



**P.S. 220 EDWARD MANDEL**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: P.S. 220 EDWARD MANDEL**  
**ADDRESS: 62-10 108 STREET, QUEENS, NY, 11375**  
**TELEPHONE: 718-592-3030**  
**FAX: 718-271-7642**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 28Q220      **SCHOOL NAME:** P.S. 220 Edward Mandel

**SCHOOL ADDRESS:** 62-10 108 STREET, QUEENS, NY, 11375

**SCHOOL TELEPHONE:** 718-592-3030      **FAX:** 718-271-7642

**SCHOOL CONTACT PERSON:** Josette Pizarro      **EMAIL ADDRESS** jpizarr@schools.nyc.gov

**POSITION / TITLE**      **PRINT/TYPE NAME**  
**SCHOOL LEADERSHIP TEAM CHAIRPERSON:**      Rotating

**PRINCIPAL:** Josette Pizarro

**UFT CHAPTER LEADER:** Heather Lorenz

**PARENTS' ASSOCIATION PRESIDENT:** Stephanie Favors

**STUDENT REPRESENTATIVE:** n/a  
*(Required for high schools)*

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

**DISTRICT:** 28      **SSO NAME:** Integrated Curriculum and Instruction Learning Support Organization

**SSO NETWORK LEADER:** Wilks, Marlene

**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/RulesPolicies/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Joseette Pizarro	Principal	
Suzann Valenzuela	UFT Member	Electronic Signature Approved.
Heather Lorenz	UFT Chapter Leader	
Stephanie Favors	PA/PTA President or Designated Co-President	
Virginia Fadis	UFT Member	
Kelly Aull	UFT Member	Electronic Signature Approved.
Maria Roca	Parent	
Ellen Pupo	Parent	
Ana Reyes	Title I Parent Representative	Electronic Signature Approved.
Elena Abydos	Parent	

**\* Core (mandatory) SLT members.**

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

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

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

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Public School 220 strives to create lifelong learners who are prepared to face the challenges of a fast-changing, ever-shrinking global society. Our children receive a world class education, from fundamental skills to higher order thinking skills, which will enable them to adapt in all aspects of their professional and personal lives. Our school motto is "Today's Learner Is Tomorrow's Leader." Our school community encompasses a community of care. Through caring we ensure that all students succeed because we are vested in the success of every student left in our charge. As a community we understand that parents, guardians, and staff are all responsible for the social and academic development of our students' so they may become productive citizens and tomorrow's leaders.

P.S. 220 is located in Forest Hills, Queens which is in the northern part of Region 3. Our school is reflective of the multicultural area in which it is located. There are 29 different languages in our school. We take pride in our diverse demographics by embracing all of students and families. As a result, all of our parent communications are offered in many different languages and most importantly in a yearly school-wide agenda.

We have 485 students currently enrolled in our school, starting from Pre-K and ending in Grade 5. There is an average of two general education classes per grade. There are six CTT (Collaborative Team Teaching) Classes, one on each grade, three Self-Contained classes on a variety of grade levels, and two Talented and Gifted classes. Due to our Multicultural population, we have a strong ELL program to support their needs. In addition, we have an AIS (Academic Intervention Services) provider who pushes in and pulls out to help service our struggling students in both Math and Literacy.

P.S. 220 is firmly committed to the Teachers College Workshop Model for Reading and Writing. We believe this program provides our students with an environment that promotes learning at their own developmental pace. In support of this program, teachers are engaged in Professional Development both on the Regional Level and at Columbia University. These programs are necessary in our quest to create lifelong learners, strengthen teaching, and develop a love for learning which is transposed to our students.

Everyday Mathematics is currently being used in all classrooms including Pre-K. This program involves a workshop approach to mathematics and a spiraling curriculum throughout the grades. Games and Explorations are incorporated into the program as well differentiated activities for our ELL and Special Education population.

Our Arts programs are as rich as our student body. Programs include Art and Music which are highlighted through performances and exhibits. Through the Arts we hope to enable our auditory and kinesthetic learners to excel, as well as the entire school population.

To support our special needs population, there are various out of classroom providers. These providers include Speech, Occupational Therapy, Physical Therapy, and Guidance Counselors. Each out of classroom provider attends a monthly meeting at which students' needs are discussed and individual action plans are made.

**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.**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>School Name:</b>	P.S. 220 Edward Mandel						
<b>District:</b>	28	<b>DBN:</b>	28Q220	<b>School BEDS Code:</b>	342800010220		
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	29	29	31		94.2	94.7	95.2
Kindergarten	74	71	81				
Grade 1	81	67	71	Student Stability - % of Enrollment:			
Grade 2	91	80	71	(As of June 30)	2006-07	2007-08	2008-09
Grade 3	66	63	74		92.3	91.5	94.5
Grade 4	72	63	74	Poverty Rate - % of Enrollment:			
Grade 5	69	67	65	(As of October 31)	2006-07	2007-08	2008-09
Grade 6	0	0	0		58.9	60.4	57.5
Grade 7	0	0	0	Students in Temporary Housing - Total Number:			
Grade 8	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 9	0	0	0		0	1	3
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 12	0	0	0		9	5	11
Ungraded	1	8	3	Special Education Enrollment:			
Total	483	471	481	(As of October 31)	2006-07	2007-08	2008-09
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	33	34	32	Principal Suspensions	3	6	2
# in Collaborative Team Teaching (CTT) Classes	42	53	59	Superintendent Suspensions	0	3	4
Number all others	31	17	19	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09
				CTE Program Participants	0	0	0
English Language Learners (ELL) Enrollment:				Early College HS Program Participants	0	0	0
(BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Teachers	39	46	44
# receiving ESL services only	106	124	117				

**CEP Section III: School Profile**

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	15	0	27	Number of Administrators and Other Professionals	4	14	16
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	9	10
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	97.7
				% more than 2 years teaching in this school	69.2	69.6	77.3
				% more than 5 years teaching anywhere	53.8	54.3	59.1
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	92.0	93.0	98.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	93.8	81.5	100.0
American Indian or Alaska Native	0.2	0.2	0.4				
Black or African American	7.7	7.0	6.2				
Hispanic or Latino	24.0	25.0	24.9				
Asian or Native Hawaiian/Other Pacific Isl.	26.5	26.3	22.9				
White	41.6	41.4	45.5				
<b>Male</b>	55.5	59.2	59.0				
<b>Female</b>	44.5	40.8	41.0				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

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

<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
		<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
<b>Student Groups</b>		ELA	Math	Science	ELA	Math	Grad Rate
<b>All Students</b>		√	√	√			
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American		-	-	-			
Hispanic or Latino		√	√	-			
Asian or Native Hawaiian/Other Pacific Islander		√	√	-			
White		√	√	-			
<b>Other Groups</b>							
Students with Disabilities		√	√	-			
Limited English Proficient		√ <sup>SH</sup>	√	-			
Economically Disadvantaged		√	√	√			
<b>Student groups making AYP in each subject</b>		7	7	2	0	0	0

<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
<b>Overall Letter Grade:</b>	A			<b>Overall Evaluation:</b>	NR		
<b>Overall Score:</b>	87			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment:	7.5			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	10.5			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	60						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	9						

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

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

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

## **SECTION IV: NEEDS ASSESSMENT**

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

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

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

On the English Language Arts Examination, in the school year 2008-2009, students at proficiency (Level 3 or 4) are as follows: 76% in 5<sup>th</sup> Grade, 69% in 4<sup>th</sup> Grade, and 60% in 3<sup>rd</sup> Grade. 68% of our tested population is at the proficiency levels. Last year 61.1% of our tested populations were proficient. This is an increase of 6.9% from 2007-2008 to the 2008-2009 school year.

We also took a close look at several sub-groups within our population. When examining gender performance in our testing grades we found the following results: Girls at proficiency (Levels 3 or 4) are as follows: 79% in Grade 5, 69% in Grade 4, and 69% in Grade 3. Boys at proficiency (Levels 3 or 4) are as follows: 74% in Grade 5, 68% in Grade 4, and 53% in Grade 3. This data indicates that boys are performing slightly lower than our girls. We will continue to monitor these sub-groups to determine if there are any changes during the 2009-2010 school year. As a proactive measure, an emphasis has been placed on student interests and learning styles to meet the needs of our boys and girls.

We drilled down to take a look at our Special Education population. The results are as follows: The children receiving a 3 or 4 are: 93% in Grade 5, 85% in Grade 4, and 66% in Grade 3. We are very proud to highlight these scores due to the fact that we have such a large special education population. We believe that these results are due to the fact that for the past two years an emphasis has been placed on differentiation in all curriculum areas and intensive staff development has been given to all of our teachers. During the 2009-2010 school year, we will continue to focus on differentiation to reach the needs of all our children. In addition, we feel the initiatives and focus of our Inquiry Team also played a significant role in the growth of this population. We will continue to fine tune our teaching models in our CTT classes through staff development, , hoping this will help not only our special education population but our general education children as well. Special Education Professional Development is also being provided to Special Education Teachers in order to improve our instructional strategies.

English Language Learners is another large sub-group in our school community. The students scoring at proficiency (Level 3 or 4) are as follows: 20% in Grade 5, 21% in Grade 4, and 32% in Grade 3.

To support this population, staff development will be provided for our ELL teachers to help strengthen their teaching techniques. IN addition the ELL teachers will turn-key and provide support to the classroom teachers. An emphasis will be placed on aligning the curriculum between the pull-out time and the classroom time. More instructional time will be spent pushing in instead of pushing out so that students will not miss any valuable instructional time.

After analyzing our Language Arts Predictive and our ELA State test, we continue to notice a weakness in Determining Importance questions. A significant amount of students scored considerable low on questions involving Determining Importance. While taking a closer look at the distracter analysis we noticed most children chose the distracter. We will continue addressing this issue through Inquiry Work and staff development.

One of our greatest accomplishments over the past few years has been the collection and use of data. Our school is increasingly becoming one which not only collects data but one who uses it to drive instruction. One of the most significant changes we have made is setting an individual reading goal for each child with reflects one years' growth. In addition to setting individual goals, the data is facilitating differentiated instruction. By using the data in Reading and Mathematics, teachers are able to meet the needs of each individual child.

Our newly constructed Inquiry Team has taken a close look at this data as well. 100% of the students in the lowest 1/3 of our population made at least one years growth. This is a huge accomplishment and we attribute it to the Inquiry Work that the school has done. We believe that this important work will continue the improvement of our student's overall achievement. This year 90% of our school community will be involved in Inquiry Work. We hope this will further our success.

On the New York State Mathematics Examination, in the school year 2008-2009, students at proficiency (Level 3 or 4) are as follows: 83% in 5<sup>th</sup> Grade, 82% in 4<sup>th</sup> Grade, and 91% in 3<sup>rd</sup> Grade. The data shows a slight increase of students receiving a 3 or a 4 in all testing grades.

When examining gender performance in our testing grades on the New York State Mathematics Exam we found the following results: Boys at proficiency (Levels 3 or 4) are as follows: 84% in Grade 5, 89% in Grade 4, and 89% in Grade 3. Girls at proficiency (Levels 3 or 4) are as follows: 80% in Grade 5, 74% in Grade 4, and 92% in Grade 3. We found no significant difference in the overall percentages between girls and boys.

As we take a close look at our Special Education, we found the following results: Special Education children at proficiency (Levels 3 or 4) are as follows: 46% in Grade 5, 51% in Grade 4, and 18% in Grade 3. As always we will continue to address the needs of our Special Education population. Through the efforts of our Math Coach and staff development and emphasis will be placed on the 2<sup>nd</sup> and 3<sup>rd</sup> Grade math curriculum. As a result of our ever growing special needs population, one of goals in the 2008-2009 school year is to become more proficient at differentiating the math curriculum, so that every student has a curriculum more geared toward their readiness, interest and learning style. An emphasis has been placed on using CTT teaching models as a way to also enable each child to learn in the most optimum conditions. In addition, on-going data collection (RSA's) enables teachers to see a daily snapshot of how each child is achieving in their classroom and can differentiate accordingly. We hope in our continuing effort to focus our attention on learning styles that we will meet the needs of all our students.

English Language Learners is another large sub-group in our school community. The students scoring at proficiency (Level 3 or 4) are as follows: 54% in Grade 5, 60% in Grade 4, and 82% in Grade 3. We notice a significant difference between the performance on the English Language Arts Exam and the Mathematics exam.

## 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 (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
<p>Goal # 1</p> <p>By June 2010, 80% of classroom teachers will demonstrate a deeper knowledge of differentiated instruction focusing on readiness, interests, and learning profile by utilizing the toolkits provided by specialists in targeted academic areas. Through observations, walk throughs, and collaborative planning this will be measured.</p>	<p>We will expand and deepen our implementation of differentiated instruction across academic areas to meet the varying learning needs of our student subgroups. (Identified subgroups in need of additional support evident from our progress report data and NYS exams include our English language learners, special needs students, lowest/highest 1/3 students identified in our inquiry study). By June, in phase two of this implementation our goal is to develop a toolkit of ideas to implement by classroom teachers since the majority of services are provided by these educators.</p>
<p>Goal # 2</p> <p>By June 2010, we are looking to make a 5% increase in the number of students who reach proficiency in reading, based on our Assessment Pro data collected as a result of our TC running records assessment.</p>	<p>Although the percentage of students at proficiency increased from 59.7% in 2007-2008 to 67.0% in 2008-2009 with a metric value increase from 8 to 10.5 our overall score is reflected as a D. Based on our Inquiry Team study our goal is to improve the overall student performance on the NYS ELA by developing student long and short term goals in the area of reading levels to support the improvement of students reading proficiency levels. This will be measure through Assessment Pro data which reflects students reading level in comparison to grade level benchmarks as well as one year's growth for individual students.</p>
<p>Goal # 3</p> <p>By June 2010, a minimum of 90% of school staff will demonstrate progress towards achieving positive behavioral patterns as measured by monitoring our in-school behavioral reward system.</p>	<p>Based on data collected from the 2008-2009 Environmental Survey staff members have expressed a need to further develop our systems for maintaining and implementing consistent procedures to address behavioral concerns. According to our survey in the area of safety and respect we increased our metric score from 4.6 to 5.1 in the area of order and discipline. In addition we increased our metric score from 3.7 to 4.7 in the area of addressing student behavior/discipline problems. We will implement our school wide discipline practices which were developed last</p>

	<p>year to ensure consistency and clear expectations that support a positive school community. PBIS (Positive Behavior Intervention Systems) is supported by our internal coach and PBIS team. Our behavior matrix identifies specific behaviors expected in areas throughout the school as well as a clear discipline ladder for students experiencing difficulty in maintaining acceptable behavior.</p>
<p>Goal # 4</p> <p>By June 2010, 85% of our teachers will demonstrate evidence of student active engagement in their learning as described in the Professional Teaching Standards. Teachers will individually move across the matrix when there is an increase of knowledge in the area of engagement. This will be measured by observations, walk throughs, and teacher discussions.</p>	<p>Our goal is for teachers to work in collaboration with administration and coaches to develop personal professional goals which will be monitored throughout the year using the professional teaching standards matrix. We will measure data collected in the form of matrix and goals to develop a clear understanding of ways to engage all learners. Based on our 2009-2010 Progress Report there is a need to engage our students and ensure academic expectations are developed/maintained.</p>

## SECTION VI: ACTION PLAN

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

**Subject Area  
(where relevant) :** \_\_\_\_\_

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal # 1 By June 2010, 80% of classroom teachers will demonstrate a deeper knowledge of differentiated instruction focusing on readiness, interests, and learning profile by utilizing the toolkits provided by specialists in targeted academic areas. Through observations, walk throughs, and collaborative planning this will be measured.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>· Faculty notes will include professional reading material that focuses on differentiation and supports the development of a common language among staff.</li> <li>· Grade conferences and professional development will provide teachers with the opportunity to review different models of differentiated instruction and develop a common language for planning and instruction.</li> <li>· Teachers will begin to plan and implement scaffold lessons that are differentiated based on content, process and/or product for individual students.</li> <li>· Coaches will model tiered lessons that are differentiated based on student readiness, interest and/or learning style. Coaches will share strategies for implementing lessons in the areas of literacy and math which are differentiated.</li> <li>· Administrators will attend available professional development meetings and conferences to further our understanding of Differentiation.</li> <li>· Professional development will model best practices for teaching and learning in a</li> </ul>

differentiated classroom.

- The instructional cabinet will participate in a study group based on the book Leadership for Differentiation Instruction.

- From August to January we will focus on how to differentiate the content, process and or product based on student readiness, interest and learning style.

- Beginning in February we will participate in differentiated study groups that support teachers based on their specific readiness, interest and/or learning styles.

- Curriculum mapping will be shared with the entire school community including related service providers, ELL teachers and Special Education teachers so we may continue to develop a cohesive action plan that supports students' individual needs.

- Sharing strategies used by ELL teachers, special needs teachers and gifted and talented teachers to address the needs of students within our heterogeneous classrooms.

- Deepen our study of differentiation of instruction by expanding it across academic areas with a focus on student readiness, interest and learning profiles of students

**Aligning Resources: Implications for Budget, Staffing/Training, and Schedule**

*Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*

Resources for deepening our study of differentiation of instruction would include professional development from our Literacy Coach funded by Contracts for Excellence, our Math Coach and ELL Teachers funded by Title 1, and other individuals who are considered knowledgeable in their specific core instructional areas. We use a combination of School Wide Project and Title 1 funding to have additional professional development provided by our Teachers' College Teacher Trainer and members of our Learning Support Organization.

**Indicators of Interim Progress and/or Accomplishment**

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

- This will be measured through ongoing observations of instructional strategies that focus on small group instruction, highlighting groups for readiness, interests, and learning profiles. Teachers will identify students in each group which is evident in the benchmark sheets which are collected and reviewed by our instruction cabinet.

- Monthly grade specific curriculum maps reflect differentiated groupings

- Benchmark sheets are used by the inquiry team to develop suggested strategies which will be implemented by teachers.

- Lessons will be observed to determine teachers' individual strengths, weaknesses, and

- understanding of differentiate instruction as we move to the next level of understanding.
- Coaches will model, plan and assist in implementing highly differentiated lessons with in the class.
  - Classrooms which have been identified as successfully implementing differentiated instruction will be shared with colleagues as a means of building capacity among staff.
  - Master and daily schedules reflect common planning time and time identified for ongoing professional development or study groups.
  - Instructional cabinet time line and focus for study group, professional development.
  - Agendas from meetings, faculty notes and professional reading material are kept on file.
  - Funds have been set aside to purchase professional literature, professional development, and resources that support and expand teacher knowledge of differentiation

**Subject Area  
(where relevant) :** \_\_\_\_\_

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal # 2 By June 2010, we are looking to make a 5% increase in the number of students who reach proficiency in reading, based on our Assessment Pro data collected as a result of our TC running records assessment.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>· Identification of students in the lowest and highest 1/3 of each class based on running record assessments.</li> <li>· Students will participate in small group instruction during the regular school day. Specifically during readers workshop.</li> <li>· Teacher development and understanding of reading habits associated with each specific reading level.</li> <li>· Conferencing will be used to identify student understanding of literacy skills. Teachers will</li> </ul>

utilize high order questioning introduced by the Inquiry Team during professional development and implement strategies to support short term goals identified.

- Pull out and push in AIS will be provided to students identified as the lowest 1/3 to support individual needs.
- Classroom teachers will work on strategies and enrichment projects with highest 1/3 students to improve reading skills and develop higher levels of comprehension.
- Ongoing assessment (collected 3 times per year) of student proficiency in reading based on running records, measured by identified benchmarks, and supported by individual student goals.
- Study groups on conferring techniques to support explicit group and individual conferences of students.

**Aligning Resources: Implications for Budget, Staffing/Training, and Schedule**  
*Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*

In order to ensure student performance increases our inquiry study group will facilitate our teachers in utilizing instructional strategies to support small group instruction which will result in increasing student performance in ELA instruction. Our Literacy Coach funded by Contracts for Excellence will support this work by working closely with teachers during common preparation periods and staff development opportunities. In addition, our AIS Literacy Teacher supports struggling students identified by classroom teachers after analyzing TC data and the State Test scores. To ensure the Inquiry Team's work is sustained throughout the school year meetings will take place on a continuous basis and teachers will have the opportunity to meet with inquiry members on an ongoing basis.

**Indicators of Interim Progress and/or Accomplishment**  
*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

- Results from Assessment Pro which will be conducted three times throughout the year (November, March, and June) and carefully monitored.
- Comparison of literacy levels with 2009-2010 NYS ELA.
- Individual and group conference notes recorded and maintained by teachers.
- Periodic collection of running record data used to monitor student progress in relation to grade level expectations and individual goals.
- Focus and understanding of reading habits for each reading level and how these levels apply to student growth.

**Subject Area**  
(where relevant) :

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal # 3 By June 2010, a minimum of 90% of school staff will demonstrate progress towards achieving positive behavioral patterns as measured by monitoring our in-school behavioral reward system.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>· Ongoing PBIS meetings supported by our internal and external coach including the evaluation of implementation within the school community and areas in need of further development.</li> <li>· We will utilize SWIS to gather data through out the school year and provide us with the opportunity to review trends and formulate systems to decrease behaviors that are not presented on our Matrix.</li> <li>· Student assemblies to ensure clear expectations for behavior are shared and students are held accountable for their behavior.</li> <li>· Staff members will participate in professional development to support the implementation of our PBIS matrix. This will also identify staff concerns and ensure that clear and consistent expectations for behavior are maintained.</li> <li>· PBIS team members will attend outside professional development provided by PBIS experts and turnkey information in the form of professional development.</li> <li>· Distribution of Tiger Tickets and Tiger Tracks to ensure student success and promote positive behaviors among students.</li> </ul>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Our PBIS Team is comprised of members of the school community who represent the many different components of the P.S. 220 school community. The team meets during common preparation time to discuss PBIS and the impact it is having on the students, teachers and entire school community. Ongoing professional development takes place as new teachers and members of the school community join P.S. 220. In order to ensure all members of the school community are confident in utilizing PBIS refresher workshop will take place.</p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>· Monthly collection of tiger tickets monitors positive classroom behavior on a monthly basis.</li> <li>· PBIS matrix, parent and mantra</li> <li>· Data from OORS report showing type, location and number of incidents each month.</li> <li>· Agendas from discipline committee/PBIS meetings</li> <li>· Dates of assembly programs provided by PBIS team members</li> <li>· Parent contract forms maintained in classrooms to ensure parental support. .</li> </ul>
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**Subject Area (where relevant) :** \_\_\_\_\_

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal # 4 By June 2010, 85% of our teachers will demonstrate evidence of student active engagement in their learning as described in the Professional Teaching Standards. Teachers will individually move across the matrix when there is an increase of knowledge in the area of engagement. This will be measured by observations, walk throughs, and teacher discussions.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>· Professional development will be provided by the mentor leader to support staff understanding of the New Teacher Standards, specifically in the area of engaging students in learning.</li> <li>· Common planning time is provided daily so teachers may meet to discuss practices and share success.</li> <li>· Teacher goals will be monitored based on teacher discussions and observable engagement during lessons.</li> <li>· Data collected from the matrix will be compiled and shared among the school community to identify areas of focus in regards to engaging students in learning.</li> <li>· Goals are utilized and built upon so teachers can develop strategies to ensure that students are engaged in their learning which will be measured by student maintenance of</li> </ul>

personal learning goals and accountability for learning.

**Aligning Resources: Implications for Budget, Staffing/Training, and Schedule**  
*Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*

The new Teacher Professional Standards will be supported with professional development by the Assistant Principal as well as the Lead Teacher Mentor in our Learning Support Organization. This collaborative effort will ensure that clear expectations and goals are established in creating an atmosphere that supports student engagement for learning. Our Literacy Coach and math Coach will provide additional instructional strategies that will facilitate teachers in creating this engaging environment for learning.

**Indicators of Interim Progress and/or Accomplishment**  
*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

- Teacher goals will be monitored to measure teachers understanding and expertise in the area of engaging students in learning.
- The matrix from the New Teacher Standards will be provided to all staff members to assist them in the creation of their professional goals for the 2009-2010 school year.
- Goals and matrix will be collected and reviewed in the beginning, middle and end of the year to ensure that teachers will be successful in maintaining their goal by the end of the school year.
- During the mid-year review we will provide support from coaches to support teachers in moving forward on the continuum.
- Student goals will be identified and review to measure teacher success in obtaining professional goals and engaging learners.
- Data collected in the beginning, middle and end of the school year will be compiled and reviewed so we can measure teacher success in meeting professional goals.
- Teachers will individually move across the matrix when there is evidence of an increase of knowledge in the area of engagement. We hope that 85% of our teachers have evidence of student active engagement in their learning.

## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

**Directions:** All schools must complete Appendices 1, 2, 3, 7, & 9. (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**

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

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**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**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

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

## APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A	5		1	16
1			N/A	N/A	4		4	
2			N/A	N/A	2			
3	7	8	N/A	N/A	5		4	21
4	8	8			1		8	
5	8	7			3		9	1
6								
7								
8								
9								
10								
11								
12								

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

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

- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

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

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p>Grade 3-5 students participate in a push-in and pull-out model of instruction for A.I.S. services for E.L.A instrucion. The models of instruction focus on differentiating instruction in a small group environment. Students serviced are considered to fall into our lowest 1/3 targeted population. Designated periods are determined for each grade in order to diminish any interruption in classroom instruction. Our A.I.S Teacher utilizes guided reading strategies and support instruction from the grade specific units of study from our Teachers' College Overviews.</p>
<p><b>Mathematics:</b></p>	<p>Grades 3, 4 and 5 Students receive push-in and pull-out mathematics intervention services by the A.I.S.provider. Designated periods are assigned to diminish any interruptions in classroom instruction. The A.I.S. Teacher services a small group of students within the classroom during mathematics instrucion and pulls-out identified students during pull-out instrucional period. The students serviced have been designated as targeted students who require additional services. Classroom teacherrs are receiving math support for in class differentiaed instrucional practices from our math coach. Teacherrs are continuously assessing students to determine if students require support services.</p>
<p><b>Science:</b></p>	<p>n/a</p>
<p><b>Social Studies:</b></p>	<p>n/a</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>This is determined based upon the number of non-mandated periods available within the daily schedule.When students are identified to need At-Risk guidance support, which may be a result of a specific incident, our guidnce counselor addresses his/her needs.</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p>n/a</p>

<b>At-risk Services Provided by the Social Worker:</b>	This is determined based upon the number of non-mandated periods available within the daily schedule. However, when students are identified to need At-Risk support, which may be a result of a specific incident ,our school Social Worker addresses his/her needs.
<b>At-risk Health-related Services:</b>	Our Occupational Therapist meets with two Kindergarten classes to work on handwriting skills. Additionally, our Physical Education Teacher works collaboratively with our Occupational Therapists, Physical Therapist and Applied Physical Education Teacher for those students who require additional support.

**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 2009-2010

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

P.S. 220 Queens, the Edward Mandel School, is located in Forest Hills, New York. It is an elementary school with 506 students from pre kindergarten through grade five. The latest results of our ethnic census report indicate that our school is 58.87% male and 41.12 % female. Our school census report of 2009 gives us the following statistics: .39 % American Indian/Alaskan, 25.88 % Asian/Pacific Islander, 24.11 % Hispanic, 6.26 % Black and 45.30 % White.

The results of our most recent school-generated survey tell us that approximately half of the students were born in foreign countries. Of the students who were born in the United States, an overwhelming majority are children of recent immigrants. Of the 506 students who attend P.S. 220 Q, less than 111 come from American born, monolingual English speaking families. There are 115 English Language Learners which is about 22% of the school's current population of 516.

The families of P.S. 220's students speak 34 different languages. The dominant group continues to be the Russian speakers: nearly 40% of our children speak Russian at home. We are aware of the latest demographic trend being immigrants from Uzbekistan, South America, India and Israel.

Our current English Language Learners are broken down by grade and language as follows:

In Kindergarten there are: 5 Russian speakers, 8 Spanish, 2 Chinese, 1 Hebrew, 1 Tamil, 2 Turkish, 1 Uzbek and 1 Bengali.

In First grade there are: 9 Russian speakers, 5 Spanish, 1 Punjabi, 2 Bengali, 1 Gujurati, 1 Chinese, 1 Malayam, 2 Urdu, 1 Uzbek, 1 Tajik.

In Second grade there are: 3 Russian speakers, 2 Spanish, 1 Turkish, 1Punjabi, 1 Arabic, 1 Gujurati, and 1 Bengali.

InThird grade there are: 13 Russian speakers, 1 Turkish, 1 Chinese, 1 Uzbek, 1 Tamil, 1 Urdu, 1 Gujurati, 1 Albanian, 1 Polish and 6 Spanish.

In Fourth grade there are: 7 Russian speakers, 1 Urdu, 2 Turkish, 3 Hebrew, 1 Arabic, 1 Polish, 1 Gujurati and 2 Chinese.

In Fifth grade there are: 2 Russian speakers, 6 Spanish, 1 Chinese, 1 Tamil and 2 Urdu.

Staff members of P.S. 220 speak a variety of languages other than English which represent the diversity of the student population. We have 8 Spanish speakers, 8 Russian speakers, 1 individual who is fluent in Punjabi, Urdu and Hindi, 4 individuals that are fluent in Chinese, 1 individual who is fluent in Albanian and 3 individuals who speak Greek. These individuals are available for translations during parent conferences that take place throughout the year.

English Language Learners at P.S. 220 are served by 3.5 certified ESL teachers who follow the Push-In and Pull-Out model. Currently the school does not have a Bilingual Program; therefore at this time there are no certified Bilingual teachers. However, school administration is seeking ways to influence mainstream teachers who are ESL certified or with extensions to facilitate the ESL program and the school's ELLs.

## **Part II: Identification Process**

Upon entering P.S. 220, new admits are interviewed to determine eligibility for LAB-R assessment. During the registration process the parent and the student are interviewed by a pedagog in English and if necessary a translator is provided to assist with the completion of the Home Language Identification Survey. LAB-R testing occurs within 10 days of entry into our school. If the child is identified as an ELL, the ESL teacher will send entitlement letters to the parents to inform them of their child's LAB-R score and to invite them to our Program Selection Parent Orientation. All letters sent home are translated into their native language. In addition, our ESL teachers follow up with parents through reminder letters and phone calls. Furthermore, the parent coordinator is utilized to facilitate this process.

During our Program Selection Parent Orientation, parents are introduced to three program options offered in New York City Public Schools: Free Standing English as a Second Language, Dual Language and Transitional Bilingual Education. At the moment, P.S. 220 offers the Free Standing English as a Second Language program. Parents understand program options by viewing the Program Choice video which explains in detail the various English learning options. In the event their native language is not available, usually an L1 translator will be utilized. After viewing the Program Choice video, parents are asked to visit the ESL classroom where the ESL teachers discuss the ESL program and strategies utilized within the program. Parents are also made aware of the allotted minutes of service their children are going to receive and the collaboration among ESL teacher and mainstream teacher that is going to take place in order for the child to transition into a mainstream classroom. Parents are also introduced to the New York State English as a Second Language Achievement Test (NYSESLAT) which is utilized to annually evaluate our ELL population. The parents are given the chance to ask any questions that they may have regarding our ESL Program.

The ESL team reviews trends of the NYSESLAT in order to develop strategies necessary in assisting ELLs to achieve their academic goals. ESL teachers at P.S. 220 also utilize this data to further enhance learning by articulating and collaborating with mainstream teachers to create language and comprehension goals for the students. Furthermore, ESL teachers host strategic Professional Development for the staff where they share findings concluded from the NYSESLAT and strategies that will equip them in enhancing their instruction.

At the end of our discussion, parents are asked to complete the Parent Survey and Parent Selection form, where they are encouraged to choose the program that fits their child’s needs. For the past few years the trend for program selection has been that the majority of our parents have opted for English as a Second Language. If parents opt for a program that is not offered in our school, the ESL teachers along with the parent coordinator accommodate them by finding a neighboring school that would meet the needs of their children. The aforementioned above is repeated for those students who might be admitted throughout the school year.

### Part III: ELL Demographics

According to our data, ELLs in Grades 1-5 have been serviced for the following years:

Grade	1 year	2 years	3 years	4 years	5 years	6 years	7 years
<b>1</b>	Beg. = 6 Inter.= 2 <u>Adv. = 1</u>	Beg. = 4 Inter.= 5 <u>Adv. = 3</u>	Beg. = 1 Inter.= 0 <u>Adv. = 0</u>				
<b>Total</b>	<b>9</b>	<b>12</b>	<b>1</b>				
<b>2</b>	Beg. = 0 Inter.= 1 <u>Adv.= 0</u>	Beg. = 0 Inter.= 2 <u>Adv. = 1</u>	Beg. = 0 Inter.= 0 <u>Adv. = 6</u>				
<b>Total</b>	<b>1</b>	<b>3</b>	<b>6</b>				
<b>3</b>	Beg. = 1 Inter.= 1 <u>Adv. = 0</u>	Beg. = 2 Inter.= 1 <u>Adv. = 1</u>	Beg. = 0 Inter.= 6 <u>Adv. = 0</u>	Beg. = 1 Inter.= 4 <u>Adv. = 6</u>			
<b>Total</b>	<b>2</b>	<b>4</b>	<b>6</b>	<b>11</b>			
<b>4</b>	Beg. = 1 Inter.= 0 <u>Adv. = 0</u>	Beg. = 1 Inter.= 2 <u>Adv. = 1</u>	Beg. = 0 Inter. = 2 <u>Adv. = 3</u>	Beg. = 0 Inter. = 3 <u>Adv. = 2</u>	Beg. = 0 Inter. = 0 <u>Adv. = 4</u>		
<b>Total</b>	<b>1</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>4</b>		
<b>5</b>	Beg. = 0 Inter.= 0 <u>Adv.= 0</u>	Beg. = 0 Inter.= 1 <u>Adv. = 0</u>	Beg. = 0 Inter.= 1 <u>Adv. = 1</u>	Beg. = 0 Inter.= 0 <u>Adv. = 2</u>	Beg. = 0 Inter.= 1 <u>Adv. = 2</u>	Beg. = 0 Inter.= 0 <u>Adv. = 2</u>	Beg. = 0 Inter.= 1 <u>Adv. = 0</u>
<b>Total</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>1</b>

P.S. 220 offers the Freestanding English as a Second Language (ESL) program to students who are identified as ELLs. Our ESL program provides instruction in English with native language support to acquire the English language. We follow both the Push-

In and Pull-Out models. During Push-In, the ESL teachers work with ELLs during content instruction in collaboration with mainstream classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time. With our Pull-Out model, ESL teachers pull out ELLs of different proficiency levels from the same grade but from various classes for English acquisition focused instruction. Within our program the main focus is to collaborate with general education teachers to ensure curricular alignment. Our 3.5 certified ESL teachers provide the mandated number of instructional minutes according to proficiency levels. Our Beginner and Intermediate students receive 360 minutes of ESL instruction per week, while our Advanced ELLs receive 180 minutes of ESL instruction per week according to regulation CR Part 154.

In the Freestanding English as a Second Language program the ESL teachers align their instruction according to content units of study. The ESL teachers employ scaffolding strategies found in Walqui's Model to enrich language development. Our ESL teachers model the required tasks by employing graphic organizers and Total Physical Response (TPR). We bridge new concepts by tapping into students' prior knowledge. We contextualize new concepts and language by using realia, manipulatives, graphic representation, and verbal analogies familiar to students. Teachers use schema building by helping students weave new information into pre-existing structures of meaning. Through text re-presentation we assist students in recreating concepts and language from one genre into another. We ensure that our ELLs apply metacognitive strategies by using self monitoring checklists, student assessment charts and rubrics. ESL instruction is differentiated according to proficiency levels. Through small group instruction ESL teachers are employing the Balanced Literacy Model to accommodate all learning needs, by taking into consideration ELLs individual reading levels, mapped out by Fountas and Pinnell.

We currently do not have any SIFE students. However, the administration will make the necessary program and educational revisions as necessary. In the meantime, P.S. 220 will plan for any SIFE student entering our school by accelerating academic and language development by providing additional instructional time before and after school, as well as Saturday classes.

P.S. 220 ELL newcomers are tested with the LAB-R for placement and are given the mandated services based on CR Part 154. ESL teachers sensitively help newcomers acclimate to the school environment by giving a tour of the school and assigning a buddy to the child. Instruction emphasizes phonetics and phonemic awareness which applies to the four strands of ESL: Listening, Speaking, Reading and Writing. Additionally, students receive support through technological resources such as Leapfrog and online educational programs.

Long – Term ELLs are disaggregated into two groups, Regressed and Stalled according to the NYSESLAT. For ELLs to achieve English Proficiency, the ESL teachers have created an Inquiry Team where the progress of these ELLs is closely monitored. To promote academic success, ESL teachers develop strategies that will be implemented within the classroom to support the needs of the Long- Term ELLs.

Additionally, through collaboration the ESL teachers are able to share these strategies with the mainstream teachers where they can incorporate them within their lessons to further assist Long-Term ELLs. Furthermore, these ELLs are also invited to attend the AIS Extend Day Program and the afterschool Title III program.

ELLs identified as having special needs are serviced according to their I.E.P. They are also entitled to receive test modifications on all exams administered. Some of these ELLs receive SETSS, in CTT classrooms or in self-contained classrooms. All ELLs with special needs attend the AIS Extended Day Program and they are also invited to attend the Title III Program.

Our Academic Intervention Program targets students who need extra support in all subject areas. Teachers create lessons that facilitate the academic intervention needs of the students and teach them strategies which will allow them to overcome academic problems. Based on assessment data, ELLs who require extra support are mandated to stay after school for 37 and ½ minutes. ELLs who attend AIS are serviced either by an ESL teacher or a mainstream teacher. Collaboration among the ESL teachers and the mainstream teachers takes place in order to provide ELLs with the strategies needed to excel.

In order to support the transition of ELLs into the mainstream classroom, ESL teachers collaborate and plan with the grade leader. These former ELLs are entitled to testing modifications of up to 2 years on all state exams. P.S. 220, extends the invitation to former ELLs to participate in the AIS Extended Day program.

Services that an ELL receives are based on the decision reached at a SBST meeting. The SBST committee meets with the parents, the mainstream teacher, special education teacher and the ESL teacher to decide if at this time certain services are necessary for the child in question. During the meeting, all members come together and discuss the academic performance of the student. Based on all members input, a final decision is made on whether or not a service should be continued or discontinued.

All students at P.S. 220 are afforded equal access to all school programs. We offer our ELLs the Title III program in order to facilitate them in achieving their academic goals. This program is held on Tuesday through Thursday from 3:17 ½ to 4:20 p.m. ELLs in 1<sup>st</sup> grade through 5<sup>th</sup> grade are invited to attend. Lower grade ELLs (1<sup>st</sup> – 2<sup>nd</sup> grade) meet on Wednesdays and Upper grade ELLs (3<sup>rd</sup> – 5<sup>th</sup> grade) meet on Tuesday and Thursday. The students are divided into two groups, Beginner/Intermediate and Advanced. During small group instruction, ESL teachers have the opportunity to execute differentiated lessons for students who are regressed or stalled. Instruction is conducted by 3 certified ESL teachers and is aligned with content areas, ELA, Math, Science and Social Studies. However, to further improve instruction for the following year, additional content area books will be purchased for all grades. To prevent an increase in the number of regressed and stalled ELLs in the near future, we will be purchasing the Leapfrog Literacy centers for the lower grades which provide explicit, direct instruction in the five areas critical to reading success: phonemic awareness, phonics, vocabulary,

comprehension, and fluency. It also links engaging activities to key early literacy skills for whole group, small group, and individual instruction. Through the Title III program, ELLs have the opportunity to participate in our educational trips which are held on Saturdays. Our goal for our ELLs is not only to flourish academically but also socially.

To engage our ELLs, P.S. 220 has invested money in purchasing instructional materials to support all academic needs. In order to enhance instruction in English with native language support, we have created a multicultural library consisting of literature from different parts of the world. Our students' culture and cultural experiences are a vital component when we are creating our lessons. Additional materials used to support ELLs are realia, visual aids (charts, word walls, pictures, big books), educational games, math manipulatives, Benchmark Nonfiction text and Mentor text outlined in the monthly Teachers College Reading and Writing Curriculum for each grade. All students at P.S. 220 are actively engaged in the use of technology throughout the day. Our ELLs have the opportunity to utilize laptops found in their classrooms to differentiate their learning. Teachers use visual aids on the computer to help students gain an understanding of concepts being taught throughout the curriculum. The Smart Board located in our technology lab, allows ELLs to interact not only visually but kinesthetically.

When a child enters our school, the child is given the LAB-R according to their grade level. The LAB-R identifies whether the child is eligible for ESL services. Additionally, this assessment provides the information needed to group children according to their proficiency level (Beginner, Intermediate and Advanced). All lessons support and are aligned with grade level curriculum. Furthermore, to differentiate for our ELLs, these lessons are modified according to their proficiency levels. There is a broad range of resources utilized in accommodating all proficiency levels. For newcomers and beginners, there is a strong emphasis placed on visuals, visual prompts, realia and Total Physical Response (TPR), whereas instruction for Intermediate and Advanced ELLs focuses more on complex concepts, sight words, syntax, academic vocabulary, semantics, pragmatics and deconstructing and reconstructing of sentences.

P.S. 220 is a multicultural school which allows our newcomers to quickly adjust to their new learning environment and country. We have 23 different cultures and languages represented in our school. This helps facilitate the difficult transition a new student must overcome when entering our school. This diversity serves as a tool to enable our ELLs to adapt easily to their new surroundings. A buddy system has been implemented to pair a newcomer with a native student who shares the same home language. In addition, each newcomer is taken on a tour of the school by an ESL teacher to identify all important locations eg. bathroom, lunch room, auditorium, etc. Furthermore, the ESL teachers host a Parent Orientation which introduces the Free Standing English as a Second Language program, where parents receive instructional information and are given the opportunity to ask questions.

The ESL team attends monthly professional development hosted by our network support specialist. During these meetings, the team is introduced to current research and practices. This research is then turn-keyed as professional development to our entire staff

which is then implemented throughout the school. As per Jose P. mandated 7.5 hours, records of these meetings are maintained through a series of sign-in sheets and agendas. As ELLs move throughout the grades, our team supports the staff in several ways. The ESL team provides data to the teachers on their current students. This data is then recorded at the end of the year on an articulation card for every child's new teacher. Our ESL room has an open door policy for staff members who may want to articulate concerns and questions about their new ESL students. When concerns arise, we supply teachers with strategies and materials to bridge language acquisition with grade level curriculum.

The goal of P.S. 220 is not only to accommodate the students but the families as well. We have an active PA which meets regularly to discuss concerns within the school community, upcoming events and to organize student functions/fundraisers. Parents are invited to attend our annual Holiday show, the International Festival and our educational school trips. In the beginning of the school year parents are given a needs assessment survey which helps the school personnel identify the needs and take the proper action. Parents are invited to attend Curriculum Night, where they have the opportunity to meet their child's teacher/s, learn about the curriculum and expectations per grade level. We also have staff members on-site to assist with translations for our ELL parents. The Office of English Language Learners also organizes various workshops for parents where they have translators on site to assist non-English speaking parents. The ESL team and ELL parents attend these insightful workshops where we learn new mandates and regulations regarding the education of ELLs. The ELL parents also partake in a Parent Orientation hosted by the ESL team where they receive information in their native language about the different English learning programs offered by New York City for their child.

## Part IV: Assessment Analysis

Overall NYSESLAT proficiency results and LAB-R for new admits by grade are provided below in detail:

### NYSESLAY PROFICIENCY RESULTS FOR THE PAST THREE YEARS

Last Name	First Name	Grade Level	Birth Date	Years of Service	Official Class	Home Language	2009 Prof Lvl	2008 Prof Lvl	2007 Prof Lvl
BHATT	KRITI	01	06/28/03	1	091	GJ	B		
ANIKA	MAHFUZA	01	05/03/03	1	101	BG	B		
ARONOV	ALEXANDER	01	01/29/03	2	101	RU	I		
ARONOVA	ELIANE	01	06/10/03	2	101	RU	B		
CHEN	VINCENT	01	11/23/03	2	101	MN	A		
GILLET	RAHUL	01	06/04/03	2	101	ML	A		
GONZALEZ	AGOSTINA	01	05/04/03	2	101	SP	I		
ISKHAKOV	ARIEL	01	04/27/03	1	101	RU	A		
KHINDA	SUKHRAJ	01	07/05/03	2	101	PJ	B		
ROMANO	ALBARO	01	04/28/03	1	101	SP	B		
STERLING	DANIEL	01	03/08/03	2	101	SP	I		
KHAIMOV	BENSION	01	05/14/03	2	102	RU	A		
KHAIMOV	ESTER	01	11/14/03	2	102	RU	I		
AHMEDOVA	ANORA	01	11/04/03	2	131	TZ	B		
AILAROV	DANIEL	01	07/26/02	3	131	RU	B	B	
CANO MERENDA	DANIELA	01	11/28/03	2	131	SP	B		
FAYYAZ	HIFZA	01	10/01/03	1	131	UD	B		
HERNANDEZ	NESTOR	01	06/19/03	1	131	SP	I		
HOSSAIN	NAFIM	01	10/27/03	1	131	BG	I		
NEKTALOV	DAVID	01	07/08/03	1	131	RU	B		
QURESHI	MUHAMMAD	01	01/29/03	1	131	UD	B		
YUSUPOV	EDWARD	01	05/06/03	2	131	RU	I		
BHAVSAR	VIVED	02	05/14/02	3	201	GJ	A	I	
JULHAN	ZIBRAN	02	02/05/02	3	201	BG	A	A	
SINGH	TEJBIR	02	05/07/02	3	201	PJ	A	A	

VAZQUEZ	ELOY	02	04/11/02	3	202	SP	A	I	
DAVYDOV	RONI	02	10/13/01	3	231	RU	A	B	B
ELKAT	KORHAN	02	03/17/02	1	231	TU	I	I	
ISMAILOV	SHAHRIZODA	02	02/27/02	2	231	RU	I		
KHAIMOVA	JESSICA	02	03/11/02	2	231	RU	A	I	
MALAVE	DAVID	02	06/13/02	3	231	SP	A	B	
MOHAMED	ABDEL RAHM	02	11/17/02	2	231	AR	I		
ABRAMOV	DAVID	03	06/17/01	4	301	RU	A	A	B
ARANBAYEV	JOHNATHAN	03	04/20/01	4	301	RU	I	A	I
GUAMBANA PIZARR	JENNIFER	03	01/12/01	4	301	SP	A	A	
KHAIMOV	GABRIEL	03	10/14/01	2	301	RU			B
MANAEV	MICHELE	03	11/02/01	4	301	HE	I	A	B
SUAREZ CARVAJAL	JOSHUEL	03	05/02/01	4	301	SP	A	A	I
VARELA	ASHLEY	03	10/29/01	4	301	SP	A	A	I
LEE	ALBERT	03	12/07/01	4	302	CH	A	I	I
RAMESH	SHALINI	03	06/01/01	1	302	TA	B		
SAFDAR	MUHAMMAD	03	12/12/01	4	302	UR	A		B
SUTHAR	MIHIR	03	11/10/01	4	302	GJ	I	I	I
ABRAMOV	ABRAM	03	07/15/01	3	331	RU	I	I	I
AULOV	JOSHUA	03	02/03/01	3	331	RU	I	I	I
CASTILLO RUIZ	ALEXIS	03	02/21/01	3	331	SP	I	I	I
DAVIDOV	ELY	03	11/18/01	3	331	RU	I	I	B
FERNANDEZ	MARIA	03	04/23/01	4	331	SP	B	B	B
HUSENOVA	SHIRIN	03	01/30/01	2	331	UZ	A	I	B
KOPROWSKI	KAMIL	03	10/28/01	3	331	PL	I	A	I
MUSHEYEV	DAVID	03	11/22/01	4	331	RU	I	I	I
YALCIN	MELIS	03	10/06/01	3	331	TU	I	I	I
BAGAEV	JASON	03	12/10/01	2	391	RU	B	I	B
BOLJEVIC	SAMIR	03	04/30/00	2	391	AL	I	A	B
LEVY	BENJAMIN	03	01/25/01	1	391	RU	I	A	A
BINYAMINOV	JONATHAN	04	01/02/99	4	391	RU	I	I	B
CHAVEZ	JOSE	04	04/09/00	4	391	SP	I	I	I
DZHURAYEV	GABRIEL	04	07/07/00	2	391	RU	B	I	
RIVAS	RENNY	04	10/03/00	2	391	SP	A	I	B

BASCI	HAVVANUR	04	05/14/00	3	401	TU	A	I	B
IBRAGIMOV	GABRIEL	04	07/14/00	4	401	RU	A	A	A
MATATOV	YACOV	04	01/30/00	1	401	HE	B		
MOHAMED	YOUSSEF	04	08/09/00	2	401	AR	I		
MUSHEYEV	MATOV	04	04/23/00	5	401	RU	A	A	A
RASULOV	BAKHTIYORJ	04	02/06/00	3	401	UZ	I		
SADIKOV	MIKI	04	06/18/00	2	401	HE	I		
WU	MONA	04	03/09/00	5	401	MN	A	I	A
ZHANG	JASON	04	10/16/00	3	401	MN	A	A	
DAVYDOVA	ROXANNA	04	11/20/00	4	402	RU	I	A	A
MUSHEYEV	MIHAL	04	04/23/00	5	402	RU	A	A	A
PARIKH	AYUSH	04	05/30/00	3	402	GJ	A		A
SEZANAYEV	ARIELE	04	07/05/00	5	402	RU	A	A	A
SHIMONOV	JOSEPH	04	11/23/00	4	402	RU	A	A	A
BASCI	ATAKAN	04	05/14/00	3	431	TU	I	B	B
LI	FULONG	05	08/30/98	5	501	CE	A	A	B
RAMESH	AGASH	05	12/20/99	3	501	TA	I		
TAVERAS	NOELIA	05	12/28/99	6	501	SP	A	A	A
ATHAR	ARFAA	05	08/26/99	4	531	UD	A	I	I
GARCIA	JESUS	05	01/09/99	6	531	SP	A	A	I
RODRIGUEZ	VICTOR IVA	05	11/03/99	4	531	SP	A	I	I
SUYUNOV	AVI	05	11/06/99	3	531	RU	A	I	I
VAZQUEZ	DANIEL	05	10/23/98	5	531	SP	A	I	I
BARAYEVA	MIRIAM	05	08/12/97	7	591	RU	I	I	B
FLORES	KELVIN	05	04/23/99	2	591	SP	I	B	
VILELA	XIOMARA	05	03/04/98	5	591	SP	I	B	B

ELL Stalls

Regressed

X-Coded

### 2009 Newcomer LAB-R Results

LAST (ENTITLED STUDENTS ONLY)	FIRST	GRD	LVL	CLS	X CDE	LBR YR	LBR DEC	LBR RS
ABIDOV	NATHANIEL	953	0K	91		2009	Y	0
ABRAMOVA	NATALEE	310	0K	31		2009	Y	8
CHEN	ANNA	310	0K	12		2009	A	21
CIKAR	CEMRE	310	0K	11		2009	A	24
CODUROGLU	ASAF	310	0K	31		2009	A	19
DIALLO	IBRAHEM	953	0K	91	Y	2009	Y	17
GUAMBANA	CHRISTOPHER	310	0K	31		2009	Y	3
GUZMAN	TOMAS	310	0K	11		2009	Y	7
MUNOZ	JUAN	310	0K	31		2009	Y	0
NASIEV	REVITAL	310	0K	11		2009	Y	0
OROSCO	ASHLEY	310	0K	12		2009	A	22
RAHMAN	KHADIZA	310	0K	11		2009	A	23
RAMESH	HARISH	310	0K	31		2009	A	21
RODRIGUEZ	JENNIFER	319	0K	31		2009	Y	3
RODRIGUEZ	NANCY	319	0K	31		2009	Y	2
SADIKOV	LIRAN	310	0K	31		2009	A	19
SAINI	MEHAK	310	0K	11		2009	Y	2
SHAMALOV	DAVID	310	0K	31		2009	A	22
TUQUINAGUI	BRAYAM	310	0K	31		2009	Y	0
VALENCIA CUESTA	MELANY	310	0K	12		2009	Y	4
YUSUPOVA	SABRINA	310	0K	11		2009	Y	11
ZHU	ERIC	310	0K	13		2009	A	23
HAYOTOV	MIRZOTEMUR	110	1	102		2009	Y	1
SANCHEZ	LUZ ANTARA	110	1	131		2009	Y	18
OCHILOVA	DURDONA	110	1	102		2009	Y	2
ISTAMKLOV	SUHROB	120	2	202		2009	Y	0
HAYOTOV	SHAKHZOD	130	3	301		2009	Y	0
SHUAIB	SAHAB	140	4	401		2009	Y	29
OCHILOV	DAVRON	140	4	402		2009	Y	16
NASIEV	DANIELA	140	4	402		2009	Y	0

### NYSESLAT Modality Analysis by Grade

Last Name	Grade Level	Years of Serv	Official Class	Home Lang.	2009 Lis/Sp.Prof Lvl	2009 Read./Wr. Prof Lvl	2009 Prof Lvl	2008 Lis./Sp. Prof Lvl	2008 Read./Wr. Prof Lvl	2008 Prof Lvl	2007 Lis./Sp. Prof Lvl	2007 Read./Wr.Prof Lvl	2007 Prof Lvl
BHATT	01	1	091	GJ	I	B	B						
ANIKA	01	1	101	BG	A	B	B						
ARONOV	01	2	101	RU	P	I	I						
ARONOVA	01	2	101	RU	P	B	B						
CHEN	01	2	101	MN	A	P	A						
GILLET	01	2	101	ML	P	A	A						
GONZALEZ	01	2	101	SP	A	I	I						
ISKHAKOV	01	1	101	RU	P	A	A						
KHINDA	01	2	101	PJ	A	B	B						
ROMANO	01	1	101	SP	P	B	B						
STERLING	01	2	101	SP	P	I	I						
KHAIMOV	01	2	102	RU	P	A	A						
KHAIMOV	01	2	102	RU	A	I	I						
AHMEDOVA	01	2	131	TZ	A	B	B						
AILAROV	01	3	131	RU	A	B	B	I	B	B			
CANO MERENDA	01	2	131	SP	P	B	B						
FAYYAZ	01	1	131	UD	I	B	B						
HERNANDEZ	01	1	131	SP	A	I	I						
HOSSAIN	01	1	131	BG	A	I	I						
NEKTALOV	01	1	131	RU	A	B	B						
QURESHI	01	1	131	UD	A	B	B						
YUSUPOV	01	2	131	RU	P	I	I						
BHAVSAR	02	3	201	GJ	A	P	A	A	I	I			
JULHAN	02	3	201	BG	A	P	A	A	A	A			
SINGH	02	3	201	PJ	P	A	A	A	P	A			
VAZQUEZ	02	3	202	SP	P	A	A	P	I	I			
DAVYDOV	02	3	231	RU	P	A	A	I	B	B	I	B	B
ELKAT	02	1	231	TU	A	I	I	A	I	I			
ISMAILOV	02	2	231	RU	P	I	I						
KHAIMOVA	02	2	231	RU	P	A	A	I	I	I			
MALAVE	02	3	231	SP	A	A	A	A	B	B			

MOHAMED	02	2	231	AR	I	I	I						
ABRAMOV	03	4	301	RU	P	A	A	P	A	A	A	B	B
ARANBAYEV	03	4	301	RU	A	I	I	A	P	A	A	I	I
GUAMBANA PIZARR	03	4	301	SP	P	A	A	P	A	A			
KHAIMOV	03	2	301	RU							A	B	B
MANAEV	03	4	301	HE	P	I	I	P	A	A	B	B	B
SUAREZ CARVAJAL	03	4	301	SP	P	A	A	P	A	A	I	I	I
VARELA	03	4	301	SP	P	A	A	A	A	A	A	I	I
LEE	03	4	302	CH	A	A	A	I	P	I	I	I	I
RAMESH	03	1	302	TA	I	B	B						
SAFDAR	03	4	302	UR	P	A	A				I	B	B
SUTHAR	03	4	302	GJ	P	I	I	A	I	I	A	I	I
ABRAMOV	03	3	331	RU	P	I	I	P	I	I	P	I	I
AULOV	03	3	331	RU	A	I	I	A	I	I	I	I	I
CASTILLO RUIZ	03	3	331	SP	P	I	I	A	I	I	A	I	I
DAVIDOV	03	3	331	RU	P	I	I	A	I	I	A	B	B
FERNANDEZ	03	4	331	SP	A	B	B	I	B	B	B	B	B
HUSENOVA	03	2	331	UZ	P	A	A	I	I	I	B	B	B
KOPROWSKI	03	3	331	PL	P	I	I	A	A	A	I	I	I
MUSHEYEV	03	4	331	RU	P	I	I	P	I	I	A	I	I
YALCIN	03	3	331	TU	A	I	I	A	I	I	I	I	I
BAGAEV	03	2	391	RU	P	B	B	A	I	I	I	B	B
BOLJEVIC	03	2	391	AL	A	I	I	A	A	A	I	B	B
LEVY	03	1	391	RU	P	I	I	P	A	A	A	A	A
BINYAMINOV	04	4	391	RU	A	I	I	P	I	I	A	B	B
CHAVEZ	04	4	391	SP	A	I	I	I	I	I	I	I	I
DZHURAYEV	04	2	391	RU	A	B	B	P	I	I			
RIVAS	04	2	391	SP	P	A	A	P	I	I	A	B	B
BASCI	04	3	401	TU	A	A	A	A	I	I	B	B	B
IBRAGIMOV	04	4	401	RU	A	A	A	P	A	A	A	A	A
MATATOV	04	1	401	HE	B	B	B						
MOHAMED	04	2	401	AR	A	I	I						
MUSHEYEV	04	5	401	RU	A	A	A	P	A	A	A	A	A
RASULOV	04	3	401	UZ	A	I	I						
SADIKOV	04	2	401	HE	I	I	I						
WU	04	5	401	MN	P	A	A	P	I	I	A	A	A
ZHANG	04	3	401	MN	P	A	A	A	A	A			

DAVYDOVA	04	4	402	RU	P	I	I	P	A	A	A	A	A
MUSHEYEV	04	5	402	RU	P	A	A	P	A	A	A	P	A
PARIKH	04	3	402	GJ	P	A	A				A	P	A
SEZANAYEV	04	5	402	RU	P	A	A	P	A	A	A	A	A
SHIMONOV	04	4	402	RU	P	A	A	P	A	A	A	A	A
BASCI	04	3	431	TU	A	I	I	A	B	B	B	B	B
LI	05	5	501	CE	A	A	A	A	A	A	I	B	B
RAMESH	05	3	501	TA	A	I	I						
TAVERAS	05	6	501	SP	P	A	A	P	A	A	A	A	A
ATHAR	05	4	531	UD	P	A	A	A	I	I	A	I	I
GARCIA	05	6	531	SP	P	A	A	A	A	A	A	I	I
RODRIGUEZ	05	4	531	SP	P	A	A	P	I	I	A	I	I
SUYUNOV	05	3	531	RU	P	A	A	P	I	I	A	I	I
VAZQUEZ	05	5	531	SP	P	A	A	P	I	I	A	I	I
BARAYEVA	05	7	591	RU	P	I	I	A	I	I	A	B	B
FLORES	05	2	591	SP	P	I	I	A	B	B			
VILELA	05	5	591	SP	P	I	I	A	B	B	A	B	B

ELL Stalls
Regressed
X-Coded

Additional data utilized within the classroom to assess the early literacy skills of our ELLs is TCRWP which includes running records, concepts of print, conference notes, letter identification and sound recognition. Our November assessments indicate that 9 Kindergarten ELL students are unable to recognize their letters and 16 Kindergarten ELL students are unable to identify sounds. In first grade, according to our assessments, two ELL students are identified as pre-emergent readers. Based on the results of our assessments, ESL teachers create differentiated lessons to meet the needs of their students. Students acquire new strategies and utilize them in their classrooms on a daily basis.

## Assessment Data

### 1<sup>nd</sup> Grade

#### Listening and Speaking

Beginner	Intermediate	Advanced	Proficient
0 %	10%	40%	50%

#### Reading and Writing

Beginner	Intermediate	Advanced	Proficient
0%	30%	50%	20%

### 2<sup>nd</sup> Grade

#### Listening and Speaking

Beginner	Intermediate	Advanced	Proficient
0%	5%	27%	68%

#### Reading and Writing

Beginner	Intermediate	Advanced	Proficient
14%	54%	32%	0%

### 3<sup>rd</sup> Grade

#### Listening and Speaking

Beginner	Intermediate	Advanced	Proficient
5%	5%	48%	52%

#### Reading and Writing

Beginner	Intermediate	Advanced	Proficient
10%	37%	53%	0%

### 4<sup>th</sup> Grade

#### Listening and Speaking

Beginner	Intermediate	Advanced	Proficient
0%	0%	18%	82%

#### Reading and Writing

Beginner	Intermediate	Advanced	Proficient
0%	36%	64%	0%

## 5<sup>th</sup> Grade

### Listening and Speaking

Beginner	Intermediate	Advanced	Proficient
0%	0%	18%	82%

### Reading and Writing

Beginner	Intermediate	Advanced	Proficient
0%	36%	64%	0%

An analysis of the LAB-R and NYSESLAT indicate that in Kindergarten there are 11 students who scored at the Beginning and Intermediate levels and 10 at the Advanced level. In First grade there are 21 students who scored at the Beginning and Intermediate levels and 3 at the Advanced level. In Second grade there are 4 students who scored at the Beginning and Intermediate levels and 7 at the Advanced level. In Third grade there are 19 students who scored at the Beginning and Intermediate levels and 10 at the Advanced level. In Fourth grade there are 8 students w at the Beginning and Intermediate levels and 10 at the Advanced level. In Fifth grade there are 4 students rated at the Beginning and Intermediate levels and 5 at the Advanced level. We can conclude that in the lower grades the majority of the ELLs are found in the Beginning and Intermediate levels. Data indicates that ELLs in the upper grades are found in the Advanced Level.

After careful analysis of our data, it is shown that more than 50% of our ELLs in each grade have achieved proficiency in Listening and Speaking. Furthermore, the data indicates that our ELLs require additional support in the areas of reading and writing. As is shown above, 20% of first grade ELLs are proficient in reading and writing, whereas, 0% of ELLs in grades two through five have attained proficiency. However, more than half of our ELLs have scored advanced on reading and writing. These findings have allowed us to target the advanced ELLs and differentiate our instruction to help them achieve proficiency.

Success of our ELLs in the ESL program is based on the NYSESLAT, ELA, Math, Social Studies and Science state exams. Our overall NYSESLAT scores indicate that 25% of our ELL population achieved proficiency. Our ELA exam results indicate that out of 15 3<sup>rd</sup> grade ELLs, 27% scored on grade level. Out of 10 ELL students in 4<sup>th</sup> grade, 10% scored at grade level. On the math exam, out of 18 ELLs in 3<sup>rd</sup> grade, 72% score on grade level and 6% scored above grade level. Out of 11 4<sup>th</sup> grade ELLs, 55% scored on grade level. Science exam results are as follows: out of 11 4<sup>th</sup> grade ELLs, 37% scored on grade level. In Social Studies, out of 11 5<sup>th</sup> grade ELLs 36% scored on grade level. It is evident from the exam scores at our ELLs are not only acquiring language but they are also able to apply language in content areas.

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

SSO/District <b>28</b>	School <b>P.S. 220</b>
Principal <b>Josette Pizarro</b>	Assistant Principal <b>Hope Monnes</b>
Coach <b>Debbie Amato</b>	Coach <b>Suzann Valenzuela</b>
Teacher/Subject Area <b>Nora Shabani/ESL</b>	Guidance Counselor <b>C.Dimotroplous/F.Amey</b>
Teacher/Subject Area <b>Dimitra Galatsanos/ESL</b>	Parent <b>Ana Reyes</b>
Teacher/Subject Area <b>Jeanne Costa/ESL</b>	Parent Coordinator <b>Teresa Hooks</b>
Related Service Provider <b>Sue Hecht/SETTS</b>	SAF <b>Dr. Richardson</b>
Network Leader <b>Marlene Wilks</b>	Other <b>type here</b>

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>3</b>	Number of Certified Bilingual Teachers		Number of Certified NLA/FL Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

### C. School Demographics

Total Number of Students in School	<b>516</b>	Total Number of ELLs	<b>115</b>	ELLs as Share of Total Student Population (%)	<b>22.29%</b>
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## Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial





**This Section for Dual Language Programs Only**

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

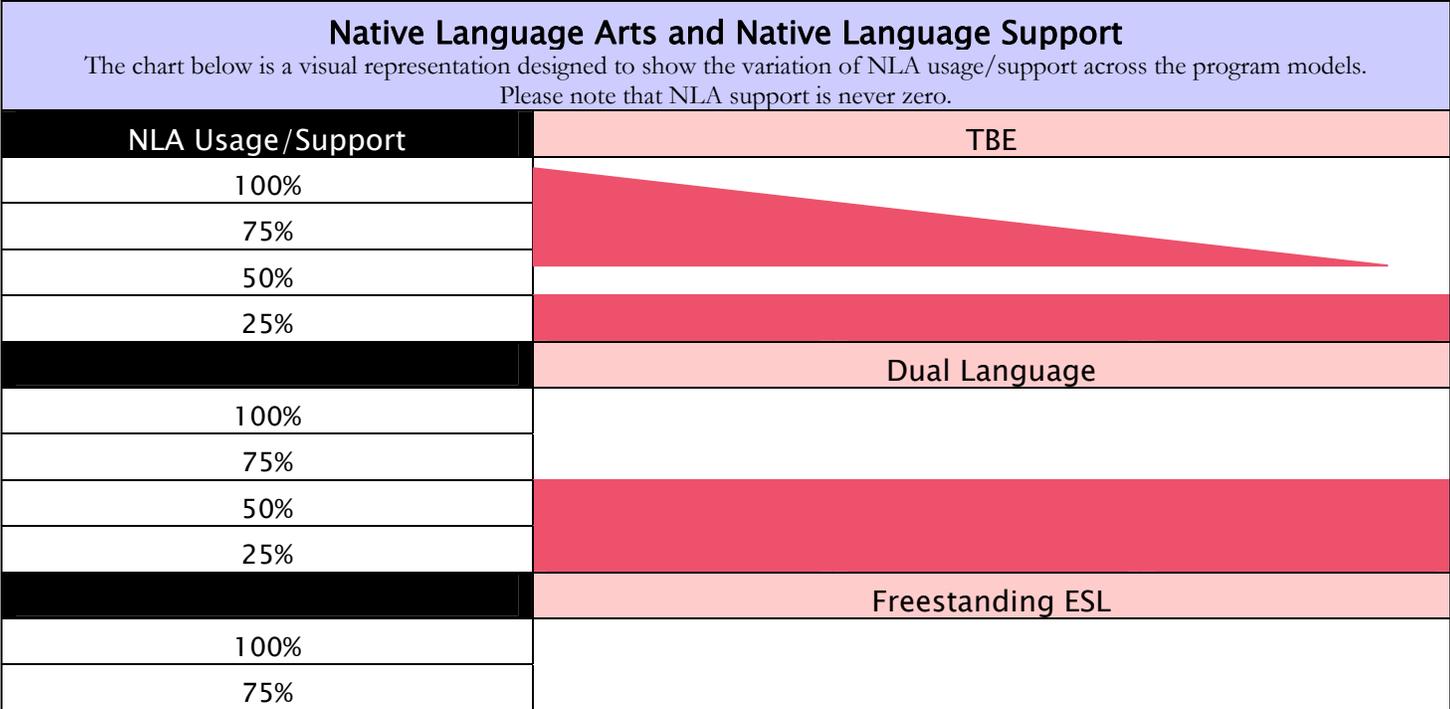
Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	8	8	2	5	1	4				28
Chinese	2	0	0	1	2	1				6
Russian	5	8	3	9	8	4				37
Bengali	1	2	1	0	0	0				4
Urdu	0	2	0	1	1	1				5
Arabic	0	0	1	0	1	0				2
Haitian Creole	0	0	0	0	0	0				0
French	0	0	0	0	0	0				0
Korean	0	0	0	0	0	0				0
Punjabi	1	1	1	0	0	0				3
Polish	0	0	0	1	0	0				1
Albanian	0	0	0	1	0	0				1
Other	5	5	4	6	7	1				28

**Programming and Scheduling Information**

<b>TOTAL</b>	<b>22</b>	<b>26</b>	<b>12</b>	<b>24</b>	<b>20</b>	<b>11</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>115</b>
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1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

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



50%	
25%	
<b>TIME</b>	<b>BEGINNERS INTERMEDIATE ADVANCED</b>

### Programming and Scheduling Information--Continued

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

### Schools with Dual Language Programs

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

### Professional Development and Support for School Staff

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

### Parental Involvement

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

## Part IV: Assessment Analysis

### A. Assessment Analysis

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	13	11	1	6	3	0				34
Intermediate(I)	0	8	3	11	8	4				34



NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	5		2		4		0		11
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	4		3		4		0		11
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

- c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

## Part V: LAP Team Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Hope Monnes	Assistant Principal		
Teresa Hooks	Parent Coordinator		
Nora Shabani	ESL Teacher		
Ana Reyes	Parent		
Dimitra Galatsanos, ESL Teacher	Teacher/Subject Area		
Jeanne Costa, ESL Teacher	Teacher/Subject Area		
Debbie Amato	Coach		
Suzan Valenzuela	Coach		
C. Dimitropoulos/F. Amy	Guidance Counselor		
Dr. Richardson	School Achievement Facilitator		
Marlene Wilks	Network Leader		
	Other		

	Other		
<b>Signatures</b>			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

**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)**

**grades 1-5**

**Number of Students to be Served:**

**LEP 43**

**Non-LEP 0**

**Number of Teachers 4**

**Other Staff (Specify) secretary, support staff**

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

**Language Instruction Program**

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

Four certified ESL teachers will provide direct and supplemental language instruction to ELL students. We will invite students in grades 1-5 to attend the program. The Title III program consists of four groups: L2 Stalls, Regressed, Beginners and Advanced. Data will be collected from the Predictive Assessment, NYSESLAT and ARIS. After gathering and analyzing data, students will be placed in the appropriate group. The Program will meet three days a week from 3:17-4:30 and on three Saturdays in the Spring. Instruction will be delivered in English with native language support. Additionally, instruction will include a successful researched based multi-sensory approach for English-Language Development. We will utilize The Leapfrog's Language First Program which focuses on ELL student learning. Other materials utilized in the program include visuals and manipulatives. Instruction will focus in on various literacy components: rhetorical phrases, syntax/semantics, vocabulary and phraseology.

**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.

ESL teachers will partake in in-house professional development. Teachers will be introduced to a variety of strategies that will equip them in further assisting ELL students in achieving their academic goals. Additionally, they will have the opportunity to attend Teachers College ELL Conferences which address concerns and instructional practices designed for the ELL Teacher and Student. This will enable the Title III Teachers to weave together literacy practices and standards based instruction to reach each individual ELL. The ESL team will then host professional development sessions where they will have the opportunity to turn-key the information to the classroom teachers. Instructional support from ICI will continue to address specific concerns as well as support the Title III initiative. Technical assistance will be available and individual concerns regarding the Title III Program will be addressed.

**Form TIII – A (1)(b)**

-

**School: P.S. 220**

**BEDS Code: 342800010220**

**Title III LEP Program**

**School Building Budget Summary**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session	\$13,658.22	129 hours of per session for three certified ESL teachers to support ELL students:

<p>- Per diem</p>		<p>129 hours x \$49.89 = \$ 6,435.81</p> <p>66 hours of per session for one administrator: 66 hours x \$52.21 = \$3,445.86</p> <p>Saturday Sessions</p> <p>60 hours of per session for four certified ESL teachers to support ELL students: 60 hours x \$49.89 = \$ 2993.40</p> <p>15 hours of per session for one administrator: 15 hours x \$52.21 = \$ 783.15</p>
<p><b>Purchased services</b> - High quality staff and curriculum development contracts</p>	<p>\$4,091.77</p>	<p>Professional Development : \$ 1,491.77</p> <p>Four certified ESL teachers will partake in in-house professional development. Teachers will be introduced to a variety of strategies that will equip them in further assisting the ELL students in achieving their academic goals.</p> <p>Parent Involvement: \$ 1,000</p> <p>Parents will also accompany their children on various educational field trips. They will also partake in our end of year Title III celebration where they will each have a vital role in sharing information, artifacts and music from their culture.</p> <p>Student Educational Field Trips \$ 1, 600</p> <ul style="list-style-type: none"> <li>• Upper grade ESL students will be taking a tour on the CitySights Double Decker Bus which costs \$800 for admission and transportation to and from Manhattan.</li> <li>• Lower grade ESL students will be going to the Childrens' Museum of Manhattan. The total cost for the lower grade trip is \$800 for admission and</li> </ul>

		transportation to and from Manhattan.
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$3,683.13	Leapfrog → Literacy Center Grades K-2+ Edition → \$2,195.00 <ul style="list-style-type: none"> <li>Provides explicit, direct instruction in the five areas critical to reading success: phonemic awareness, phonics, vocabulary, comprehension, and fluency.</li> <li>Links engaging activities to key early literacy skills for whole group, small group, and individual instruction</li> </ul> Mentor Text for grades K-5 from Knowledge → \$ 493.84 Benchmark Library for grades K-5 → \$994.29
<b>Educational Software (Object Code 199)</b>	0	n/a
<b>Travel</b>	0	n/a
<b>Other</b>	\$1,966.88	Secretary: <ul style="list-style-type: none"> <li>Contact parents for early and late dismissal if an emergency occurs or a child is ill.</li> <li>Contribute to the overall safety/office coverage.</li> <li>Ordering material.</li> <li>Payroll preparation.</li> <li>Serve as a liaison to the administrator, parents and teachers.</li> <li>Contact translation unit if a translator is required for parent communication.</li> </ul>
<b>TOTAL</b>	<b>\$23,400.00</b>	

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

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

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

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

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.

Articulation was conducted with the school leadership team, classroom teachers, ELL teacher and parent coordinator to determine the needs of our non English speaking families. Using the Home Language Surveys collected, the information was analyzed in an effort to further clarify the level of translation support needed and languages most dominant at PS 220. In addition the Parent Coordinator survey and informal surveys conducted by classroom teachers were used to provide us with a clear sense of the oral interpretation needs of our school community. We found a significant similarity between parents who need oral interpretation and those who need written interpretation of school documents. Of the children serviced in ESL, the majority of the families are Russian speaking. In addition, we have a growing number of Hispanic parents who have requested translations in Spanish. Our overall school community shows a need for Russian, Spanish, Chinese, and Hindi translations.

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.

As a result of this data, it became evident that of the nine languages spoken by the children and families of PS 220, Russian is the most dominant language. In addition there has been an increase in the number of Spanish speaking students attending PS 220. The major correspondences will therefore be sent home in English, Russian, and Spanish. We will also have available versions of letters in several other languages based on languages of parents as noted on language surveys. These will be available for parents in need of these translations when possible. When we are unable to acquire translation we will provide verbal translations at the school.

## **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.

Significant documents that are not already translated by the Department of Education will be translated in an effort to increase parental involvement and understanding of PS 220's expectations, curriculum and goals. One major document used for this purpose is the school agenda. Our agenda serves as a handbook as well as an organizer for the home and school community. Other documents in need of translation may include, but are not limited to, monthly calendars, parent newsletters, memos and letters written to parents. In addition, translations may be used to inform parents of meetings, events, celebrations, assemblies and all other activities in which parents are required to participate. The vision is for all students to have the opportunity to receive information in the families preferred language. This will help parents feel more informed of school policies and events, with the ultimate goal of improving parental involvement.

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.

Oral interpretation services will be used to assist with translation during parent teacher conferences, Parent Association meetings and Parent Coordinator meetings and workshops. This will provide families with a clear understanding of school policies, curriculum, and expectations. Our goal is that the oral interpretation services provided to families will allow them to participate in all school meetings, activities and functions to the fullest extent.

We are fortunate to have several staff member, including teachers, paraprofessionals, and school aides, with the ability to speak in languages needed for translations. These languages include: Russian, Spanish, Hindi/Urdu, and Chinese. These individuals are fluent in English as well as a second language and able to translate upon request.

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>.

In the onset of the school year parents will be provided with a copy of the translation and interpretation letter provided as part of Chancellor's Regulations A-663. In addition a copy of the letter will be added to the student agenda as a reminder that these services exist and are available to all families upon request.

**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:	250400.00	38995.00	289395
2. Enter the anticipated 1% set-aside for Parent Involvement:	2504.00		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		390.00	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	12520.00		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		1950.00	
6. Enter the anticipated 10% set-aside for Professional Development:	25040.00		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		3900.00	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year:  
100%

9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

N/A

## **PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**

**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.

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 at the NYCDOE website link provided above.

### **I. General Expectations**

PS 220 agrees to implement the following statutory requirements:

- The school will disseminate the Parent Involvement Policy and School-Parent Compact at Spring Parent Teacher Conferences.
- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child’s learning;
    - that parents are encouraged to be actively involved in their child’s education at school;
    - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
    - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and

**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.

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

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

School Responsibilities

PS 220 Q will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
  - . The designing, purchase and distribution of a tri-lingual (English, Russian, Spanish) Student/Parent agenda which will serve as a parent handbook and communication tool for the 2009-2010 school year.
  - . It is expected that the administration, teachers and parents will articulate regularly to maximize the benefits of the in house Parent Coordinator. The parent coordinator:
    - a. Will assist in parent outreach for the purpose of improving parent participation at all parent association meetings and workshops.
    - b. Act as a liaison with all families whose children are experiencing difficulty with attendance, punctuality and academic performance.
    - c. Will offer a wider variety of family workshops. The focus will be to incorporate the initiatives and standards used in the classrooms daily.
    - d. Providing the parents with necessary tools to assist their children at home.
    - e. To build a strong relationship between the school and the community.
    - f. To obtain more parent volunteers by reaching out to the neighboring community.
    - g. School will utilize its translation policy money in an effort to provide parents with information in their native language.

2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held once in the fall term and again in the spring term.
3. Provide parents with reports on their children's progress. Specifically, the school will provide reports as follows: Results of interim assessments, report cards (given three times throughout the year), Literacy benchmark assessment.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Parents will participate in ongoing communication with the classroom teacher through the utilization of student agendas. In addition teachers and parents are invited into the school to meet with parents on as needed basis.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Open school week, parent as partners calendar days, classroom celebrations, assembly programs, theater presentation and movie night.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School Wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in mathematics and English language arts.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

### Parent Responsibilities

We, as parents, will support our children's learning in the following ways: Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.

- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

## **PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

**Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

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

PLEASE SEE SECTION IV FOR THE P.S. 220 COMPREHENSIVE NEEDS ASSESSMENT

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

In order to provide opportunities for all children to meet the States' proficient and advanced levels of student academic achievement we are utilizing the curriculum suggested by the NYCDOE for our literacy program entitled The Teachers' College Model of instruction with a focus on balanced literacy. Our Math Program is Everyday Mathematics which is supported by the NYCDOE. This program allows for small group instruction, hands-on learning, games, and manipulatives. Additionally it includes on going assessment allowing teachers to drive their instruction to meet the needs of all students in their classroom. We are using the FOSS Science Program which includes higher level thinking strategies through investigations and hands-on experiments. We utilize the new Social Studies program by Houghton Mifflin Harcourt which includes text books as well as trade books and charts for content area support. Through differentiated instructional practices students have the opportunity to reach their goals and meet the states proficient and advanced levels for academic achievement. Incorporated into all programs is a component for student support as well as enrichment activities.

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.

Our school day contains an extended time for those students identified as English Language learners, Special Education or At Risk. During the extended day students receive instruction in a small group setting where additional individualized instructional needs are addressed. Our Title III English Language Learner after-school program supports students that are identified in need of additional Language Learning instruction. These students are our L2 Stall and our regressed ELL Students.

- o Help provide an enriched and accelerated curriculum.

Students who are identified as exceeding the standards in curriculum areas are invited to the enrichment extended day program in the following areas, physical education, art, science, technology and music. Additionally, we introduced a talented and gifted classroom in kindergarten and grade one and look forward to increasing this program as the students move to the next grade. In addition, within all classrooms differentiated groups are organized to meet the needs of students that are exceeding the standards in curriculum. This is accomplished through the following: modified math games for higher level thinking, availability of high level trade books for literacy instruction and project based learning during small group instruction.

- o Meet the educational needs of historically underserved populations.

In order to meet the needs of those students identified as the historically underserved population we support experiential learning opportunities by going on excursions that support all academic areas. These excursions enable students to take part in learning opportunities that otherwise would not be possible in their lives. Assembly programs and other funded programs such as LEAP are integrated into our school year to provide once again opportunities for learning. All students identified and the underserved population receive materials and books required for a successful school year. To ensure all students have a successful school day with a nutritious breakfast we have established breakfast program and lunch program for our students.

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

A continuous effort to focus on individual learning styles is evident throughout our school. All students have opportunity to participate in all programs throughout the school therefore fostering and identifying strengths, interests and academic ability. Students who are at risk or identified as low academic achieving students participate in our AIS Program during our designated pull-out/push-in period. An Intervention Program for Reading and Mathematics will be provided by an intervention teacher who received professional development in the new Everyday Mathematics program as well as the Teachers College model for reading instruction (researched based programs). Additionally, classroom teachers will work collaboratively to plan, implement instructional initiatives and assess student progress through articulation with the intervention teacher. A seamless approach will be implemented to support the entire school community in an effort to ensure students receive support. Our inquiry team has expanded throughout our school in an effort to identify and support students at risk. All teachers have identified their lowest 1/3 and are continuously developing strategies and instructional plans that will support the low academic achieving students.

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

In order to address the emotional and social well being of our low achieving students our guidance counselor services students at risk as well as students identified as mandated for counseling. Through group and individual counseling students can share concerns that may otherwise hinder their academic progress. Additionally, our School Based Support Team meets regularly to discuss and evaluate students identified as at risk.

### 3. Instruction by highly qualified staff.

Upgrade instruction for all students. Administration, teachers and parents will continue to work collaboratively with the support of the School Wide Project in order to create an environment of flexibility that facilitates and encourages students' progress, parent involvement, teachers' growth and administrative leadership. Students in Grades K-5 will participate in small group literacy and mathematics instruction in a push-in model. Intervention programs with teachers who have undergone professional development in their specialty areas will ensure *all* student progress in and throughout the literacy and mathematics curricula. Intervention teachers will identify and address individual student needs and measure student progress on an ongoing basis.

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.

Professional Development for all teachers has become a part of our school environment. Teachers utilize grade conferences as an opportunity to share and interact with colleagues to discuss and turn-key information obtained during seminars and workshops.

Opportunities for off site professional development are encouraged for both the Literacy and Math Coach at P.S. 220. Regional and citywide professional development is attended on a regular basis as a result of this implementation. P.S.220 has adopted a professional development plan encouraging collaboration, cooperative planning and collegial conversation through the participation of TC Staff Development, Calendar Days, Community Days, our SSO and City Wide Professional Development to support curriculum implementation, data collection, and new teacher professional standards. Professional Development within PS 220 is presented through inter-visitations, demonstrations and grade conferences.

Collaborative professional development with our Literacy Coach and Math Coach has opened the doors to the instructional needs of our staff. Supporting professional development provides experiences and exchanges between teachers and the coaches that provide opportunities that translates into the classroom thus restructuring educational initiatives to fit today's mandates.

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

To ensure highly qualified teachers are entering the P.S. 220 School Community, a School Based Option Plan has been implemented. It provides opportunities for members of the school community to select, through a rigorous interview process, the most highly qualified teachers available. Selected teachers are encouraged to participate in all professional development opportunities available for continuous growth.

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

Several strategies are in place to increase parent involvement in relation to literacy services. These opportunities include a Literacy Launch where parents are invited to join our assembly program and visit classes to participate in read aloud stories. Our Parent Coordinator organizes the collaborative Art and Reading Program where parents and students are encouraged and guided through the process of reading a favorite book and creating art projects that are responses to the stories. These are shared with all individuals attending the series of workshops (4 weeks) and displayed in our main lobby. During *Turn-Off your T.V. Week* students and parents are encouraged to participate in a variety of activities in the school as an alternative to watching T.V and playing video games. These activities take place during after-school hours. One evening is designated for parents and students to bring their favorite books to school and read and share with others. Our yearly celebration of "Read Across America" in March and "Poem in Your Pocket Day" in April also encourage families to take part in shared reading activities and assemblies

#### 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.

To ensure a smooth transition from home to school our administration along with our parent coordinator provide a tour and information session for incoming Pre-Kindergarten students and Kindergarten students. The orientation program includes a tour of our classes while they are in

session, and an opportunity to meet teachers and other staff members. All necessary information regarding health needs and parent information is reviewed with parents and submitted on blue emergency cards. Our parent coordinator also establishes visitations and acts as a liaison for Kindergarten Special Education students by meeting with representatives and parents from individual pre-school programs. This procedure assists in facilitating the transition and minimizes any anxiety for students and parents.

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.

Including teachers in the decisions regarding academic assessments is addressed on several levels. Our inquiry team serves as a model for looking at individual student data and directing instruction in order to meet students' needs in a timely manner. As teachers review data they can determine what instructional focus should take place. All teachers have the opportunity to review student progress by utilizing both formative and summative assessments that will identify student success and guide future instruction. Benchmark assessments and goals are pre-established, reviewed and compared to where students are academically during certain timeframes throughout the school year. Grade leader conferences, grade conferences and professional periods are utilized as a time to share information, plan together with colleagues and analyze data for future instruction.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

The Academic Intervention Services Team evaluates those students who are not meeting the academic standards in class in comparison to benchmarks previously established. After analyzing student data the team establishes the type of academic support required to support the individual students' needs. A push-in model of support instruction or a pull-out model of support instruction is introduced as a way to differentiate instruction for the student. Additional support is established during the extended day program where students are invited to participate in small group instruction from 2:40 p.m.-3:17 p.m. Monday through Thursday. In addition, children are identified and invited to participate in our extended day enrichment classes which include: art, computer, music and physical education clubs.

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.

Coordination and integration of additional funds are utilized through a variety of avenues which include the Violence Prevention Program. The program provides selected classes (4) with an individual who visits classrooms and encourages students to participate in role playing activities that support the qualities and characteristics of positive decision making and becoming a good leader. Students also participate in school food

partnership which allows them to share ideas, plan celebrations, make decisions and sample food, act as a liaison between students in our school and the office of Food and Nutrition Services.

#### **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;

**N/A**

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

**N/A**

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 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)<sup>2</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.

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

### **-English Language Learners.**

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

<sup>2</sup>To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the Surveys of Enacted Curriculum (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards

(intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

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

1A.1: Describe the process your school engaged in, during the 2008-2009 school year, to assess whether this finding is relevant to your school's educational program.

As a school community we have looked at various types of data such as the New York State ELA, Predictive Assessments, Teachers College Assessments, and informal data in order to assess if there is a lack of depth in what is being taught in the English Language Arts classroom as compared to what is required by the state standards.

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

- Applicable
- Not Applicable

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

In the 2008-2009 school year the written curriculum was lacking written verification of the alignment of the state standards to our state curriculum. However, Teachers College has added an addendum to each month's unit of study which states New York State Core Curriculum Standards: Grade-Specific Performance Indicators. This addition highlights all the grade-specific standards addressed in the unit.

Curriculum mapping has been part of the fabric of our school for the past five years. Although we do address in our maps strategies to be utilized there is no place for student's outcomes. This is always addressed verbally as teachers map the curriculum but never written down formally.

We agree there is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Our state scores support this statement. Our students performed below the standard on these skills.

We believe we have the materials to meet the needs of all the learners in our school. This statement is supported by our use of Teachers College Reading and Writing Curriculum which is differentiated to meet the needs of all our students' abilities. Staff development is needed to use the curriculum in a more effective way and reach all of our students.

Through debriefing with teachers and collaboration it is evident that there are instructional gaps that need to be closed between ELL education and general education teachers. Teachers need the data which will be gathered and disaggregated to discuss student academic achievement as well as areas in need of improvement. Informal data suggests that teachers are requesting resources, training, and support in order to take new strategies beyond the surface level and truly transform their instruction.

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.

This year all teachers will include student outcomes on their curriculum maps. They will write goals for each unit of study with strategies and skills.

This year for one of our Inquiry studies teachers will be using data to create strategies and skills to teach writing through reading. An emphasis will be placed during the read aloud time to address speaking and listening skills.

In order to accomplish many of these goals and to have more staff development we need more professional development time. For example having our 37 1/2 minutes used to staff develop our teachers and drill deeper into our data.

In order to accomplish bidirectional alignment between general education planning and ELL planning, meaningful collaboration between classroom and ESL teachers is necessary. Classroom teachers will partake in several sessions of professional development presented by the ESL team. Through professional development and grade conferences, ESL and classroom teachers will develop a partnership. This partnership promotes growth among a community of learners in the classroom, by raising the level of academic achievement and language acquisition for ESL students. Increasing such collaborative partnerships will have benefits for all students, teachers, and the school community. ESL teachers will continue to reach out to the network support specialist for additional support.

## **1B. Mathematics**

### **Background**

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

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for

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

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

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

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

We have looked at various types of data such as the New York State Mathematics Exam, Predictive Assessments, Instructional Targeted Assessments and Recognizing Student Achievement (RSA) in order to assess if there is a lack of depth in what is being taught in Mathematics as compared to what is required by the state standards.

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

Applicable  Not Applicable

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

Through conversation with teachers and observations we have noticed a strong emphasis on the content of what is being taught. Teachers' goals revolve around students getting the answer and not focusing on the process to get the answer.

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.

Data has become an important part of addressing the needs of all of our children. When looking at all the data in Mathematics, the content strand is always addressed and rarely the process strand. For example, on the Item Analysis found on ARIS, the content of the questions are shown and how children performed on each. There is no correlation between the content and the process strand. Having the process strand connected to each question will not only make each teacher more aware but will give them an idea on how they should be thinking about mathematics all the time.

## **KEY FINDING 2: INSTRUCTION**

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

## **2A – ELA Instruction**

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

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

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

PS 220 uses Teachers College Curriculum for Literacy. Through observation and planning, the workshop model is being utilized throughout our school. The workshop model creates an atmosphere of teacher as facilitator.

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?

Our school is firmly committed to the Teachers College curriculum. All teachers are required to use the workshop format in reading and writing.

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* (SOM<sup>3</sup>) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

Through planning with the teachers and observation it is evident that most teachers are using the program the way it is written with the materials that are provided.

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

Applicable    Not Applicable

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

The Everyday Mathematics program is filled with components that allow for differentiation but these activities include work for children to do at their seats as well hands on activities including games. The curriculum does not supply other types of activities which will address the learning styles of all the children. This will create an atmosphere of engagement in mathematics. In addition the lack technology in the classrooms is evident.

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.

If we expected to do other work besides seatwork and hands on activities then creators need to incorporate this to be in alignment of our state standards.

We need more working computers in the classroom, smart boards and other technology order to incorporate technology in our everyday lessons.

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

### **KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

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

Please respond to the following questions for Key Finding 3:

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

After reviewing the 2008-2009 school organization roster it was determined that teacher turnover is not high. In the event of a new position all prospective teachers are to meet with the hiring committee and demonstrate their ability to teach in the subject area and/or grade level they are considered for. Where specific licenses are required every effort is made to ensure a licensed pedagogue is hired.

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?

This is not relevant to our school based on the following data: In the 2008-2009 school year 97.7% of our teachers were licensed and permanently assigned to P.S. 220 this is an above average percentage rate. Presently 100% of our core classes are taught by highly qualified teachers (NCLB/SED Definition) with 98% of our teachers having a masters or higher. In 2008-2009 59.1% were teaching more than 5 years anywhere in comparison to 2007-2008 where only 54.3 % of our teachers were teaching more than 5 years anywhere. This is an increase of 4.8%. In 2007-2008 69.6 % of teachers were teaching more than two years in our school. This number increased to 77.3% for the 2008-2009 school year. This is an increase of 7.7%.

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

n/a

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

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city,

district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

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

Through conversation and observation during push-in into the grade-level classroom, it was evident that classroom teachers are not adequately equipped with the instructional strategies to target our ELL student population. In classrooms with language diverse populations, teachers must ensure that the curriculum and teaching strategies reflect an alignment with English Language Proficiency Standards. Based on this context it is imperative for our school to ensure that classroom teachers gain a better understanding of the program, theories, principles, and strategies that have proven successful in educating ELL students. It is vital that classroom teachers attend Professional Development sessions conducted by the ESL Team.

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

Applicable  Not Applicable

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

Classroom teachers have expressed the desire to learn new strategies that will support the individual needs of their ELL population. We recognize that professional development is a significant issue for classroom teachers who are attempting to implement new instructional strategies. We will provide teachers with resources, training, and support in order to take new strategies beyond the surface level and truly transform their instruction.

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

ESL teachers understand the curricular goals of the content classroom and can develop ways to support the academic language by utilizing appropriate methodology and instructional strategies. An understanding of second language acquisition can improve the ability of classroom teachers to serve the culturally and linguistically diverse students in their classrooms (Fillmore and Snow, 2002; Hamayan, 1990). In order to accomplish this, meaningful collaboration between classroom and ESL teachers is necessary. Classroom teachers will partake in several

sessions of professional development presented by the ESL team. Furthermore, ESL teachers will reach out to the network support specialist for additional support.

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

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

Please respond to the following questions for Key Finding 5:

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

The academic progress and English Language Proficiency of ELLs is measured on a continuous basis. Throughout the academic school year, assessment of ELLs is based on the NYSESLAT scores, Periodic Assessment results and informal assessments. These results are shared with the classroom teachers as soon as they are available. This data is utilized by all teachers to drive instruction.

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

Applicable  Not Applicable

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

The use of data steers curriculum mapping and serves lesson planning in order to address and meet the needs of individual students. Classroom teachers are notified of ELLs proficiency level based on their NYSESLAT scores at the beginning of the year. Beginner, Intermediate and Advanced ELLs are serviced accordingly through a push-in or pull-out model. Furthermore, classroom teachers are advised that ELLs who are now proficient in English are no longer in the ESL program, but continue to receive testing accommodations on state exams.

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.

Continued collaboration will take place where data will be gathered and disaggregated to discuss student academic achievement as well as areas in need of improvement. Through professional development and grade conferences, ESL and classroom teachers will develop a

partnership. This partnership promotes growth among a community of learners in the classroom, by raising the level of academic achievement and language acquisition for ESL students. Increasing such collaborative partnerships will have benefits for all students, teachers, and the school community.

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

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

Please respond to the following questions for Key Finding 6:

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

All general education teachers, including cluster teachers, are provided with copies of their students' IEPs. Teachers are notified of any instructional or behavioral modifications that are required by service providers and/or indicated on IEPs. General education teachers and paraprofessionals assigned to individual students are provided with assistance to understand the goals and objectives on the student's IEP.

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

Applicable    Not Applicable

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

Through innovative planning the administration, and both general education and special education teachers, plan according to the general education curriculum. Our general and special education teachers are provided with copies of students' IEPs for students receiving services. During regularly scheduled PPT meetings, Student Assessment Team meetings, IEP meetings and informal articulation with teachers, it is determined which modifications and differentiated strategies must be implemented to optimize learning. Classroom and cluster teachers are apprised of any modifications made to IEPs and attend meetings at which changes to IEPs are made. Modifications are regularly determined with input from the classroom and cluster teachers. The IEP team includes both general education and special 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.

Additional training is required to help general education teachers understand and implement accommodations and modifications that are required to support students with disabilities within the general education environment.

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

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

Please respond to the following questions for Key Finding 7:

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

Teachers instructing students with IEPs have both access to and copies of those students' IEPs. Ongoing reviews of IEPs are conducted to ensure that students' needs are addressed within the classroom environment and during cluster periods. Performance indicators are used to determine students' current level of performance and to set realistic, measurable promotional criteria. Professional development for using performance indicators has been provided.

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

Applicable  Not Applicable

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

Modifications specified on page 9 of the IEP are used within the classroom environment. Behavioral goals are indicated on page 6 and are implemented in the class, as are the Behavior Intervention Plans, which are provided to classroom teacher, cluster teachers, counselors, and paraprofessionals.

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

n/a

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

*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.)  
**No students**

2. Please describe the services you are planning to provide to the STH population.  
**N/A**

### **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).  
**N/A**

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

**N/A**

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.

**N/A**