards.

Integrating technology opportunities have grown as our resources have increased. We utilize our Computer Lab, classroom computers, two mobile labs, each containing 32 wireless eBooks, as well as six permanent and three mobile Smartboards. All classrooms have wireless internet access. This has widened research and project possibilities. Children are learning to word process, create PowerPoint slideshows and use the computer for research and education.

Project Arts funding has allowed resident artists to provide meaningful activities in dance, music, and visual arts. Students have opportunities to dance and perform on our stage. Our music cluster teaches songs, rhythms, musical notation and leads our chorus for periodic concerts and other programs. The visual arts are also featured through an art cluster and residencies. Other arts-related connections are made through trips and the creation of posters, drawings, paintings for various school wide activities.

Academic Intervention Services (AIS) is provided for all students either during the Early Morning Program, throughout the day or after school. They include decreasing student-to-teacher ratio through push-in AIS and ESL teachers; and small group instruction. For students demonstrating Level 3 or 4 proficiency, we have enrichment activities, clubs with academic themes such as science inquiry, Lego Robotics, animation, etc., and the After-school Enrichment Academy.

In implementing the New Continuum, work in our special education classes parallel that in general education. The same grade-specific curriculum is followed with adjustments made as indicated by student IEPs. In an effort to increase academic achievement, teachers of those classes use specialized strategies aimed at meeting the individual needs of each child.

ELLs are involved in a totally integrated program aimed at efficient acquisition of the English language, development of skills, and growth in the ability to perform content area work. Special

strategies are used toward this end in our daily push-in program for ELLs, as well as in our mainstream classrooms.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

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

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		P.S. 206 The Horace Harding School							
District:		28	DBN:	28Q206	School BEDS Code:		342800010206		
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		35	22	27			93.4	94.0	TBD
Kindergarten		97	118	97	Student Stability - % of Enrollment :				
Grade 1		128	98	111	(As of June 30)		2006-07	2007-08	2008-09
Grade 2		112	109	90			94.9	94.2	TBD
Grade 3		118	109	98	Poverty Rate - % of Enrollment :				
Grade 4		89	109	98	(As of October 31)		2006-07	2007-08	2008-09
Grade 5		98	90	109			57.1	60.6	68.8
Grade 6		0	0	0	Students in Temporary Housing - Total Number :				
Grade 7		0	0	0	(As of June 30)		2006-07	2007-08	2008-09
Grade 8		0	0	0			2	8	TBD
Grade 9		0	0	0	Recent Immigrants - Total Number :				
Grade 10		0	0	0	(As of October 31)		2006-07	2007-08	2008-09
Grade 11		0	0	0			13	7	15
Grade 12		0	0	0	Special Education Enrollment:				
Ungraded		0	2	0	(As of October 31)		2006-07	2007-08	2008-09
Total		673	644	639			43	36	35
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		43	36	35	Principal Suspensions		5	7	TBD
# in Collaborative Team Teaching (CTT) Classes		16	26	26	Superintendent Suspensions		0	5	TBD
Number all others		38	35	31	Special High School Programs - Total Number:				
<i>These students are included in the enrollment information above.</i>				(As of October 31)		2006-07	2007-08	2008-09	
				CTE Program Participants		0	0	0	
				Early College HS Program Participants		0	0	0	
English Language Learners (ELL) Enrollment:					Number of Staff - Includes all full-time staff:				
(BESIS Survey)				(As of October 31)		2006-07	2007-08	2008-09	
(As of October 31)		2006-07	2007-08	2008-09			48	52	51
# in Transitional Bilingual Classes		0	0	0	Number of Teachers				
# in Dual Lang. Programs		0	0	0			48	52	51
# receiving ESL services only		76	91	88					

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

# ELLs with IEPs	11	0	4	Number of Administrators and Other Professionals	4	11	13
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	8	7

Overage Students (# entering students overage for grade) Teacher Qualifications:

(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
	0	0	0	% fully licensed & permanently assigned to this school	97.9	100.0	96.1
			% more than 2 years teaching in this school	75.0	80.8	82.4	
			% more than 5 years teaching anywhere	58.3	61.5	58.8	

Ethnicity and Gender - % of Enrollment:

(As of October 31)	2006-07	2007-08	2008-09	% Masters Degree or higher	2006-07	2007-08	2008-09
American Indian or Alaska Native	0.7	0.8	0.0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	95.7	84.9
Black or African American	26.9	24.2	21.1				
Hispanic or Latino	23.9	26.4	26.4				
Asian or Native Hawaiian/Other Pacific Isl.	22.7	21.6	22.1				
White	25.7	27.0	24.4				
Male	55.3	54.4	52.9				
Female	44.7	45.6	47.1				

2009-10 TITLE I STATUS

√	Title I Schoolwide Program (SWP)				
	Title I Targeted Assistance				
	Non-Title I				

Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10
	√	√	√	√

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes, area(s) of SURR identification:			
-----------------------------	--	---	--	--	--

Overall NCLB/SED Accountability Status (2009-10) Based on 2008-09 Performance:

√	In Good Standing (IGS)			
	School in Need of Improvement (SINI) – Year 1			
	School in Need of Improvement (SINI) – Year 2			
	NCLB Corrective Action (CA) – Year 1			
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)			
	NCLB Restructuring – Year ____			
	School Requiring Academic Progress (SRAP) – Year ____			

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

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

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native		-	-				
Black or African American		√	√	-			
Hispanic or Latino		√	√	-			
Asian or Native Hawaiian/Other Pacific Islander		√	√	-			
White		√	√	-			
Other Groups							
Students with Disabilities		√ ^{SH}	√	-			
Limited English Proficient		√	√	-			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		8	8	2	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

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

* = 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?
-

P.S. 206 analyzes data on an ongoing basis to inform instruction. Throughout the entire school year, teachers have used Acuity, Foundations, TC Assessments and Running Records to differentiate instruction and create small groups.

Through new initiatives, P.S. 206 continuously gathers qualitative and quantitative data to understand student performance in order to target our next goals. This occurs through:

- Conferring in Reading and Writing Workshop – Classroom, AIS teacher and ESL Teachers
- Guided Reading
- Teachers College Reading Assessment
- Running Records
- Foundations Unit Assessments
- Foundations Probes
- Instructionally Targeted Assessments
- Predictive Assessments
- State Assessments
- NYSESLAT
- LAB-R
- Recognizing Student Achievement – Everyday Math
- Checking for Understanding – HSP Math
- Classroom Tests – All Core Subjects
- Achieve 3000 Progress Reports

Our strength lies in that teachers are more aware of multiple sources to gather data which allows them to inform instruction. Teachers in all grades have developed systems for analyzing data through the use of assessment binders which includes Teachers College Assessments, Running Records, Conferring and informal observations of students. Additionally, upper grade teachers utilize templates for creating small groups based on the Instructionally Targeted Assessments and Predictive Assessments. Similarly, the lower grade teachers use the Foundations post unit tests and probes to gather data.

We have also developed a systematic method in gathering qualitative data in Writer's Workshop among classroom teachers. Grade level teams collectively develop writing rubrics in both content and grammar aligned to the instruction so that feedback is consistent.

An area in need of improvement is to include grammar as a component within the Writer's Workshop. During planning days, we will develop grade specific grammar lessons.

Our school is well-developed in its ability to use data to plan and set goals. The school uses data on a daily basis to plan and set goals. Conferencing occurs each day during Reader's and Writer's workshop. During this time, teachers research and decide on a teaching point for that individual student. Teachers use information gathered from Everyday Math's Recognizing Student Achievement (RSA) and HSP Math Check for Understanding (C4U) to inform instruction. Additionally, in the lower grades, teachers analyze the Foundations Assessments to determine whether individual students and the class need to revisit the curriculum or can proceed to the next unit. Furthermore, the upper grade teachers analyze the data from Acuity, identify standards, and specify sub-skills to inform instruction for targeted students. Administration analyzes the TC Assessments, Foundations Assessments, ITAs and State Test results to target students for academic intervention, both remedial and enrichment.

An area in need of improvement is to further develop the collaborative planning, goals, and alignment between the classroom teacher with the ESL and AIS/SETSS teachers. In having revisited the master schedule we have created time for congruence between out-of-classroom teachers and classroom teachers. Out-of-classroom teachers have been invited to attend specific grade conferences.

Our school is well-developed in aligning instruction with the data gathered. Throughout the school year, there has been a strong emphasis on not just gathering the data but using the data to inform next steps. Teachers analyze their data to create small groups of students who need remedial and enrichment instruction. Teachers of special education students use the IEP to tailor instruction. Administration analyzes the data to notice school-wide trends. For example, on the last ITA in math, it was noticed that students were having difficulties with the Numbers and Numeration Strand. Therefore, our AIS tutorial program will focus on this strand and it will be a school-wide initiative.

Our inquiry team meets weekly to analyze data (NYSTART, standardized assessments, Teachers College Assessments, student writing and teacher surveys) gathered about our target population. This enabled us to identify vocabulary as a sub-skill of comprehension. Our grade four and five ELL students showed a deficiency in this area. Therefore, teachers receive professional development on word walls, Tier I, II and III words, which enables students and teachers to enhance their vocabulary. Additionally, we have implemented Intensity Thermometers and Morphing of words to increase students' vocabulary. Our hypothesis is that increasing student vocabulary will have a positive effect on student comprehension. Currently, 17 of 21 targeted students showed annual yearly growth on the NYS ELA assessment.

To further develop comprehension skills amongst students, we have created a second focus group. The purpose of this group to implement a structured read aloud, based on Teachers College Balanced Literacy. Our hypothesis is that this structured read aloud will have a positive effect on reading comprehension.

Additionally, administration uses informal and formal observations. Teachers receive feedback on their observation based on school-wide goals, one of which is using data to inform instruction.

One area of improvement is to build teacher capacity in small group instruction through improved conferring, guided reading, strategy lessons and interactive writing. From the work of the inquiry team, we recognize a need to provide our classroom teachers with professional development on ESL strategies. As a foundation, this year, our Network Instructional Specialist for ESL worked intensively with our two ESL teachers and classroom teachers of ELL students to implement best practices and align their instruction with the classroom teacher according to the Teacher's College Units of Study in Reading and Writing.

Through walkthroughs, surveys and conversations with staff, professional development has been aligned based on the needs of the staff. In September, my assistant principal and I noticed that the staff did not have a comprehensive understanding of the implementation of a Teachers College Workshop Model. It was recognized that a practical approach would be to segment the professional development on balanced literacy. We have completed the first two phases of this segment and are now in the third phase, addressing guided reading. Teachers are provided with professional development, modeling by the coach, side-by-side sessions and inter-class visits on the implementation of guided reading.

In further differentiating our professional development, my technology teacher created a technology survey for teachers. Based on this information, we differentiated our professional development workshops on Microsoft Word, Outlook, PowerPoint, etc.

We are a selected school within the New York City Department of Education involved in the Wilson Foundations RTI study. This study has allowed us to provide extensive professional development to teachers in kindergarten through grade 2. The implementation of this word study program is a new initiative. Each teacher received and benefited from the on-going professional development.

At cabinet meetings, we continually discuss next steps for staff and students, based on their needs, as well as towards the progression of the school. This allows us to provide staff members with high quality professional development.

An area in need of improvement would be for administration to issue more surveys and feedback forms after professional development. This will enable us to evaluate the professional development and continue to align it towards staff's needs.

This school year is the third year with this administration. Therefore, a good portion of the school year was used to monitor and evaluate instruction. Through observations, walkthroughs, 2007-2008s Quality Review suggestions, CEP, Progress Report and instructional cabinet meetings, administration has been able to determine goals for this school year. As the goals have been implemented, we continue to monitor progress and analyze data to adapt goals and plans as necessary. For example, we noticed that the implementation of conferring needed further professional development. Therefore, in November, we revisited the "do's and don't" of the conference. We were also conscious of long-term plans and decided that future professional development is needed in small group instruction as well as other components of balanced literacy. To build this foundation we continue to implement Teachers College Alternative Assessments and running records, which teachers use to create their groups and differentiate their instruction. Teachers received professional development on administering the assessments, analyzing the data and on the characteristics of a "good reader" at each level. Additionally, our Network Instructional Specialist in Literacy worked with teachers on honing in on the architecture of conferring. She is currently working with teachers on guided reading, which will be a school-wide initiative this year.

Similarly, in math, we recognized that teachers were collecting data from the Everyday Math RSA, but not utilizing it to tailor instruction. Therefore, we adapted the Everyday Math program to dedicate one day to Math Games. This day is used to differentiate instruction based on a cumulative result from the RSA. This year, teachers have utilized math centers daily, which allow them to meet with small groups of students enhancing their short term goals. Additionally, after teacher assess students' progress through RSAs and C4Us teachers meet with students to remediate or enrich the curriculum.

Our monthly SLT, Safety and PA meetings provide us with opportunities to share school-wide goals. These meetings provide parents and teachers with the opportunity to give us feedback. Additionally, teachers have opportunities to share their insights at grade conferences, faculty conferences and one-on-one sessions with administration. Teachers also provide insight at quarterly policy meetings and through informal meetings with the UFT Chapter Chair. Furthermore, the instructional cabinet is composed of teachers as well as administration.

Councilwoman Sears has been an instrumental support with regard to funding for our school. She funded a 105K Reso A grant. This enabled us to purchase technology equipment, which allowed us to meet our technology initiatives. She also funded our Midori and Friends art residency for grade three students.

Furthermore, we have established a community of ongoing learning through extensive professional development. Throughout the school year, teachers have been involved in professional development in the following areas in order to maximize teaching and learning:

- Room Environment
- Conferences
- Guided Reading
- Mini-lesson
- Read Aloud
- Everyday Math
- HSP Math
- Small Group Instruction
- Foundations
- Smartboard
- Microsoft Outlook
- Power Point
- Microsoft Word
- PortaPortal
- Wilson
- Teacher's College Balanced Literacy (Internal and External)
- Comprehensive Science Planning
- Comprehensive Social Studies Planning
- Vocabulary through Inquiry Team
- Comprehension through the Read Aloud

1. Based on the 2009 ELA exam there was an increase in students making yearly progress. Based on the 2009 ELA exam there was an increase in students achieving a Level 3 and Level 4.

Based on the 2009 Math exam there was a significant increase in students making yearly progress.

Based on the 2009 Math exam there was a significant increase in students achieving a Level 3 and Level 4.

2. Some of our greatest accomplishments over the last couple of years include:

- Assistant Principal
- Growth in Student Achievement
- Decrease of Initial Referrals
- Increase in Academic Intervention Services
- Data Driven Instruction
- Differentiated Professional Development
- School-wide Events
- Enrichment Programs
- Parent Outreach through our Parent Coordinator
- Expanding the Arts
- Enhanced Technology
- Quality Literacy and Math Coaches
- Focused Academic Intervention Team
- Focused Word Work Program – Foundations
- Grade Conferences
- Academic Intervention Offered to all Students
- Cabinet Meeting Focused on Pedagogy
- School-wide Grading System Aligned with Teachers College Assessments

3. Some significant barriers to the school's continuous improvement are:

- Budgetary Constraints
- Lack of Space for Specialty Subjects such as, Speech, Art, Science
- Additional Literacy and Math Coaches
- Expansion of school to remove portables

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, there will be a 3% increase in student achievement in grades 3-5 by at least three Fountas and Pinnell levels as measured by periodic analysis of reading level summary sheets for each class and grade.

After conducting our needs assessment, our SLT found that we need to improve classroom teachers' ability to effectively plan and differentiate literacy instruction while conferring with each student through the use of data.

Goal 2: By June 2010, 52% of the students who achieved a Level 1 or 2 on the 2009 New York State ELA test will show one year of progress as measured by the 2010 New York State ELA test and the school's Progress Report.

After conducting our needs assessment, our SLT found the need to provide effective literacy instruction for all students who achieved a Level 1 or Level 2 on the New York State ELA test.

Goal 3: By June 2010, there will be an increase in parents' presence by 10% as measured by attendance at workshops and school-wide events.

By June 2010, teachers and other support personnel will become more familiar with and use intervention strategies as measured by a reduction in the number of students' referrals by 0.3%, an improvement in attendance by 0.1%, and greater communication between the parents and the school.

After conducting our needs assessment, our SLT found the need to improve students' overall performance by strengthening the home/school connection thereby providing incentives that will help to reduce incidents; reduce the number of referrals and increase parent visibility in the school.

Goal 4: By June 2010, there will be an increase in 10% of the ELL students who will show one year of progress as measured by the 2010 New York State ELA test and the school's Progress Report.

After conducting our needs assessment, our SLT found the need to provide effective literacy instruction for all English Language Learner students at each level of proficiency: beginner, intermediate and advanced.

Goal 5: By June 2010, there will be increase of students by 3% who scored a Level 3 or 4 as measured by the New York State ELA test and progress report.

By June 2010, there will be increase the percentage of students by 1% who scored a Level 3 or 4 as measured by the New York State Math test and progress report.

After conducting our needs assessment, our SLT found the need to extend the curriculum and adapt instructional programs to provide more effective provisions for the highest achieving students.

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

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, there will be a 3% increase in student achievement in grades 3-5 by at least three Fountas and Pinnel levels as measured by periodic analysis of reading level summary sheets for each class and grade.</p> <p>After conducting our needs assessment, our SLT found that we need to improve classroom teachers’ ability to effectively plan and differentiate literacy instruction while conferring with each student through the use of data.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Continue to collaborate as a school inquiry team to research and identify effective practices for teaching of literacy • To provide opportunities for weekly common planning time where teachers are engaged in planning for differentiation of instruction through the use of data. • To develop a team of teachers to pilot new strategies for collecting and analyzing qualitative and quantitative data. • To provide professional development by administration, coaches, NSS, LSO workshops, and SAF facilitators for analyzing the results of assessments as reported through Acuity, Teacher’s College, Foundations, and classroom sources. • Inquiry team members turn-key findings from their study group to the staff. • To provide extensive professional development on Acuity for teachers in grades three to five by the administration. • Professional development for the teachers by administration and coaches on organization of conference notes, conferring and small group instruction including guided reading and shared reading. • A team of teachers with representatives from each grade meets to analyze data in order to plan differentiated instruction. • Teachers are engaged in extensive professional development around the concepts of differentiation provided by administration, coaches, consultants, the Network Support Specialist, the Network Leader, the ICI Research and Development team. • Teachers work collaboratively with colleagues, coaches and administration to develop grade and unit specific rubrics.

	<ul style="list-style-type: none"> • Funds are allocated to provide substitute teachers to cover classes so that teachers can work together to analyze data. • Funds are allocated to provide professional literature, videos and CD's for teachers. • Teachers are provided with a template to identify students' area of needs in order to plan for differentiated instruction. • Administration and teachers meet to discuss results and develop strategies for differentiated instruction. • Members of the instructional team meet with teachers on a grade or individually to plan instruction based on the findings. • Walkthroughs are conducted to monitor implementations and provide feedback. • Professional development in administering the Teacher's College Alternate Assessment for teachers in grades kindergarten through five. • Creation of a master schedule that incorporates common preps each day of the week. • Periodic analysis of reading level summary sheets for each grade, which reflect student progress. • Funds are allocated for materials in order for teachers to implement small group instruction with students.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> - Funds are allocated to provide substitute teachers to cover classes so that teachers can work together to analyze data. - Funds are allocated to provide professional literature, videos and CDs for teachers.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Use of student assessment binder—Teachers use qualitative and quantitative data to differentiate and inform their instruction. • Agenda and attendance for all meetings/professional development • Evidence of data driven instruction in the classroom during formal and informal observation • Small group differentiated instruction in classrooms. • Inquiry Team Binder (Student observations, quantitative and qualitative data, teacher perceptions data, learning print survey, etc.) • Teachers participation in professional development activities on assessment tools and data driven instruction

Subject/Area (where relevant): Reading

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, 52% of the students who achieved a Level 1 or 2 on the 2009 New York State ELA test will show one year of progress as measured by the 2010 New York State ELA test and the school’s Progress Report.</p> <p>After conducting our needs assessment, our SLT found the need to provide effective literacy instruction for all students who achieved a Level 1 or Level 2 on the New York State ELA test.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • To develop lab sites in lower and upper grades where lead AIS and special education teachers provide on-going support for teachers. • To provide opportunities for teachers to observe effective delivery of instruction. • To provide AIS and special education teachers extensive professional development in guided reading and strategy lessons delivered by administration, coaches and the ELA Network Support Specialist. • To provide external professional development on balanced literacy. • AIS and special education teachers will receive professional development from the school’s literacy coach and ELA NSS via side-by-side coaching, debriefing sessions and demonstration lessons. • AIS Team will implement the strategies received at extensive professional development on Mel Levine’s, <i>A Mind at a Time</i> strategies presented by our Special Education Network Support Specialist, Karen Tedesco in the 2008-2009 school year. • AIS and special education teachers will participate in interclass visitations presented by the lead AIS teacher. • Funds are allocated for teachers to attend professional development workshops at Integrated Curriculum and Instruction Learning Support Organization (ICILSO). • ICILSO Literacy Network Support Specialist, Renee Marin, will conduct regularly scheduled cycled workshops with teachers to develop guided reading strategies. • AIS and special education teachers participate in grade conferences, developing quality teaching points and conversational prompts in collaboration with classroom teacher. • The instructional team meets with AIS and special education teachers to analyze the results of students’ performance on local assessments in order to develop strategic plans to specifically meet the needs of students who are not meeting the standards and students who are exceeding the standards.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> - Funds are allocated to provide substitute teachers to cover classes so that teachers can work together to analyze data. - Funds are allocated to provide professional literature, videos and CDs for teachers.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Classroom observations on guided reading lessons. • Teacher-made charts demonstrating scaffolding of lessons. • Review of teacher lesson plans and teaching points. • Examination of students' portfolios • Artifacts of students' work displayed on hallway bulletin boards and in classrooms. • Displays of students' work during monthly celebrations. • Observing teachers planning and conducting mini-lessons. • Assessment binders contain data that is used to track student progress. • Review of AIS and special education teachers' lesson plans to include Mel Levine's, <i>A Mind at a Time</i> strategies. • Observing AIS and special education teachers' lessons to notice the implementation of Mel Levine's, <i>A Mind at a Time</i> strategies.

Subject/Area (where relevant): Parent Involvement

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, there will be an increase in parents’ presence by 10% as measured by attendance at workshops and school-wide events.</p> <p>By June 2010, teachers and other support personnel will become more familiar with and use intervention strategies as measured by a reduction in the number of students’ referrals by 0.3%, an improvement in attendance by 0.1%, and greater communication between the parents and the school.</p> <p>After conducting our needs assessment, our SLT found the need to improve students’ overall performance by strengthening the home/school connection thereby providing incentives that will help to reduce incidents; reduce the number of referrals and increase parent visibility in the school.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Students and teachers participate in a series of gang prevention and bullying workshops. • Students in upper grades view videos regarding self-esteem. • SAPIS Worker will conduct lessons in grades 3-5 on self-confidence and self-esteem. • The continued implementation of Pride Dollars (An incentive program to improve attendance.) • The implementation of Weekly Bonus Pride Dollars to further increase students’ attendance. • Students will receive a Perfect Attendance, Student of the Month, Homework Hero and Reader of the Month awards during the monthly assembly program. • An attendance aide calls parents daily regarding student attendance. • Professional development provided by our Pre-Kindergarten teacher in One, Two, Three Magic. • AIS Team will implement the strategies received at extensive professional development on Mel Levine’s, <i>A Mind at a Time</i> strategies presented by our Special Education Network Support Specialist, Karen Tedesco in the 2008-2009 school year. • Scheduling parent workshops both during the school day and after school hours to accommodate parent schedules. • Administration meets with the Parent Coordinator monthly to design and follow-up on goals. • To develop a parent newsletter with the Parent Coordinator.

	<ul style="list-style-type: none"> • To work collaboratively with the parent coordinator and the Parent’s Association to keep parents updated regarding instruction and discipline. • To develop high quality parent workshops that meet parent and student needs. • To develop and implement school-wide events, such as, Grandparent Read Aloud Day, Reading by Twilight, Kindergarten Pumpkin Patch, 100th Day of School, Family Sports Night, Math Games Night, Science Fair, Literacy and Artist Fair, etc.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> - Funds are allocated to provide substitute teachers to cover classes so that teachers can work together to analyze data. - Funds are allocated to provide professional literature, videos and CDs for teachers.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Decrease in OORS Reporting System • Decrease in suspensions, as monitored in OORS • Increase in student attendance, as monitored by the PAR report • Increase parent involvement, as recorded by attendance of school-wide events. • Increase of attendance at parent meetings, as recorded by attendance sheets. • Review of AIS and special education teachers’ lesson plans to include Mel Levine’s, <i>A Mind at a Time</i> strategies. • Observing AIS and special education teachers’ lessons to notice the implementation of Mel Levine’s, <i>A Mind at a Time</i> strategies.

Subject/Area (where relevant): English Language Learners

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, there will be an increase in 10% of the ELL students who will show one year of progress as measured by the 2010 New York State ELA test and the school’s Progress Report.</p> <p>After conducting our needs assessment, our SLT found the need to provide effective literacy instruction for all English Language Learner students at each level of proficiency: beginner, intermediate and advanced.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • To develop lab sites in lower and upper grades where a lead ESL teacher provides on-going support for ESL teachers. • To provide opportunities for ESL teachers to observe effective delivery of instruction. • To provide ESL staff extensive professional development in modified guided reading strategies delivered by administration, coaches and the ESL Network Support Specialist. • To provide ESL teachers with extensive professional development in Foundations and analyzing the data through probes. • To provide extensive professional development on Acuity for ESL teachers • To provide external professional development on ESL methodologies. • ESL teachers will receive professional development from the ESL NSS via side-by-side coaching, debriefing sessions and demonstration lessons. • ESL teachers will participate in interclass visitations presented by the lead ESL teacher. • Funds are allocated for teachers to attend professional development workshops at Integrated Curriculum and Instruction Learning Support Organization (ICILSO). • ICILSO ESL Network Support Specialist, Pierre Galvez, will conduct regularly scheduled cycled workshops with teachers to develop modified guided reading strategies. • ESL teachers participate in grade conferences, developing quality teaching points and conversational prompts. • The instructional team meets with ESL teachers to analyze the results of students’ performance on local assessments in order to develop strategic plans to specifically meet the needs of students who are not meeting the standards and students who are exceeding the standards.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> - Funds are allocated to provide substitute teachers to cover classes so that teachers can work together to analyze data. - Funds are allocated to provide professional literature, videos and CDs for teachers.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Classroom observations on modified guided reading lessons. • Teacher-made charts demonstrating scaffolding of lessons. • Review of teacher lesson plans and teaching points. • Examination of students' portfolios • Artifacts of students' work displayed on hallway bulletin boards and in classrooms. • Displays of students' work during monthly celebrations. • Observing teachers planning and conducting mini-lessons. • Assessment binders contain data, which includes but not limited to NYSESLAT scores, which is used to track student progress.

Subject/Area (where relevant): ELA & Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, there will be increase of students by 3% who scored a Level 3 or 4 as measured by the New York State ELA test and progress report.</p> <p>By June 2010, there will be increase the percentage of students by 1% who scored a Level 3 or 4 as measured by the New York State Math test and progress report.</p> <p>After conducting our needs assessment, our SLT found the need to extend the curriculum and adapt instructional programs to provide more effective provisions for the highest achieving students.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Teachers receive professional development on differentiated instruction of Math and ELA to meet the needs of the highest achieving students. • Develop an early morning program for the highest achieving students in Grades 2-5, which includes Newspaper/Photography, Keyboard, Science and Lego Robotics Clubs. • Develop a during the day Chorus, Computer, Dance and Art club for Grade 4 & 5 students. • Develop an after school program called ThinkQuest, which students create their own website. • Purchase new computers and Smartboards through the Reso A grant. • In-house Technology Professional Development Series on Power Point and the use of technology in the classroom. • Teachers attend ISC workshops on the use of technology in the classroom <p>Teachers implement technology in math, literature, social studies instruction.</p>
<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"> - Funds are allocated to provide substitute teachers to cover classes so that teachers can work together to analyze data. - Funds are allocated to provide professional literature, videos and CDs for teachers. - Allocation of funds through RESO A Grant -

Indicators of Interim Progress and/or Accomplishment

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

- Analysis of student work
 - Observation of the use of technology in the classroom
 - Student-produced culminating projects as a result of the Renzulli Learning System
 - Progress on summative assessments made by all students including the highest achieving students.
 - Annual yearly progress is made by the highest performing students in ELA and Math
- Observation of Winter and Spring Concerts.

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	18	18	N/A	N/A	0	0	0	N/A
1	17	17	N/A	N/A	5	0	1	
2	20	20	N/A	N/A	2	0	0	
3	17	17	N/A	N/A	7	0	0	
4	23	23	23	23	4	0	1	
5	19	19	19	19	6	0	2	
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Students in grades K-1 receive Double Dose Foundations. They receive this instruction either during the early morning tutorial, push-in program during the day, or small group instruction provided by an AIS provider. In grade 2, students receive either guided reading instruction/services during the school day through small group instruction or Double Dose Foundations. In grades 3-5 students receive guided reading during the school day in small group instruction.
Mathematics:	Students in grades 3-5 receive small group instruction in mathematics utilizing a hand on approach. Using differentiation options in Everyday Math provides support for students.
Science:	Using an interdisciplinary approach, students read non-fiction science content literature during guided reading.
Social Studies:	Using an interdisciplinary approach, students read non-fiction social studies content literature during guided reading.
At-risk Services Provided by the Guidance Counselor:	The school guidance counselor meets either one-on-one or in a small group during the school day with selected students.
At-risk Services Provided by the School Psychologist:	The school psychologist meets either one-on-one or in a small group during the school day with selected students. Schools Attuned methodology is implemented with targeted students.
At-risk Services Provided by the Social Worker:	The school social worker meets either one-on-one or in a small group during the school day with selected students. Schools Attuned methodology is implemented with targeted students.
At-risk Health-related Services:	We do not have any students who receive this service.

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.

Language Allocation Policy Team Composition

2009-2010

SSO/District 28	School P.S. 206
Principal Nicholas A. Bologna	Assistant Principal Diana G. Simon
Math Coach Maureen Bilewich	Literacy Coach Kristin Hicks
Teacher/Subject Area Frances Chin/ESL	Guidance Counselor Lauren Phillips
Teacher/Subject Area Ryan Brux/ ESL	Related Service Provider Mindy Weinberg
Parent Coordinator Maggie Isdith	Parent Andrienne Brown
Network Leader Marlene Wilks	

Part II: ELL Identification Process

1. For those parents who are registering their child for the first time, a Home Language Identification Survey (HLIS) is included in each registration packet. The Pupil Accounting Secretary, trained in administration of the HLIS, conducts the oral interview in English or refers the parent to a personnel member who can serve as interpreter. If the staff member is unavailable, a telephone contact is made to the DOE's translation services. Also, one of two fully ESL-certified K-12 teachers is on call to assist in this process. The HLIS, once completed, is then submitted to the ESL department for review. From the responses provided, the ESL contact person/providers do an initial screening to determine whether the child is eligible to take the LAB-R. If eligible, the ESL provider administers the LAB-R within 10 days of the student being admitted. If applicable, Spanish LAB is administered to Spanish speaking students at this time by a Spanish-speaking pedagogue in the building.

For current ELLs, the most recent results of the New York State English as a Second Language Achievement Test (NYSESLAT) are used to determine eligibility for ESL services. A printout of the latest RLAT from ATS is used to indicate changes in proficiency, changes in the amount of services provided, and continuance of services. Data from the RLAT is continually monitored and updated to reflect an accurate roster of current and former ELLs.

2. Following the administration of the LAB-R, all parents receive a letter explaining the informal and formal assessments used to determine their child's eligibility and whether their child is entitled to ESL services. For those students eligible for ESL services, an entitlement letter is sent to parents, inviting them to attend an orientation session regarding specific program choices (Transitional Bilingual, Dual Language, and Freestanding ESL) that are available to them. At the workshop for Parents of Newly Enrolled English Language Learners parents view the video outlining their available options – Bilingual Transitional, Dual Language, or Freestanding English as a Second Language. This workshop is made available at three different times. However, acknowledging the fact our parents' schedules often conflict with these times, orientations may be set up at the request of the parent. Orientations are on-going throughout the academic year. Notices are frequently sent out reminding parents of these opportunities. Parent involvement is a priority at P.S. 206, and outreach efforts are made by the ESL teachers, the Parent Coordinator, Administrators, and other school personnel to ensure that parents understand their available choices.
3. Entitlement letters are developed and distributed by the ESL department and sent home with every new and returning ELL student. For new students, the aforementioned entitlement letter is sent home to parents, indicating their child's eligibility for ESL services. For current ELLs, a letter is sent home, indicating the child's new proficiency level (as determined by the previous year's NYSESLAT) and/or whether the child is still eligible for ESL services. For ELLs who have tested out, parents are informed that their child will continue to receive academic support for two years and will receive ELL test modifications. In addition, their child is still eligible for participation in Title III programs. To ensure that Parent Surveys and Program Selections forms are returned, the school has a strong line of personnel designated to keep parents aware of the importance of attending orientations and workshops. The parent coordinator is a key liaison in forging and strengthening the home/school relationships for newcomers, ELL students and their families. Further support is provided by classroom teachers who have frequent contact with families and are able to remind them about the importance of returning forms. Follow-up phone conversations have also yielded a high level of returned documents.
4. At this time, P.S. 206 offers a Freestanding ESL instructional program to its identified ELL students. Clear communication between parents and teachers ensures that parents understand their options. If language is a barrier to communication, personnel are brought in to interpret and to assist parents in making their preferences known. Translated Parent Survey forms are also offered at this time. In the event that a parent wishes to get more information about Transitional Bilingual or Dual Language programs in the area, the orientation provides this information and/or refers the parent to the appropriate contact person if he/she wants a transfer to another program selection.
5. As aforementioned, P.S. 206 offers a freestanding ESL program to its eligible students. After reviewing the Parent Survey and Program Selection Forms for the past few years, we have observed that our parents indicate ESL as the first choice on the document. This year, of the 32 eligible students, all parents chose to enroll their children in the school's Freestanding ESL program. In previous years the Free Standing ESL

model has been chosen by parents. In 2008-2009 school year 29 out of 30 parents selected Free Standing ESL as their first choice. There have been a few rare instances in which a parent omitted to indicate the type of program on the preference sheet. When this has happened, a follow-up contact was made by the ESL staff member and/or translator (when needed), and the preference for freestanding ESL instruction was indicated. As a result, we can safely say that our school is aligned with our parents' final choices.

6. Parents who have filled out the preference sheet have indicated that they wish their child to receive Freestanding ESL instruction. Thus, the program model offered at P.S. 206 align with the parent requests. The school continually monitors parent choice on all forms, and changes itself to reflect growing and changing needs. In response to linguistically diverse student population, the school has provided classroom teachers and ESL personnel with more professional development on instructional strategies that facilitate optimum learning opportunities for the ELL child. If, indeed, there appeared to be a greater need for bilingual programming due to an increased enrollment in our Spanish and/or Russian populations, the school administration would certainly create a bilingual program in alignment with parent requests.

III. Programming and Scheduling Information:

- At P.S. 206 we use the push-in model of instruction in Free Standing English as a Second Language. There are two full-time certified K-12 ESL teachers, and the two ESL teachers are responsible for implementing an ESL program to the 108 ELLs in the building. Our school register consists of 633 students. Our 108 ELLs comprise 17.06% of the population.

Table 1: Number of Classes/ Number of ELLs

Program Model	K	1	2	3	4	5	Total
Push – In Classes	3	2	2	2	2	1	12
Number of ELLs	25	21	17	16	16	13	108

A further breakdown of Programs and ELLs by subgroups is shown in the chart below:

Table 2: ELLs by Subgroups

	New-comers			4-6 Years			Long Term	6 + yrs	
	All	SIFE	Spec. Ed.	All	SIFE	Spec. Ed.	All	SIFE	Spec. Ed.
ESL	91	1	6	17	1	4	0	0	0

Total	91	1	6	17	1	4	0	0	0
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A description of how linguistically diverse the ELL population is at the school can be shown in the following table:

Table 3: Number of ELL Students by Grade in each Language Group

LANGUAGES	K	1	2	3	4	5	Total
Spanish	9	15	11	8	5	6	53
Chinese	1	0	0	2	0	0	3
Russian	12	3	5	4	7	5	36
Bengali	0	1	0	1	0	0	2
Korean	0	0	0	0	1	0	1
Other	3	2	1	1	3	2	13
TOTAL	25	21	17	16	16	13	108

ELLs are grouped as homogeneously as possible by proficiency. We place Advanced ELLs in the same classes. When we do have heterogeneous groups, the ELLs are separated during small group instruction for differentiated instruction.

Table 4: Numbers of ELLs by Grade at Level of Proficiency for 2009-2010 SY

	K	1	2	3	4	5	TOTAL
Beginner (B)	5	12	4	7	0	3	31
Intermediate (I)	10	5	7	5	6	5	38
Advanced (A)	10	4	6	4	10	5	39
Total Tested	25	21	17	16	16	13	108

The ESL teachers push-in during literacy time. Co-teaching with the classroom teacher, the ESL instructor interjects and scaffolds through the use of the language lens and ESL strategies and methodologies. After the ELLs reflect on the teaching point, they embark on the modified guided reading component, especially on vocabulary and deconstructing the “juicy sentence.” This further serves to strengthen the skills and to improve the performance of our ELLs. Emphasis is placed on integrating content and language objectives with a focus on building social as well as academic language.

2. We are aware that under CR part 154 Beginner and Intermediate students are entitled to 360 minutes of ESL and Advanced Level ELLs are entitled to 180 minutes of ESL and 180 minutes of ELA. Through Balanced Literacy Advanced ELLs receive 4 periods of ESL during ELA Reading Workshop and 180 minutes during ELA Writing Workshop. Beginners and Intermediates are shared by the ESL staff. Extended Day and Title III provide additional ESL instructional support.

- 3 In our Freestanding ESL push-in model, grades 4 and 5 are departmentalized. ELLs are serviced in both literacy and math. Of course, content vocabulary and academic rigor are incorporated into both reading and math lessons. ELLs work in modified guided reading with ESL scaffolding and strategies. Language prompts are set up in the classrooms. These listening prompts, conversation prompts, reading prompts, and writing prompts enable the ELLs to visualize, to grasp, to understand, and to apply the vocabulary and concepts. For the lower grades ESL emphasis occur in phonology and word construction, read-alouds, guided and shared reading, guided and shared writing, and word work. In all these language acquisition activities ESL teachers scaffold instruction through use of modeling and other Sheltered English approaches.

At all times, it is our priority to implement a uniformed research/standards based, rigorous curriculum for all students. There is consistent attention to ensure the active engagement of all ESL students in the areas of listening, reading, writing, and speaking. In designing and implementing data driven instruction, LAB-R, NYSESLAT, Acuity Assessments, ELL Periodic Assessments, Teachers' College Assessments, and state mandated tests will be analyzed and implications made clear to guide best practices. In addition, there will be major emphasis placed on differentiating the instruction for all our ELL students at varying stages of language acquisition, ensuring that pedagogical staff is well informed and equipped with the necessary resources to address the developmental needs of these students (Newcomers, SIFE, Special Needs, and former ELLs included.)

4. Meeting the Needs of Our English Language Learners Subgroups:

Newcomers: Newcomers include any English Language Learners with less than 3 years in the school system. Our new ELL students are provided with an orientation into their new class setting. Efforts are made to scaffold the class work appropriate to their level of language acquisition, and they are paired with a learning partner. They are given picture dictionaries or dictionaries and glossaries in their native language, if available. These children are invited to attend the Extended Day Tutorial, the Title III program, and/or AIS program. Parents of these students are invited to attend various workshops that would support their child's learning. These adults are offered strategies and access to various tools/resources that they can use to work with the children at home. Thereby, this valuable information increases their child's English acquisition, as well as their own.

Classroom teachers are informed on instructional strategies that need to be implemented to facilitate optimum learning opportunities for the ELL child. There is particular focus on the individual classroom learning environments to ensure that supports are in place for these students. Visual representations are great for ELLs. Language prompts are beneficial for all students. These include the labeling of items in the room; classroom library with an increased number of native language books; the scaffolding of questioning strategies; the assignment of peer buddies and team building structures to increase the sensitivity and appreciation of cultural diversity within the school community.

Additionally, ELLs who take the ELA test after one year need special attention. As they adjust to the new country, new culture, and new language, the ELLs apply reading strategies, acquire extra vocabulary, and become familiar with different writing styles. These newcomer ELLs can also take advantage of the AIS program and Title III enhancement program to prepare themselves for the standard-based examinations.

SIFE Students:

Students with Interrupted Formal Education (SIFE) will be identified for classroom teachers upon entry to the school community. Personnel as well as other related service providers will be alerted to and assigned to provide at-risk support for the children. Special attention will be given to strengthen social and academic areas of need. As indicated in the Newcomer category, classroom interventions and At-Risk Academic Intervention Services will be provided for these SIFE children. SIFE students are welcomed into the Title III ELL After School Program.

ELLs Receiving Service 4 to 6 Years:

These English Language Learners are provided with additional Academic Intervention Services where they work in small groups for literacy and math either before school hours, during the instructional day, or after the instructional day. These children are monitored closely as are all other at-risk students and are offered the full range of intervention services available. They are invited to the supplementary services of Title III After School Program.

ELLs Also Identified As Special Needs:

These students are provided with the necessary instructional supports as set forth in their Individual Education Plan (IEP). As mandated, all efforts are made to ensure compliance and diligent efforts are put forth to ensure that they receive all related services and access to any academic intervention programs available to an at-risk student. Of course, invitations to the Title III ELL After School Program are issued to these ELLs to participate in learning and applying ESL strategies across the curriculum.

5. Implications: Intervention Programs

We recognize that students progress from the Beginning to Intermediate Level when they acquire listening and speaking skills. As they work on progressing to the Advanced Level of ESL acquisition, or work upon becoming proficient in the English language, ELLs need increased support in reading strategies to further enhance their comprehension and critical thinking skills. They need to also increase the focus on their writing skills and the organization of their thoughts in a logical manner. It is necessary to increase their awareness and understanding of the various concepts and the use of writing conventions. Due to the increased rigor of the upper grade curriculum content, our English Language Learners require targeted instruction in these areas of ELA, math, social studies, and science to move ahead. Content vocabulary and academic rigor will move the ELLs forward into the mainstream flow.

Based upon our school's Mission Statement and the LAP initiative, we continue to encourage active engagement in the four modalities of ESL instruction (Listening, Speaking, Reading, and Writing) within the Balanced Literacy framework, ESL/ELA Standards, and learning across the curriculum. We discourage teaching in isolation, and our professional development focus is geared towards strengthening the pedagogical interdisciplinary planning and the differentiation of instruction for all students with a particular focus on our English Language Learners. There is awareness that teachers need additional support given to guide them in scaffolding instruction for their students as well as how to tailor verbal and written directions. Increased opportunities for inter-visitation and modeling of appropriate strategies to support the ELL child, is another key consideration as we enhance our best practice.

Our Freestanding ESL model is built- in inclusion. Instructional support and language objective parallel the classroom teacher's teaching point. Small groups of ELLs work on content-based vocabulary within academic rigor. Consistency is important in implementing ESL modified guided reading and implementing Foundation with emphasis on phonology and word construction.

6. ELLS Who Have Tested Out:

Although ELLs have tested out (become proficient) as a result of the NYSESLAT, academic transitional support is still provided to them for two more years. They are allowed the same test modifications accorded to present ELLs. They are invited to the Title III Program and Academic Intervention Service in literacy or math, as determined by their ongoing assessments.

7. New Programs:

This year in the younger grades ELLs are participating in Foundations/Wilson. This program involves decoding, phonology, letter and sound recognition. Also, ELLs will be experiencing the ESL modified guided reading. Trained by the ELL Network Specialist, the ESL teachers will use ESL scaffolds to learn vocabulary and understand comprehension questions.

9. ELLs' Equal Access

ELLs are an integral part of the school population. They participate in all programs available at this time. During the day ELLs enjoy computer classes, various activities of physical education, music either from singing, recorders, or keyboards, and the creativity that comes from art. More hands-on fun activities are continued during Clubs on Tuesdays and Thursdays.

Of course, ELLs can attend the AIS and Title III ELL After School Programs. As part of the community involvement ELLs come with their parents in pajamas for Reading by Twilight.

Later on in the school year ELLs compete on Sports Nights and participate during Math Games Night.

10. Instructional Materials/Resources:

Instructional materials used to assist our English Language Learners, include a variety of supplementary resources that support the literacy, math, and content area instruction in science and social studies. These include a broad spectrum of print, visual, and digital resources designed to assist the learner in further increasing English language proficiency. Additionally, ELLs are receiving services from staff, who are constantly trained in Foundations, Wilson, and Special Education Tracking. The ELLs take advantage of the Extended Day Tutorial, working in listening, speaking, reading, and writing skills. Technology is infused at all levels, and ELL students will have increased opportunities to further enhance their skills utilizing our Computer Lab as well as the portable wireless laptops.

11. **Native Language Support:**

Newcomers are paired with native language buddies for acclimation to the new school, new food, new language, and new culture. They are constantly reminded to use their glossaries and dictionaries in the classrooms. Personnel and parent volunteers are tapped for their translated services when necessary.

12. **Required Services Support/ Resources for ELLs' Age and Level:**

As reiterated previously in the LAP, picture dictionaries, native language dictionaries, and glossaries are provided for the ELLs. Leveled books for guided reading are supplied to the staff in order to support the ELLs in learning vocabulary and reading strategies. Foundations/Wilson materials allow early childhood ELLs to learn and understand the letters and sounds associated with “tapping.” Flashcards and games to reinforce literacy skills are beneficial and age appropriate for the ELLs. Classes in technology, art, math, science, and social studies are always considered in regards to the ELLs’ age and proficiency level.

13: **Activities Prior to Beginning School Year:**

During the interview for the Home Language Information Survey with the parent/guardian/caregiver and the child, ESL teachers, or translated staff member, or Parent Coordinator can share the school lay-out and routines of the day. The parent receives a list of school supplies. The guardian is encouraged to ask questions. We are here to answer questions, make the new ELL feel comfortable, and escort him/her to class.

Professional Development and Support for School Staff:

Professional development is strategically planned to focus on informing all pedagogical staff on the powerful specialized strategies for strengthening the literacy and academic performance of our ELL students. Sessions are conducted during grade conferences, faculty conferences, and assigned professional development opportunities, both in-house and through outside service providers.

Staff development is designed to meet the needs of the new teachers as well as the veteran pedagogues. An important element that continues to be reinforced is the need to differentiate and scaffold instruction for all students, including our English Language Learners and special needs children. Teachers are informed on ways in which the classroom can provide an inviting and nurturing learning environment that supports the building of an ELL's self-esteem and developing confidence in a new language.

Topics include how to implement the Total Physical Response (TPR) and Sheltered English supports; how to use language in the service of other learning, with the planned integration of content and language; how to plan opportunities for meaningful interaction between peers; how to provide opportunities where the child is a "problem solver" rather than an "information receiver"; how to present different models of language that are understandable to the ELL, but also provides a new way of expressing meaning; and establishing frequent opportunities for interaction between the teacher and the individual student. Teachers are guided in how to develop/enhance reading and writing proficiency and strategies to further assist with listening comprehension and vocabulary development.

Network 19:

Our ESL teachers, mainstream teachers, and speech teachers attend professional development workshops offered through the Network #19 ISC. The ESL staff, mainstream instructors, and other related service providers attend monthly Network PD for ESL strategies and methodologies. They study the data and research for data-driven differentiated instruction. The ESL Network Specialist also provides in-house staff development and strong support for the teachers with classes of concentrated ELL population. In all, teachers at school receive more than the required 7.5 hours of ESL training from in-house, monthly ELL PD, and outside service providers.

As ELLs begin transition from elementary to middle or junior high schools, workshops are given for the teachers, the students, and the parents. Orientation workshops either at P.S. 206 or the middle schools encompass important issues. One involves understanding the differences in the different school lay-outs, program schedules, and the large number of teenagers. Another issue deals with students who like to bully and with students who are bullied. ELLs and other students are encouraged to get along with each other and be sensitive to others.

Parent Involvement:

Parent Involvement is a priority at P.S. 206, and outreach efforts made by the Parent Coordinator, ESL Teachers, Administrators, and other school personnel are consistent. Parent Coordinator is a key liaison in forging and strengthening the home/school relationships for newcomers, ELL students, and their families. Communications and workshops offered to these families are coordinated with the ESL teachers and conducted in multiple languages to reflect our commitment to include all members of the student population. Translators are readily available on a daily basis within our learning community to offer support to parents who may not be fluent in English.

Additional supports and resources are offered to our families in an effort to assist them in better navigating the DOE system and identifying key agencies that could provide further assistance to the student and his/her family. ELL parents are encourage to become involved in their child's

learning by participating in the various workshops/orientations offered; by attending the programs/events sponsored at the school and also by volunteering their time to assist in our learning community. There are ELL parents who are encouraged by seeing other ELL parents used as translator volunteers during some of our events.

Community involvement will continue to be a priority and families will be invited to participate in our events, collaborations with PTA functions, trips and the daily happenings at the school. Local CBO's and collaborating organizations will continue to support our efforts to develop stronger home/school connections for our ELL youngsters and their families.

To evaluate the needs of the parents we need to check out the feedback from the ELL parents.

They share feedback from the ESL Progress Reports, Parents Teachers Conferences, telephone calls, Parent Coordinator, PTA Association, the ELLs themselves, and confidential reports. (for example, medical, housing). Workshops are developed based on the ELL parents' needs. One important training for ELL parents will be to know how to maneuver and understand the data in ARIS for his or her child.

Data

The school uses a variety of assessment tools to assess and measure the early literacy skills of English Language Learners. Among these are Fountas and Pinnell Benchmarks, Teachers College Reading and Writing Workshops, Foundations Benchmarks (Probes), in addition to the city-mandated Acuity assessments and state mandated ELA, math, social studies, and science tests. Data from analyzing the New York State English as a Second Language Achievement Test and the ELL Periodic Assessments is incorporated.

Table 5: Number of ELL Students by Grade, Scoring, NYS ELA 2009 and NYS Math 2009

Assessment		Level I	Level II	Level III	Level IV	Total
	Grades	Beginners	Intermediate	Advanced		
NYS ELA 2008	Gr. 3	2	12	4	0	18
	Gr. 4	2	7	0	0	9
	Gr. 5	1	9	2	0	12
NYS Math 2008	Gr. 3	0	3	14	2	19
	Gr. 4	1	3	6	1	11
	Gr. 5	2	4	7	0	13

When we examine the data, we find many trends that can help us further drive our instruction. We have noticed, that in the past, students have had many difficulties with reading and reading comprehension. In response to this, we have implemented several school-wide programs which help to reinforce literacy skills taught in the classroom. Within the classroom, consistent monitoring of student progress through guided reading and conferencing is done by every teacher and extra conferencing is done by the ESL teachers for ELL students. Comments pertaining to student progress and areas that need development are kept in literacy binders, which every teacher keeps in his or her classroom. Additionally, through research conducted by our Inquiry Team we have initiated a vocabulary focus. Children are exposed to Tier II words through specialized activities such as the Intensity Thermometer and Morphology. This intensive vocabulary work has shown an increase in reading comprehension among the targeted group.

Our school continues to nurture student's love of reading. In order to foster this kind of school environment, we offer family literacy programs such as Reading by Twilight, PTA-sponsored book fairs, Weekly Readers, and Scholastic Book Clubs. Specifically for ELLs, we have developed an after school Title III enrichment program which continues to support the four skills of reading, writing, listening, and speaking.

Whereas we acknowledge these improvements in reading, our NYSESLAT data continues to indicate student weakness in writing skills. We find that ELL students need to move beyond simple sentence structure to include more complex and varied sentence structure, broader vocabulary, and a great understanding of syntax and grammar.

As a school, we have a joint interest in moving these students forward. We have begun to look at different ways to incorporate strategies that will help our students improve upon their writing. During Writer's Workshop, classroom teachers are conferencing with students on their writing on a consistent basis. The school's Inquiry Team has also been investigating ways to expand student vocabulary, looking specifically at way morphological structures and metalinguistic awareness can assist ELLs in identifying more challenging Tier II words and encouraging students to use these words in their writing and daily communication. The school has also been looking more specifically at how we are modeling sample writing lessons-understanding how, as educators, we must "show" more than "tell", specifically in our daily interactions with ELLs. We are also looking more closely at ways to incorporate language objectives into daily planning. These are strategies that we hope will benefit ELLs-in addition to students school- wide.

While we look at the NYSESLAT data as only one piece of the data and information equation, it provides us with an understanding of where we are and how we will continue to move our students. The data shows us that reading and writing are the skills that are giving students the most difficulty. As deliberate practitioners, we are aware that we must focus much of our efforts on reading and writing without compromising speaking and listening skills. In other words, we approach our ESL instruction with an acknowledgement that we need to continually develop cognitively demanding instruction that builds on student strengths and strive to improve on student weaknesses.

NYSESLAT Modality Analysis supports the claim (see Table 6.) "As deliberate practitioners, we are aware that we must focus much of our efforts on reading and writing without compromising speaking and listening skills. In other words, we approach our ESL instruction with an acknowledgement that we need to continually develop cognitively demanding instruction that builds on student strengths and strive to improve on student weaknesses." (Reiterating previous paragraph. – ESL teachers F. Chin and R. Brux)

Table 6: ELLs' Modality Analysis, according to NYSESLAT & LAB-R, 2009

	K	1	2	3	4	5
Listening/Speaking						
B	13	4	0	3	0	2
I	0	6	0	3	1	1
A	12	8	10	4	8	3
P	0	3	7	6	7	7
Reading/Writing						
B	13	13	2	5	0	3
I	0	4	8	7	7	5
A	12	3	6	4	9	5
P	0	1	1	0	0	0

We are aware of how ELLs can be “stagnate.” For example, an ELL has been at the Advanced level of proficiency for 3 consecutive years. We can use Foundations to help with decoding. ESL modified guided reading can be utilized for comprehension skills. We reiterate how consistently scaffolding ESL strategies and methodologies are important to reinforce reading strategies and writing skills.

We understand data determines the success of the ESL program – the subgroups improving from Beginner to Intermediate, from Intermediate to Advanced, from Advanced to proficiency in the English Language. However, we see success in the students’ eyes when they can accomplish a small task – nodding and understanding a word or phrase, communicating with a classmate, creating a play. Language is always evolving, and there is no finality to it. As ESL educators it is our goal to support language acquisition. It will be reflective in the data.

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

Form TIII – A (1)(a)

Grade Level(s) 3,4,5 _____ Number of Students to be Served: _____ 45 _____ LEP 5 _____ Non-LEP

Number of Teachers _____ 2 _____ Other Staff (Specify) _____ 1 Administrator _____

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
MAY 2009

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.

For 2009-2010 Title III ELL After School Program will be set up for students in Grades 3, 4, and 5 on Tuesdays, Wednesdays, and Thursdays. Instruction will be provided by two licensed ESL teachers. Small groups of students will work toward approaching and meeting the standards in their English language skills. Activities will be taught in the balanced literacy model. We will concentrate on read alouds, shared and paired reading, and shared and paired writing. Emphasis on rigor will impact on vocabulary. Focus will continue in vocabulary development, ranging from Tier 1, Tier 2 (now "mortar" for foundation,) to Tier 3 (now "brick" for support) words. Integrating curriculum with ESL is imperative for ELLs language acquisition. Their listening, speaking, reading, and writing skills will be further reinforced through NYSESLAT information and test preparation.

Parents/Caregivers of the Title III program will be invited to 5 different workshops in order to observe, participate, and inquire about the ESL services.

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.

We are fortunate to have a knowledgeable and hard-working ELL network specialist Pierre Galvez. He provides monthly professional development for the ESL instructors in his network. The teachers' binders of various ELLs' works are showcased during the Principals' Fair in June.

The ELL NSS also shares his expertise in ESL strategies with classroom teachers at the school. In addition, he delivers individual assistance when necessary.

Form TIII – A (1)(b)

School: 206 BEDS Code: 34280001026

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

MAY 2009

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	\$12,581.33	Teachers: \$49.73 x 1.5 hrs x 66 days x 2 teachers = \$9,847 Administrator: \$51.34 x 1.5 hrs. x 33 days = \$2541.33 Prof. Dev. Program \$49.73 x 1 hr. x 2 days x 2 teachers = \$199
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	\$1500.00	Books and materials to support program
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	14,081.33	

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.

Using the Home Language Information Surveys parents fill out when they register their children is a major source of information for languages spoken at home. Data is gathered to discover which languages other than English are spoken in our school population and school community.

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.

All data is entered in the Department of Education ATS and ARIS systems. The data of different languages allow us to see which languages we need to tap into the community and/or the DOE translation unit.

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.

We utilize our Parent Coordinator and other personnel for written translations for the Spanish parents and students. However, other written interpretation needs such as Russian will come from the DOE translation unit.

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.

The school provides a stronger oral interpretation service. We have a list of staff members who speak other languages (Polish, Russian, Hebrew, French, Haitian Creole, Chinese, Bengal, and Urdu). They assist in translating during parent-teacher conferences, school workshops, and Parents' Association meetings. Trained parent volunteers also translate for the parents/caregivers, and students. If we do not have personnel to help out, we will use the translation unit at the DOE. Their phone number is posted in the office for easy access for both school staff and the community. All information is shared again in the parents' workshops and in the new school newsletter.

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>.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	355617	39443	395060
2. Enter the anticipated 1% set-aside for Parent Involvement:	3556		3556
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		394	394
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	17000		17000
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		1977	1977
6. Enter the anticipated 10% set-aside for Professional Development:	35561		35561
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		3944	3944

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: _____96%_____
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.

We have offered to use the 5% to pay for college credits to assist teachers in obtaining appropriate licenses.

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

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

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

P.S. 206 agrees to implement the following:

1. An annual Title I Informational Meeting will be held each fall at which Title I program goals, objectives, assessments and activities will be explained. Ways in which parents can be involved will be presented. Parents will be encouraged to become active and ongoing members of the school community.
2. Parents will be given the opportunity to be involved in the planning, reviewing and improvement of the Title I program,
3. Parents will receive report cards three times per year and will be invited to confer with teachers about the progress of their child both during designated Parent Conference Days/Evenings and during the school year when questions and concerns arise.
4. Parents will be informed about assessments other than report cards that measure their child’s progress.
5. Where possible, correspondence to parents will be sent in various languages.
6. Parents will be able to observe their children at work in their classrooms.
7. Parent meetings/workshops will be held at varied times of the day to accommodate family work and child-care schedules.

8. Parents will be invited to attend workshops arranged by the Parent Coordinator on topics relevant to school and children. Parent meetings/workshops will be held at varied times of the day to accommodate family work and child-care schedules.

This School Parent Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I Part A programs as evidenced by the School Leadership Team of P.S. 206. This policy was adopted by P.S. 206 in June, 2009 and will be in effect for the period of 2009-2010. This policy will be made available to all parents of participating Title I, Part A as soon as it is posted on the website

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

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

P.S. 206 School-Parent Compact

School Responsibilities

P.S. 206 will:

- Provide high-quality instruction in a supportive learning environment that will enable all children to meet the NYC and NYS standards.
- Hold parent-teacher conferences as indicated (in addition to the two mandated days).
- Provide parents with frequent reports on their child's progress.
- Provide parents with opportunities to volunteer and participate in their child's class and to observe classroom activities.

Parent Responsibilities

Parents will support their children's learning by:

- Making sure children are in school and on time every day.
- Seeing that homework is completed.
- Monitoring the amount and quality of TV that children watch.
- Volunteering in their child's classroom.
- Participating in decisions about their child's education.
- Promoting positive use of their child's free time.
- Staying informed about their child's education by reading and responding to all notices or correspondence from the school.
- Communicating appropriately with the school when there is a concern.
- Serving on school committee and attending school-based parent and/or child events.

Student Responsibilities

Students will aid in their own academic achievement by:

- Doing homework every day and asking for help when necessary.
- Reading at least 20 minutes a day after school.
- Writing every day.
- Following the rules of the school and classroom.
- Getting along with others.
- Making sure that their parents get all notices and information received from the school every day.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

The needs of our students will be assessed in the following ways:

- **Looking at formal and informal data including standardized test scores, TC Alternative Assessment, Acuity assessments, such as predictive and ITA, student portfolios, NYSTART Report information, report card grades, teacher-made tests and observations.**
- **Asking for parent input through surveys and questionnaires.**
- **Reviewing data in the School Report Card.**
- **Conducting an in-house school-wide walkthrough, this includes teachers and parents.**
- **Quality Review**
- **Looking at attendance records.**
- **Evaluating the effectiveness of professional development sessions through teacher surveys and checklists.**
- **Doing focused periodic walkthroughs focused on a specific grade, curriculum area, etc.**

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

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

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

See question 9 and 10.

3. Instruction by highly qualified staff.

Statistically, 95% of our teachers are fully licensed and 95% have Master's Degrees or higher. Teachers participate in professional development sessions across curriculum areas. Our collaboration with our LSO ensures that a Staff Developer models lessons and conducts workshops to help teachers improve literacy instruction. Our Math Coach and LSO work with teachers to implement best practices in the teaching of mathematics. Additionally our Network Support Specialist for ESL and Special Education works with teachers to ensure best practices.

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

5% of Title I funding is used to support quality professional development. In addition, weekly grade meetings and monthly faculty conferences both have a staff development component. Teachers attend professional development and turnkey essential information. In addition, staff attends professional development workshops provided by our LSO and in-house conducted by our coaches and staff members.

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

N/A

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

See pages 21 & 22.

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.

Many of the pre-school children who come to kindergarten at P.S. 206, attend the Pre-K program in our building. There is, therefore, a natural transition from this program to the next level. Our Pre-K teacher takes advantage of many opportunities to

introduce her students to the building environment by providing them with walkthroughs and visits to the cafeteria, auditorium, library, computer room and gymnasium. This prepares them for the kindergarten experience they are about to embark on.

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.

Teacher input is sought after and suggestions are given due consideration. Discussions about assessments and achievement take place regularly at weekly grade meetings and at faculty conferences. Additionally, teacher input is given at instructional cabinet meetings, policy meetings and school-wide walkthrough.

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.

Standardized tests, TC Alternative Assessment, Foundations Unit Test and Probes, teacher-made tests and interim assessments are used to determine proficiency and progress toward meeting standards. Students who are struggling are scheduled for AIS during the instructional day and/or in an extended day program. Here, small groups and work is geared to specific needs giving students an opportunity to master skills that has proven difficult for them.

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.

Students participate in violence prevention activities through outside agencies. Our Physical Education teacher provides the students with comprehensive lessons on nutrition. Housing programs, Head Start, adult education, vocational and technical education and job training do not apply to our school.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.

N/A

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;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

7. Provide strategies to increase parental involvement; and

N/A

8. Coordinate and integrate Federal, State and local services and programs.

N/A

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

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

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

Part A: For All Schools Identified for Improvement

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

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

Part B: For Title I Schools Identified for Improvement

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

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

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

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

Many of these findings are not relevant to our school because we have addressed these issues.

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

Applicable Not Applicable

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

One part of our Balanced Literacy approach is Teachers' College Reading & Writing Workshop. Through Teachers' College a pacing calendar and timeframe for covering curriculum is established. Curriculum mapping occurs through the units of study, specifically the teaching points which identify skills and strategies for both the teacher and student. Additionally, through Foundations and Words Their Way (phonetic programs) all other subtopics are covered in the curriculum. Rubrics are developed to set expectations and outcomes. Speaking and listening is emphasized daily through the read aloud and accountable talk. Currently, materials to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers, are in the process of being ordering, specifically leveled libraries in all genres.

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.

N/A

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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

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

During curriculum planning, we will focus on utilizing the process strands that are embedded throughout the lessons in the Math Boxes and the recommended Portfolio Ideas.

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

X Applicable Not Applicable

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

In analyzing the Math instruction, student practice, and the assessment material, we found a gap in the inclusion of the process strands.

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.

We will begin to supplement the instruction, student practice, and assessments with tasks that emphasize the process strands. As an example, accountable talk, which supports the communication process strand, will be included during the active engagement and practice segments. Culminating projects and performance tasks will also be developed to include process strands.

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

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

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

We have monitored the time allocated for direct instruction and independent time during Reader’s Workshop.

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

Applicable Not Applicable

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

Direct instruction is not the dominant instruction orientation. We implement the workshop model allocating 33% of the allotted time for explaining or modeling a concept and an overall 66% of the time for independent practice. Within this timeframe, selected students do receive additional support in a small group setting as well as one-to-one conferencing.

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

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

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

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

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

We have monitored the time allocated for direct instruction, student engagement, independent work, hands-on learning and the use of technology time during Mathematics Workshop.

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

X Applicable Not Applicable

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

Though the time allocated for direct instruction, student engagement, independent work, and hands-on learning is appropriate, we have found evidence showing technology is rarely used during the Mathematics Workshop.

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.

During our planning sessions, we will include the opportunity to utilize technology to enhance the learning of concepts by identifying games, websites and projects appropriate to the unit.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

My payroll secretary analyzes the BEDS survey and past organization sheets to determine teacher turnover rate. Currently, two teachers were hired due to maternity leaves.

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

Applicable Not Applicable

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

We have teacher stability therefore initiatives are sustained.

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

Last year, I surveyed the staff regarding professional development. In its findings, it was determined that teachers did not receive sufficient professional development regarding ELL instruction. Therefore, this year, teachers have been receiving professional development by our Network ESL Support Specialist.

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

X Applicable Not Applicable

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

After analyzing the data from the NYSESLAT, many students did not advance to the next level of proficiency (B, I, A). Many students are long term ELLs.

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

We are in the process of implementing professional development to our ESL licensed teachers and our common branch teachers of ELL students. This professional development is ongoing throughout the year. ESL teachers also receive professional development from our network.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

This finding is relevant because the NYSESLAT scores are not provided to the school in a timely manner.

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

X Applicable Not Applicable

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

Therefore, it affects re-organization as students may be assigned to the incorrect proficiency-leveled ESL class. Due to the lateness of the NYSESLAT assessment, we developed our own internal assessment which teachers use to differentiate instruction.

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.

We have trained ESL teachers in modified guided reading, which allows them to work in small groups. This structure includes periodic running records and ELL interim assessments which are used to differentiate instruction. Additionally, we have organized our classes to group ELL students by proficiency level based on the NYSESLAT results.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

Through a survey, teachers expressed a concern that they are unfamiliar with the content of the IEP and how to accommodate and modify the curriculum to meet the needs of the special education population including behavior support plans.

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

X Applicable Not Applicable

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

Through observation, no significant modifications are made to the curriculum to support students with special needs by the general education teachers.

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.

One way that we address the issues is through professional development. Teachers have attended IEP writing workshops and currently general education and special education teachers are attending an ongoing professional development workshop based on strategies initiated by our Network Special Education Support Specialist.

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

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

Please respond to the following questions for Key Finding 7:

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

At AIS team meetings, the issue of IEP goals and objectives has been brought to the administration's attention.

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

X Applicable Not Applicable

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

Based on data provided by the OORS system, many student discipline incidents occur during the time students spend in the classroom. This is one indication that teachers may not be implementing behavioral plans with students. Additionally, an analysis of IEPs goals and objectives show that they are written broadly and do not provide specific accommodations and/or modifications for the classroom environment.

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.

At annual reviews, special education teachers are informed to add specific behavioral modifications to the classroom environment and may include a behavior intervention plan. It has been discussed to use NYS ELA and Math scale scores when deciding on promotional criteria. For example, a child with promotional criteria for grade 3 may score as low as a 580 and still be promoted. Additionally, teachers were instructed to write goals that are more specific with suggested modifications.

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.)

Currently, we have 5 students in temporary housing.

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

As in the past, we provide the students with support through our Guidance Counselor and/or Social Worker. Also, if need be, we provide the students with MetroCards. The families are also offered the opportunity to meet with our Parent Coordinator as a means of support.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.