



PS 253 Q

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: [27Q253](#)

ADDRESS: 1307 CENTRAL AVENUE FAR ROCKAWAY NY 11691

TELEPHONE: 718 – 327-0895

FAX: 718-327-3964

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 27Q253 SCHOOL NAME: PS 253Q

SCHOOL ADDRESS: 1307 Central Avenue Far rockaway NY 11691

SCHOOL TELEPHONE: 718-327-0895 FAX: 718-327-3964

SCHOOL CONTACT PERSON: Fred Iorio EMAIL ADDRESS: Fiorio@schools.nyc.gov

POSITION/TITLE ASSISTANT PRINCIPAL **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Robin L. Johnson

PRINCIPAL: Robin L. Johnson

UFT CHAPTER LEADER: William Easteadt

PARENTS' ASSOCIATION PRESIDENT: Maria Rosario

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

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 27 SSO NAME: Knowledge Network

SSO NETWORK LEADER: Joanne Brucella

SUPERINTENDENT: Michele Lloyd-Bey

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Robin L. Johnson	*Principal or Designee	
William Easteadt	*UFT Chapter Chairperson or Designee	
Maria Rosario	*PA/PTA President or Designated Co-President	
N/A	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Fred Iorio	Member/ Assistant Principal	
Candra Sutherland	Member/ Teacher	
Ora Reed	Member/ Teacher	
Major Childs	Member/ Parent	
Ana Amarante	Member/ Parent	
Venise Moise	Member/ Parent	
Roslyn Mendez	Member/ Parent	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Public School 253 is located in the Far Rockaway section of Queens, New York. This Pre – Kindergarten to Grade Five school serves a population of approximately 530 students. The school is a central part of the community to many students and their families. The building is in its fifth year of operation. It is a brand new building which is well-kept. It is a state of the art building where student's accomplishments are evident and prominently displayed.

Core Knowledge curriculum will be implemented during the 2009– 2010 school year in Grades PreKindergarten through Grade Five. We will have a solid, sequenced, specific, and shared curriculum that will provide an academic focus and encourage consistency in instruction. A broad base of knowledge and a rich vocabulary will motivate students to learn and create a strong desire to learn more. Core Knowledge promotes a community of learners (adults and students) that is in line with the school's vision and mission.

PS 253 recognizes that in order to meet the diverse needs of the students and families of this community, the role of the school has to expand beyond traditional definitions of teaching and education. It is towards this end that we have applied for the following grants: New York Academy of Medicine Moving from Crisis to Hope, Parents as Art Partners, Ezra Jack Keats, and Conflict Resolution Teaching Tolerance.

At PS 253 we recognize that families and community members are a vital part of all students' academic and social success, and consider family an essential ingredient for a successful educational program. To ensure a successful partnership between the school and the community we use the practices outlined in the "Basic School" model (a community for learning). The Basic School focuses on a shared vision, teachers as leaders, the school as a community (parents as partners), a curriculum with coherence, a climate for learning and a commitment to character. This philosophy has had positive effects on the school and its community. Parent involvement has continuously increased since the beginning of the 2004 school year.

PS 253 enjoys collaboration with several community based organizations, including the Police Athletic League, the Action Center for Education and Community Development Inc., The Addabbo Clinic, FECS, RDRC, Caribbean's Woman's Health center, Inwood Ministerial Coalition, Washington Mutual, TheraCare Health First, and the Rockaway Sports Coalition.

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				
School Name:	PS 253 Q			
District:	27	DBN #:	27Q253	School BEDS Code #: 34700010253

DEMOGRAPHICS									
Grades Served in 2008-09:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
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	32	30	31		90.6	91.2	TBD		
Kindergarten	108	94	66						
Grade 1	104	113	90	Student Stability: % of Enrollment					
Grade 2	60	103	119	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	37	68	89		TBD	TBD	TBD		
Grade 4	0	43	57						
Grade 5	0	0	45	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	0	0	0						
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	0	0	0		2	3	TBD		
Grade 12	0	0	0						
Ungraded Elementary	0	0	0	Recent Immigrants: Total Number					
Ungraded Secondary	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Total	341	451	497		6	4	2		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(October 31)	2006	2007	2008	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes	21	24	19						
No. in Collaborative Team Teaching (CTT) Classes	17	30	33	Principal Suspensions	0	2	0		
Number all others	0	0	0	Superintendent Suspensions	0	2	0		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number			
(As of October 31)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	NA	NA	NA
# in Trans. Bilingual Classes	17	0	0	Early College HS Participants	NA	NA	NA
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	30	76	85	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	4	8	1	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	27	36	49
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	6	5	13
(As of October 31)	2006-07	4	TBD				
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	2.0	2.0	1.8	Percent more than two years teaching in this school	0.0	25.0	40.8
Black or African American	61.0	56.8	55.9	Percent more than five years teaching anywhere	22.2	33.3	22.4
Hispanic or Latino	32.8	36.4	38.2				
Asian or Native Hawaiian/Other Pacific Isl.	2.0	2.4	1.4	Percent Masters Degree or higher	89.0	78.0	71.0
White	2.0	2.4	2.6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	86.3	100.0	94.1
Multi-racial	0	0	0				
Male	54.6	53.4	51.9				
Female	45.4	46.6	48.1				

2008-09 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):			
<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2	
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____	
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.			
Individual	Elementary/Middle Level	Secondary Level	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Subject/Area Ratings	ELA:	In Good Standing	ELA:	
	Math:	In Good Standing	Math:	
	Science:	In Good Standing	Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	✓	✓	✓			
Ethnicity						
American Indian or Alaska Native	-	-	-			
Black or African American	✓	✓	✓			
Hispanic or Latino	✓	✓	-			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-	-			
Multiracial	-	-	-			
Other Groups						
Students with Disabilities	✓	✓	-			
Limited English Proficient	-	-	-			
Economically Disadvantaged	✓	✓	✓			
Student groups making AYP in each subject	5	5	3	0	0	0

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	B	Overall Evaluation:	N/A
Overall Score	52.7%	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	N/A
School Environment (Comprises 15% of the Overall Score)	9.9%	Quality Statement 2: Plan and Set Goals	N/A
School Performance (Comprises 30% of the Overall Score)	18.1%	Quality Statement 3: Align Instructional Strategy to Goals	N/A
Student Progress (Comprises 55% of the Overall Score)	23.9%	Quality Statement 4: Align Capacity Building to Goals	N/A
Additional Credit	0.8%	Quality Statement 5: Monitor and Revise	N/A

Note: Progress Report grades are not yet available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

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

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

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

PS 253 is **“The School Where the Joy of Today Leads to the Achievement of Tomorrow”**.

Working collaboratively, we will provide a safe environment and quality education for all of our students. We promote positive social relationships among family, school and community. We recognize each child's individuality, and uniqueness. By creating a nurturing environment, it is our goal to foster a love of learning to prepare the leaders of tomorrow. We maintain high expectations, encourage active parent involvement, and partner the entire school and community in a commitment to excellence in all that we do.

Strengths and Accomplishments:

- ✚ **“The Basic School” Philosophy. “The school is a place where everyone comes together to promote learning. Every classroom is, itself, a community, where classrooms are connected by a sense of purpose, in a climate that is communicative, just, disciplined, and caring, with occasions for celebration.”**
- ✚ **Schools Attuned Focus School. A comprehensive process that strengthens educator's abilities to reach young minds-especially those who are struggling to learn-in a meaningful and lasting way. Currently, 60% of the staff is trained in Schools Attuned practices.**
- ✚ **As a Product of the community, the Principal is able to build a collaborative partnership that has a positive impact on the community.**
- ✚ **The Principal's strong ties to the community create a nurturing, compassionate, caring, and just place for all involved.**
- ✚ **The Principal's Vision and Mission have been adopted by the staff and the community.**
- ✚ **The Leadership, Staff, Students and Parents have embraced the Principal's Goals and Objectives and demonstrate this daily.**
- ✚ **The Principal's open door policy allows for productive lines of communication.**
- ✚ **Our exceptional Instructional Team (Principal, Assistant Principal, Math Specialist, Literacy Specialist, AIS, Staff Developer, SAST, SETSS, and ESL) assess outcomes, review data, group students accordingly, implement best practices, disseminate information, articulate with staff, provide professional development, provide intervention strategies that will enable students to receive additional assistance in alternative settings. (Before/After School, Saturday Academy, Saturday Enrichment, Extended Day AIS/ESL, Push-In, Pull-Out)**

- # Collaboration and Cooperative Team Teaching with members of PS256 (D75) @PS 253.
- # Principal's Academic Honor Roll.
- # Hiring of a full time Health Aide to assist in increasing our Attendance and Immunization rates.
- # Clear Channels of Communication: Daily News Postings, Grade Articulation, Conferences, Core Knowledge planning sessions, Intervisitations, PS 253's Newspaper (The Vision), Monthly Calendars, Appropriate Bilingual Translations, Student Agenda Notebooks and Parent – Teacher Communications.
- # Right Choice Behavior Modification program.
- # Acuity training for all staff, students and parents in grades 3,4, and 5.
- # Parent enrichment in ESL.
- # Parents from neighboring schools have a strong desire to register their children in our school.
- # As a NCLB receiving school, parents recognize the high standards, the levels of excellence and the high quality of education our school offers. We are committed in serving the whole child. Selection of highly qualified teachers (100% in 2007 -2008 school year) supports our high student enrollment that exceeded our projections and expectations and are meeting all state and required NCLB mandates.
- # Parents seek our expertise in education in meeting their child's individual needs as well as addressing the differentiated needs of all our students (CTT, ELL, SETSS, Self-Contained, General Ed.) continuing to maintain high expectations and a commitment to success.
- # The school promotes Cultural Awareness and Respect for different diversities and beliefs. (Celebrations include: Multicultural Assemblies, Hispanic Heritage, Black History, Woman's History, Chinese New Year, 100 Day Celebrations)
- # The Staff's dedication, collaboration and professionalism are above and beyond their passion for teaching.
- # Creation of clubs during the 37 ½ minute extended time. (Yoga, Fashion, French, Knitting, Movie Book Club, Jewelry making, Basketball, Volleyball, Cheerleading, Step, Double Dutch).
- # We are in the process of developing a school's website which will include general information, homework policies, school calendars and upcoming events.
- # We have received approximately 300 resumes of teachers looking to join our faculty. In addition there were 150 Open Market Hiring Transfer applications online.
- # We are an Academic/Physical Education Attire School.
- # Hands on Parent Teacher Association, which supports the school, the community, the students, and the staff, always encouraging parent involvement on all levels. Monthly parent calendar and weekly parent workshops.
- # School Partnerships with the community creating opportunities to involve all parents in their child's education. Activities and Workshops include: Literacy Night, Reading Workshops, Family Movie Night, Family Math Night, Parent/Child Communication, Parenting, Nutrition, Smoking/Asthma, Parent Soul Night, Father/Daughter Dance, Parent Technology, Parent Physical Education, Family Reading Night, Mother's Day breakfast, and Parent/Health Lunch and Learns.
- # Violin training for grade 4 and 5 students
- # Performing Arts/Ballet Tech
- # Saturday Academy and Institute for enrichment for our level 3and 4's. Academic Intervention on Saturday for our target population. After school program targeting our ELL population.

- ✚ **Inquiry Team focus on our bottom 1/3 Black Male population in grade 3 with the intent of tracking these students longitudinally.**
- ✚ **Collaboration with several community based organizations, including the Police Athletic League, The Action Center for Education and Development Inc., The Addabbo Clinic, Washington Mutual, FECS, RDRC, Caribbean's Woman Health Center, Rockaway/Inwood Ministerial Coalition, TheraCare Health First, First Baptist Far Rockaway, and The Rockaway Sports Coalition.**
- ✚ **Recipient of several Grants: New York Academy of Medicine, Moving from Crisis to Hope, Parents as Art Partners, Ezra Jack Keats, and Teaching Tolerance Conflict Resolution.**

Aids:

- ✚ **PS 253's Faculty Handbook. A tool used to guide, direct, educate, and instruct all staff members on the Policies and Best Practices that the school has. Material is revised and updated as needed.**
- ✚ **Our Professional Development Teams provide job embedded direction to all staff members through Demonstration Lessons, Intervisitations, Study Groups, Lunch and Learns, Grade Conferences, Faculty Conferences and New Teacher Workshops. Professional Development is provided to enhance our school programs. (Balanced Literacy, Everyday Mathematics, Wilson, Schools Attuned, Voyager, E-CLAS-2, EPAL, Science, Social Studies, 37 ½ Minute Extended Day, Core Knowledge, ELL Strategies, CTT models, collaboration with the UFT Teacher Center Specialists, IEP writing, Regional Mentoring Program, and interclass visitations, in and across grades).**
- ✚ **Weekly 90 minute common preparation periods for grades Kindergarten, One and Two for Core Knowledge planning.**
- ✚ **Common Preparation Periods- All grades**
- ✚ **Administrative Checklists and Snapshots**
- ✚ **Classroom Observations**
- ✚ **Math and Literacy Specialists**
- ✚ **School Based Mentoring Program**
- ✚ **Instructional Team**
- ✚ **SAST – Student Academic support Team**
- ✚ **We are budgeting our money effectively, supporting our students with additional staff (ELL, AIS, and SAST) to meet the growing and diverse needs of our expanding population.**
- ✚ **Portfolio Assessments in Literacy, Writing, Mathematics, and Technology.**
- ✚ **Student Data Binders – tracking student's strengths and weaknesses and the strategies to enhance and correct them over time. (Personalized Individual Plans)**
- ✚ **Everyone at the school plays an intricate part in moving the school forward. Our Educational Assistants (Paraprofessionals), School Assistants (School Aides), School Based Support Team, Guidance Counselor, Related Service Providers, Parent Coordinator, School Safety Agents, School Crossing Guards, Kitchen Staff, and PTA Executive Board Members help secure a nurturing, caring, safe, and academically successful environment.**

Barriers

 Our ELL population rose to 16.5% in the current year. Services and support staff were procured in the 2008-2009 year to ensure the continued success we have had with our ELL population.

Student Performance Trends:

In the school year 2005 – 2006 we tested only our 3rd graders. These are the results:

ELA 3rd Grade 45% Level 3 & 4
52% Level 2
3% Level 1

Math 3rd Grade 77% Level 3 & 4
23% Level 2

In the school year 2006 – 2007 we tested 3rd and 4th graders.

ELA 3rd Grade 59% Level 3 & 4
40% Level 2
1% Level 1

Math 3rd Grade 89% Level 3 & 4
11% Level 2

4th Grade 59% Level 3 & 4
39% Level 2
2% Level 1

4th Grade 85% Level 3 & 4
15% Level 2

In ELA we made a 13% increase in the Level 3&4 students. We decreased 13% of our level 2 students and we decreased 1% of our level 1 students.

In Math we made an increase of 8% in Level 3 & 4 students. We decreased 8% of our level 2 students and continued to maintain no level 1 students in mathematics.

In the 2006 – 2007 school year we also focused on our subgroup population.

In ELA 40% of our ELL students scored level 3 & 4
48% of our Hispanic population scored level 3&4

In the school year 2007 – 2008 we tested 3rd, 4th graders, and 5th graders.

ELA 3rd Grade 56% Level 3 & 4
38% Level 2
6% Level 1

Math 3rd Grade 89% Level 3 & 4
8% Level 2
3% Level 1

4th Grade 51% Level 3 & 4
40% Level 2
9% Level 1

4th Grade 78% Level 3 & 4
18% Level 2
4% Level 1

5th Grade 66% Level 3 & 4
34% Level 2

5th Grade 84% Level 3 & 4
12% Level 2

0% Level 1

4% Level 1

In ELA we made a 2% decrease in the Level 3&4 students..

In Math we made a decrease of 3% in Level 3 & 4 students. We decreased 1% of our level 2 students.

In the school year 2008 – 2009 we tested 3rd, 4th graders, and 5TH graders.

**ELA 3rd Grade 54% Level 3 & 4
38% Level 2
8% Level 1**

**Math 3rd Grade 86% Level 3 & 4
12% Level 2
1% Level 1**

**4th Grade 64% Level 3 & 4
32% Level 2
4% Level 1**

**4th Grade 86% Level 3 & 4
10% Level 2
3% Level 1**

**5th Grade 59% Level 3 & 4
41% Level 2
0% Level 1**

**5th Grade 77% Level 3 & 4
20% Level 2
3% Level 1**

In ELA we made a 2% increase in the Level 3&4 students..

In Math we made a increase of 1% in Level 3 & 4 students. We decreased 1% of our level 2 students.

SECTION V: ANNUAL SCHOOL GOALS

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

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

1) Staff members will receive 90 minutes of Professional Development per week. Our goal is to target specific needs of the students, teachers and the school community. By June, staff members will have received 60 hours of Professional development.

- 100% of teachers will engage in ongoing professional development focusing on differentiated instruction that addresses the needs of all students. Included in this focus will be students with IEP's, ELL students, boys and girls learning styles and teaching students who function on different levels.
- 90% of all classroom teachers will demonstrate differentiated instruction strategies in observed lessons, both formal and informal, walkthroughs, planning, and each individual students data binders.
- All classrooms will reflect resources that promote and support differentiated learning, as measured by the daily snapshot and articulation during study groups.

2) To increase the number of classroom teachers participating in The Inquiry Team to 90% in the school with a focus on ELA.

- During the 2008 – 2009 school year the inquiry team consisted of 6 members who were involved in the schools inquiry work. For 2009-2010, we want to expand the inquiry work by engaging all classroom teachers in the inquiry team process using ELA as a professional development focus, allowing teachers to expand the process by incorporating Core Knowledge content areas (science and social studies) in a thematic approach to planning and accountability.

3) To implement Core Knowledge curriculum in all grades PreKindergarten – Grade 5 in Literacy, Mathematics, Science, Social Studies, Music and Art.

To implement Core Knowledge curriculum in all Grade starting in September 2009 in Science and Social Studies.

- 100% of classes on designated grade levels and designated content areas will participate in the Core Knowledge Instructional program.
- Weekly assessments created cooperatively by the Core participants and Core Knowledge Coordinator to assess student growth.
- Engage each grade level, (PreK – Grade 5) in curriculum mapping effort to horizontally and vertically align curriculum in ELA, Math, Science, Social Studies, Art and Technology

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): Differentiated Instruction
All Core Subjects

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Staff members will receive 90 minutes of Professional Development per week. Our goal is to target specific needs of the students, teachers and the school community. By June, staff members will have received 60 hours of Professional development.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> 1. All new teachers to the PS 253Q community will receive ongoing professional development in the form of New Teacher workshops weekly. 2) Grade 3, 4 and 5 staff members will receive ongoing professional development in acuity training, utilizing performance based data to create and drive instruction. 3) Grades PreK - 5 staff members will receive ongoing professional development in Core Knowledge. 4) Student portfolios in Literacy, Mathematics, and Writing will be maintained monthly. 5) All teachers will receive Professional Development in the use of the ARIS system. 6) The following staff will meet with the teachers: Administration, Math and Literacy specialists, Academic Intervention Services, Early Intervention specialists, ESL, Core Knowledge Coordinator and Grade liaisons. These support personnel (The Professional Learning Team) will train and monitor staff, thus creating learning communities in regards to how their data from Periodic Assessments/Classroom Assessments, Predictive, and Diagnostic (ITA) assessments should design/determine targeted lesson planning for students. 7) Provide Professional Development in enhancing the analysis of data to determine how students are performing by gender within each sub-group.

	<p>8) Work with the Data Specialist to deepen staff awareness and understanding of all relevant school data/ both hard and soft.</p> <p>9) Common Prep periods school wide, Lunch and Learns, Grade conferences, faculty conferences, New Teacher workshops, Intervisitations (class, Grade and Schools), study groups.</p> <p>10) Share student goals and interim steps with parents in order to enable them to support their children’s learning at home.</p> <p>11) Data Binders are created for every student in the school. They consist of all relevant information regarding the child. Individualized strategies are create to plan for individualized instruction, focusing on student areas of strengths and weaknesses.</p> <p>12) Our Data Binders are unique and even though they house all relevant data, their main purpose is to identify strengths and weaknesses of the individual child and the strategies teachers use to address those issues.</p> <p>13) The binders are in their third year of spiraling and each new teacher that receives has 2 years of corrective strategies and goals to build on, review and modify.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funded Personnel include: Math and Literacy Specialists, AIS, and Core Knowledge Facilitator.</p> <ul style="list-style-type: none"> ○ Common Prep periods school wide, Lunch and Learns, Grade conferences, faculty conferences, New Teacher workshops, Intervisitations (class, Grade and Schools), study groups. ○ Work with the Data Specialist to deepen staff awareness and understanding of all relevant school data/ both hard and soft. ○ Support staff in the use of technology to access data from Acuity (Predictive and diagnostic assessments) ○ Collaborate with the LSO staff to enhance the Professional development offerings.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>1. Teacher lesson plans/themes/units/maps are evidently planned with differentiated strategies.</p> <p>2. Teacher observations both formal and informal, walkthroughs, snapshots reveal incorporated different learning styles and student work products across the grades.</p> <p>3. Libraries are leveled and posses a variety of genres.</p> <p>4. Assessment data Binders consider student learning styles and modalities.</p>

**Core Knowledge
Social Studies, Science, Music, and
Art**

Subject/Area (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To develop a coherent Core Knowledge curriculum across all grades.</p> <p>To implement Core Knowledge curriculum in grades PreKindergarten – Grade 5 in Literacy, Mathematics, Science, Social Studies, Music and Art.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Engage each grade level, (PreK – Grade 5) in curriculum mapping effort to horizontally and vertically align curriculum in ELA, Math, Science, Social Studies, Art and Technology.</p> <ol style="list-style-type: none"> 1. Teachers will meet weekly for a 90 minute planning session as grades with the Core Knowledge Coordinator to begin unit (lesson) planning. 2. The schedule will have common preparation periods for a 90 minute block. 3. Clusters and OTPS teachers will also have a 90 minute block of planning time. The Core Knowledge Coordinator will align cluster programs with the curriculum. Clusters will also be included in planning sessions with grade planning as needed. <p>The budget will be used to hire a Core Knowledge Coordinator, as well as to purchase instructional materials to enhance student achievement.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ○ 100% of classes on designated grade levels and designated content areas will participate in the Core Knowledge Instructional program. ○ Weekly assessments created cooperatively by the Core participants and Core Knowledge Coordinator to assess student growth. ○ Engage each grade level, (PreK – Grade 5) in curriculum mapping effort to horizontally and vertically align curriculum in ELA, Math, Science, Social Studies, Art and Technology
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> 1. Aligned curriculum planning, at each grade level is shared and posted school wide to teachers, parents, students. Technology will be used to include Themes and Units on our schools web site to further assist and enhance the Core Knowledge curriculum. 2. Teacher observations, snapshots, checklists will be used to monitor evidence of the curriculum being implemented. 3. Curriculum maps and thematic units will be shared with parents in monthly newsletters and on the schools web site. 4. Additional information will be uploaded to ARIS so parents can view their child’s course of study and progress, if applicable.

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	17	15	N/A	N/A	3			
1	20	17	N/A	N/A	1			
2	28	22	N/A	N/A	1			
3	23	20	N/A	N/A	0			
4	27	25	30	15	6			
5	20	20	20	43	1			
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>The AIS providers meet with individual students on a weekly basis during the school day and reinforce the strategies outlined in the Foundations Program, Wilson Program, and Voyager Program. Our 2-5 grade students are invited to attend Saturday Academy/Enrichment programs and work collaboratively in small groups using a multitude of resources that range from authentic literature to Test Sophistication. In addition, the 37 ½ minute extended time program allows teachers to meet the needs of our level 1 and 2 students with supplemental grade appropriate tasks in a tutorial setting. Our ELL’s also receive services with “English on Our Way” material after school in small groups. During the school day, students receive differentiated instruction in guided reading/writing groups and center activities</p>
<p>Mathematics:</p>	<p>Mathematics intervention is provided to all level 1 and 2 students. The strategies include the use of the NYS Mathematic Standards aligned with Math Steps and Kaplan. These services are provided through small group instruction, one to one peer tutoring during the school day, after school and the Saturday Program.</p>
<p>Science:</p>	<p>Harcourt Science Program (Alternate Lessons Companion) small group instruction daily. Measuring UP/NYState Coach (1 to 1 tutoring) before and after school. Extracurricular Hands-on lessons (small group instruction) Saturday program. Test sophistication (small group instruction) during the day.</p>
<p>Social Studies:</p>	<p>During the school day, students work in small group centers to support the knowledge they obtain from the topics studied in the scope and sequence. The Core Knowledge Curriculum in grades K-2 provides the framework for Social Studies to be incorporated across subject areas. The upper grades support personnel work with students individually and in small groups using the Social Studies: New York City series. At risk students receive intervention during the 37 ½ minute tutorial and Saturday Academy/Institute.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Students receive guidance at-risk services consisting of: individual and group counseling to address personal issues, peer conflicts, academic issues, outside referrals, administration for children services intervention, foster agencies/family issues. Service is provided during the school day as needed.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>The school Psychologist is available to provide pre-referral or crisis-oriented behavioral guidance to students experiencing emotionally stressful circumstances or presenting classroom behavioral difficulties, after parent consent.</p>

At-risk Services Provided by the Social Worker:	At risk Counseling for high risk students. Behaviors included: not following rules, disruptive behavior, mental health issues, community referrals, support services for staff & students, counseling needs to be approved by parent and be in group or on an individual basis.
At-risk Health-related Services:	At risk individual and group counseling to address: specific hygiene issues, health related concerns,, environmental infestation, medication, (home and/or school) previous or upcoming hospitalation, abuse issues, transportation safety, nutrition and suicide intervention. Service is provided during the school day, as needed

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.

Implementing Recommendation IV

Grades K-8 LANGUAGE ALLOCATION POLICY WORKSHEET

I. Language Allocation Policy Team Composition				
5	P.S.253Q			
Region	School			
Robin Johnson	Fred Iorio	Ilene Pollack	Jean Marie Fougere	William Easteadt
Principal	Assistant Principal Glenda Miller	Guidance Counselor	Parent Coordinator	UFT Chapter Leader
Annie Dindial			Candra Sutherland	Denise Aponte
Literacy Coach	Math Coach Ilene Pollack	Bilingual Coordinator Leonela Vargas	AIS Teacher Cyd Disler Giselle Wilson	Teacher Anna Rodriguez
Tracey Greenblatt				
SETTS	Guidance Counselor	ESL Teacher	ESL Teacher	Teacher
II. Current ELL Instructional Program (check all that apply)				
<input type="checkbox"/> Transitional Bilingual (TBE)	<input type="checkbox"/> Dual Language (DL)	<input checked="" type="checkbox"/> English as a Second Language (ESL)		
Identification process <ul style="list-style-type: none"> • Parent fills out the home language survey with Ms. Wilson, Ms. Disler, Ms. Miller, or Ms. Dindial. Parent is interviewed with child. Only after speaking to the child a decision is made whether the child should be LAB_R. Pedagogue responsible for conducting initial screening and LAB_R <ul style="list-style-type: none"> • Ms. Wilson • Ms. Disler • Ms. Miller 				

- Ms. Dindial

If a child scores Proficient on the NYSESLAT the child will no longer be considered an ELL.

Understanding Program Choices:

- Once the child is given the LAB-R evaluation the parent is notified of the child's eligibility. During meet the teacher night the video which explains the 3 program choices is shown. The ESL is also available for clarification as needed. The same procedure is followed for parent teacher conference both in the afternoon session and evening session. If a parent is unable to attend any of these sessions then a separate viewing is scheduled.

Parent Survey and Distribution.

- The first time the letter is distributed to parents is during meet the teacher night early September. After viewing the video the parent is given the proper paperwork to complete. If a parent does not attend, they are called and an appointment is made to view the video and complete all necessary paperwork.

Placement

- All of our students are placed in our ESL push-in program. If a parent disagrees with the placement the parent is given the choice to remove the child and placed in a school that offers them the program of their choice. If the parent refuses another placement and chooses to stay they are given an explanation again as to what the program is and the services the child will be receiving.

Trends:

- About 95% of our parents opt into the ESL push-in program.

The ESL program at P.S. 253 services students from Kindergarten to fifth grade in both push-in and pull-out models. The push-in model is utilized during the literacy block. For the 2009-10 school year, we have three teachers (in progress) licensed and state certified ESL teachers. One will work with ELLs in Kindergarten through Grade Five. The other 2 teachers will work with ELLs in a general education ESL class (es). Students are grouped based on grade level, age and language proficiency levels.

The ESL instruction focuses on the four modalities (listening, speaking, reading and writing) as a way to develop content area concepts and vocabulary (SIOP).

ESL strategies and methodologies such as Q-TEL, LEA, TPR, CALLA, Thematic Approach and the Natural Approach are incorporated into instruction to facilitate concept development and comprehension. ESL materials and storybooks are used to accomplish this goal. Computers, overhead projectors, tape recorder and CD players are also used to help ELLs meet NYS standards in all content areas and ESL. Class trips, Spanish Heritage Month Celebrations and assembly, multicultural fair and visits from professionals and community leaders also plays a role in helping our Ells.

Academic rigor as per our LAP objectives and goals will be primary to ensure that our ELLS advance in levels of proficiency. Beginning students and intermediate student receive two periods of ESL (360 minutes/week) while advanced students receive one period per day of ESL (180 minutes per week as determined by the LAB-R and NYSESLAT

Furthermore, data from the LAB-R, NYSESLAT, E-CLAS,E-PAL, NYS Math test, ELA, teacher made assessment, class work and assessment binders and portfolios are reviewed periodically and instruction is evaluated to meet the academic needs of each child.

A. Balanced Literacy is used in grades K- 5 as the literacy program. This year, Kindergarten through fifth grade classes is using Core Knowledge with the Balanced Literacy program to teach science, social studies, music, reading and writing. Everyday Mathematics is the program used at P.S. 253 to teach math. There is also a social studies and science program based on the core curriculum given by a teacher trained in these areas to meet NYS standards. The ELLs participate in all content, math and literacy programs. AIS, the Saturday Program, before school program, and Schools Attuned are supplemental programs for ELLs.

B. Extra curricular: At present we have a Girl Scout program, dance club, music club, Conflict Resolution program and a drama club. These programs are available to anyone who attends our school including ELLs.

SAMPLE STUDENT SCHEDULE 2009-10ESL

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

School District: 27

School Building: P.S.253Q

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:8:30 To:9:15	Subject (Specify) Balanced Literacy	Balanced Literacy	Balanced Literacy	Balanced Literacy	Balanced Literacy
2	From:9:15 To:10:00	Subject (Specify) Balanced Literacy	Balanced literacy	Balanced Literacy	Balanced Literacy	Balanced Literacy
3	From:10:00 To:10:45	Subject (Specify) Balanced literacy	Subject (Specify) Balanced literacy	Subject (Specify) Balanced literacy	Subject (Specify) Balanced literacy	Subject (Specify) Balanced literacy
4	From:10:50 To:11:35	Subject (Specify) Science with ESL strategies	Subject (Specify) Art	Subject (Specify) Science	Subject (Specify) Art	Subject (Specify) Science
5	From:11:35 To:12:25	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
6	From:12:25 To:1:10	Subject (Specify) Everyday Math	Subject (Specify) Everyday Math With ESL strategies	Subject (Specify) Everyday Math With ESL strategies	Subject (Specify) Everyday Math With ESL strategies	Subject (Specify) Everyday Math With ESL strategies
7	From:1:20 To:2:05	Subject (Specify) Computers	Subject ESL	ESL	Subject (Specify) ESL	Subject (Specify) Everyday Math
8	From:2:05 To:2:50	Subject (Specify) Everyday Math	Subject (Specify) Writing	Subject (Specify) Writing	Subject (Specify) Writing	Subject (Specify) Everyday Math
	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

9	To:					
10	From:	Subject (Specify)				
	To:					

SAMPLE STUDENT SCHEDULE 2009-10ESL

ESL Type: _____ Free Standing _____ Push-in _____ pull-out
 Indicate Proficiency Level: _____ Beginning _____ Intermediate x Advanced

School District: _____ School Building: _____

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:8:30 To:9:15	Subject (Specify) Balanced Literacy	Subject (Specify) Balanced Literacy	Subject (Specify) Balanced Literacy	Subject (Specify) Balanced Literacy	Subject (Specify) Balanced Literacy
2	From:9:15 To:10:00	Subject (Specify) Balanced Literacy	Subject (Specify) Balanced Literacy	Balanced Literacy	Balanced Literacy	Balanced Literacy
3	From:10:00 To:10:45	Subject (Specify) Balanced Literacy	Subject (Specify) Balanced Literacy	Balanced Literacy	Balanced Literacy	Balanced Literacy
4	From:10:45 To:11:35	Subject (Specify) Science with ESL strategies	Subject (Specify) Art	Subject (Specify) Science	Art	Subject (Specify) Science
5	From:11:35 To:12:20	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
	From:12:25	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify) Everyday Math	Subject (Specify)

6	To:1:10	Everyday Math	Everyday Math with ESL strategies	Everyday Math with ESL strategies	with ESL strategies	Everyday Math
7	From:1:10 To:2:05	Subject (Specify) Computer	Subject (Specify) Everyday Math	Everyday Math	Subject (Specify) Everyday Math	Everyday Math
8	From:2:05 To:2:50	Subject (Specify) Everyday Math	Subject (Specify) Writing	Subject (Specify) Writing	Subject (Specify) Writing	Subject (Specify) Conflict Resolution
9	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
10	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

Instructional Plan for SIFE students:

- Remedial Reading
- Regular ELL service
- AIS
- Saturday Program
- 37 ½ Minutes Extended time

III. Student Demographics

Total Number of ELLs:	91	Percent of Student Population:	19%
<p>NUMBER OF STUDENTS BY GRADE IN EACH LANGUAGE GROUP (ESL Push-In Program by Grade)</p> <p>Breakdown of Number of ELL's in ESL by grade and Language</p>			

	K	1	2	3	4	5	6	7	8
Spanish	13	26	22	6	9	6	NA	NA	NA
Chinese	0	0	0	0	0	0	NA	NA	NA
Russian	0	0	1	0	0	0	NA	NA	NA
Bengali	0	0	0	0	0	0	NA	NA	NA
Urdu	1	0	0	0	0	0	NA	NA	NA
Arabic	0	0	0	0	0	0	NA	NA	NA
Haitian Creole	1	0	0	0	0	0	NA	NA	NA
French	0	0	0	0	0	0	NA	NA	NA
Korean	0	0	0	0	0	0	NA	NA	NA
Punjabi	0	0	0	1	1	0	NA	NA	NA
Polish	0	1	0	0	0	0	NA	NA	NA
Albanian	0	1	2	0	0	0	NA	NA	NA
Other	1	0	0	0	0	0	NA	NA	NA
Other	0	0	0	0	0	0	NA	NA	NA
Other	0	0	0	0	0	0	NA	NA	NA
<p>Number of SIFE – 1 3rd Grade student</p> <p>Number of newcomers – 11- Kindergarten Students</p> <p>3- 1st Grade Students</p> <p>3 -2nd Grade Students</p> <p>1- 3rd Grade Student</p> <p>1 – 4th Grade Student</p> <p>Number of ELL’s in Years 4-6 35 Students</p> <p>Number of ELL’s in Special Education 11 Students</p> <p>Number of Long Term ELL’s 23 Students</p> <p>IV. Parent Choice (review the Parent Survey and Program Selection forms)</p>									
1. After reviewing the Parent Survey and Program Selection forms for the past few years, What									
After reviewing the Parent Surveys and Program Selection forms, all of the parents (10)									

responded that they wanted ESL as their first choice .One parent listed that she was
interested in a Dual Language Program and one other parent wanted a Transitional Bilingual program .Last year, 11 parents chose the ESL program for their children. (In 2005, 2 parents showed interest in a Dual Language Program
2. Are the programs offered at your school aligned with what parents have been requesting? If no, why not?
Yes. The program offered at our school is aligned with parent requests. However, further
efforts are being made to bring the school into alignment by continuing to educate parents
about their choices. Parent meetings, PTA meetings, translated notices, translated
calendars and translators are ways that we are assisting the ELL parents.

Description of the Program Models:

- Most of our ELL students travel together in the same class. They are Heterogeneous grouped.

Mandated Minutes by Instructional Staff:

- Beginning ELL students receive 360 minutes a week in ESL Instruction
- Intermediate ELL students receive 360 minutes a week in ESL Instruction
- Advanced ELL students receive 180 minutes a week in ESL Instruction.

Ell parents often speak a language other than English; we have chosen to provide translators and translated materials to assist them. Informational and question and answer sessions are provided through group orientations at the beginning of the year. Throughout the year we provide one on one meetings, phone conversations, regional presentations and informational packets. The Parent Coordinator works closely with the ELL teacher to coordinate school events for ELL parents and deliver information to them in a timely manner.

V. Assessment Analysis						
Analysis of LAB-R/or NYSESLAT results for the school (<i>use ATS Roster exam report for your school for this information</i>)						
	K	1	2	3	4	5
Number of those scoring at the Beginners (B) level:	8	24	8	1	2	1
Number of those scoring at the Intermediate (I) level:	8	6	9	3	1	0
Number of those scoring at the Advanced (A) level:	0	2	5	3	6	6
1. Examine students’ results in the four modalities (listening, speaking, reading and writing). What are the patterns across proficiency levels and grades?						
Beginning and Intermediate level students performed higher on the listening and speaking subtests than they did on the reading and writing subtests. Students in the advanced level also show the same pattern. Grade 4 and 5 have more advanced level students than other grades.						

Kindergarten and first grade have the mostly beginning and intermediate level students.
Grade 2 has the highest level of intermediate level ELLs
2. What are the implications for the school's LAP and instruction?
The implications for the LAP and instruction include more concept development using
listening and speaking skills with some reading and writing skills development for
Kindergarten and first grade. In grades 2-5, our efforts should concentrate on reading and
writing skills as a way of teaching content area concepts, vocabulary, and English grammar
syntax. Visual materials(pictures, picture cards, picture dictionaries, experience charts,
realia and semantic maps),scaffolding learning, dramatization and development of
background knowledge and vocabulary are instructional practices that are essential to
support the four modalities.

CONTENT AREA GRADES K-8
(ASSISTANT PRINCIPALS REVIEW THE DATA WITH APPROPRIATE STAFF)

Assessments	Level	i.	ii.
Math Citywide Grade 3	B	i.	How are ELLs performing in the targeted content area?
		ii.	What are the implications for the LAP instruction?
	I	i.	Lack reasoning, problem solving, measurement skills
		ii.	Small group instruction focusing on solving real life math problems and higher order thinking skills.
	A	i.	Same as beginners.
		ii.	"
Math NY State Grade 4	B	i.	Lack proficiency in reasoning, measurement, probability, and statistics.
		ii.	Advance work in whole numbers, fractions, decimals, estimation, probability.
	I	i.	Same as beginners.
		ii.	"
	A	i.	"
		ii.	"
Math Citywide Grade 5	B	i.	Lack proficiency in reasoning, fractions, probability and decimals
		ii.	
	I	i.	Same as beginners
		ii.	
	A	i.	Same as beginners
		ii.	NA
Math NYC Interim Assessments Grade 3	B	i.	Overall scored 10-15% better in Dec than Oct, but on average most scored below 70%.(Level 1)
		ii.	All areas need to be reinforced.
	I	i.	Overall scored 10-15% better in Dec than Oct, but on average most scored below 70%.(Level 1)
		ii.	All areas need to be reinforced
	A	i.	Overall scored 10-15% better in Dec than Oct, but on average most scored below 70%. Or level 1
		ii.	All areas need to be reinforced
Math	B	i.	Most scored between the 20 – 65 %
		ii.	All areas need to be reinforced

NYC Interim Assessments Grade 4	I	i.	Most scored between 20 - 65%
		ii.	All areas need to be reinforced
	A	i.	Overall scored level 2
		ii.	All areas need to be reinforced
Math NYC Interim Assessments Grade 5	B	i.	Most scored between 45 and 75%
		ii.	All areas need to be reinforced
	I	i.	
		ii.	All areas need to be reinforced
	A	i.	Most scored between 55 and 70%
		ii.	All areas need to be reinforced

Science NY State Assessment Grade 4	B	i.	Difficulty reading directions and related written material, science related vocabulary.
		ii.	Use ESL methodology to improve reading and vocabulary in the content area of science, improve use of SCIS kits, staff development in strategies to enhance the teaching of science.
	I	i.	"
		ii.	"
	A	i.	"
		ii.	"
English ECLAS 2 Grade K	B	i.	Performing below English speaking students in all strands.
		ii.	Immersion in Phonemic Awareness & Phonics Instruction.
	I	i.	70-95% mastery of Phonics Strands, except for decoding
		ii.	"
	A	i.	61% have mastered the Emergent Reader activity.
		i.	Continue providing print rich literature.
English ECLAS 2	B	i.	10 students mastered level 1-Initial consonants; the other students did poorly in the remaining Phonemic Awareness Strands.

Grade 1		ii. Immersion in oral expression and print.
	I	i. 78% had difficulty with the Spelling Strand
		i. Guided and model writing activities.
A	i. 50% were unable to master Listening Comprehension, Writing Development or Writing Expression.	
	ii. Instruction in listening and writing.	
English ECLAS 2 Grade 2	B	i. They exhibited difficulty with Rhyme Generation
		ii. small group instruction on rhyming
I	i. 50% were decoding on a first grade level	
	i. Small group instruction on decoding skills	
	i. "	
A	ii. "	
English ECLAS 2 Grade 3	B	i. Lack proficiency in all strands
		ii. Immerse in phonetic and phonemic instruction.
I	i.	
	ii. lack of proficiency in all strands	
A	i.	
	ii. Lack of proficiency in all strands	
English Citywide ELA Grade 3	B	i. level 1
		i. ESL methodologies to help meet standards
I	i. - "	
	ii.	
A	i. ESL methodologies to meet standards	
	ii.	
English NY State English Language Arts (ELA) Grade 4	B	i. ESL methodologies to meet standards
		ii.
I	i. 33% SCORED LEVEL 2	
	ii. ESL methodologies to help meet standards	
A	i.	
	ii.	
English Citywide ELA Grade 5	B	i.
		i.
I	i.	
	ii.	
		i. 70% scored Level2

	A	ii.
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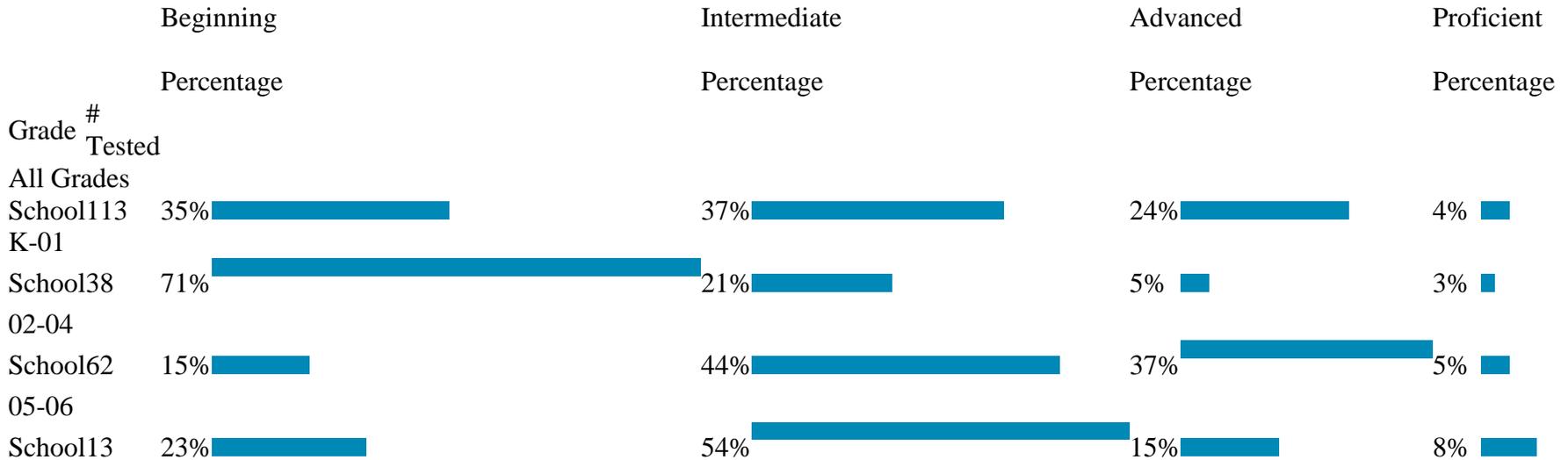
English NYC Interim Assessments Grade 3	B	i.	Scored below 70%
		ii.	Immersion in phonics and print rich literature at appropriate reading levels.
	I	i.	Scored below 70%
		ii.	Immersion in phonics and print rich literature at appropriate reading levels.
	A	i.	Scored between 70 & 95%
		ii.	Use high interest, leveled literature in fiction, non-fiction, & content areas
English NYC Interim Assessments Grade 4	B	i.	Scored below 70%
		ii.	
		iii.	Immersion in phonics and print rich literature at appropriate reading levels.
	I	i.	Scored below 70%
		ii.	
	A	iii.	Immersion in phonics and print rich literature at appropriate reading levels.
i.		Scored between 70 & 95%	
	ii.	Use high interest, leveled literature in fiction, non-fiction, & content areas	
English NYC Interim Assessments Grade 5	B	i.	Scored below 70%
		ii.	Immersion in phonics and print rich environment at appropriate reading levels.
	I	i.	Scored below 70%
		ii.	Immersion in phonics and print rich literature at appropriate reading levels
	A	i.	Scored between 70 & 95%
		ii.	Use high interest,,leveled literature in fiction,non-fiction& content areas
Native Language	B	i.	.
		ii.	

Spanish Lab Grade K	I	i.
	A	i. N/A
Native Language	B	i.
		ii.
Spanish Lab Grade 1	I	i. N/A
	A	i. N/A
Spanish Lab Grade 2	B	i.
	I	i.
	A	i.
Native Language	B	i.
		ii.
	I	i. NA
Spanish Lab Grade 3	I	ii.
	A	i. NA
Native Language	B	i.
		ii.
Spanish Lab Grade 4	I	i.
	A	ii.
Native Language	B	i.
		ii.
	I	i.
Spanish Lab Grade 5	I	ii.
	A	i.
		ii.

Native Language El Sistema de Observación de la Lecto-escritura (EL SOL) Grade K	B	i.	NA
		ii.	
	I	i.	N/A
		ii.	
	A	i.	N/A
		ii.	
Native Language El Sistema de Observación de la Lecto-escritura (EL SOL) Grade 1	B	i.	
		ii.	
	I	i.	NA
		ii.	
	A	i.	NA
		ii.	
Native Language El Sistema de Observación de la Lecto-escritura (EL SOL) Grade 2	B	i.	
		ii.	NA
	I	i.	
		ii.	NA
	A	i.	
		ii.	NA
Native Language El Sistema de Observación de la Lecto-escritura (EL SOL) Grade 3	B	i.	
		ii.	
	I	i.	NA
		ii.	
	A	i.	NA
		ii.	
Native Language El Examen de Lectura en Español (ELE) Grade 3	B	i.	NA
		ii.	NA
	I	i.	NA
		ii.	
	A	i.	NA
		ii.	
NY State Alternative Assessment (NYSAA)	B	i.	N/A
		ii.	NA
	I	i.	NA
		ii.	NA

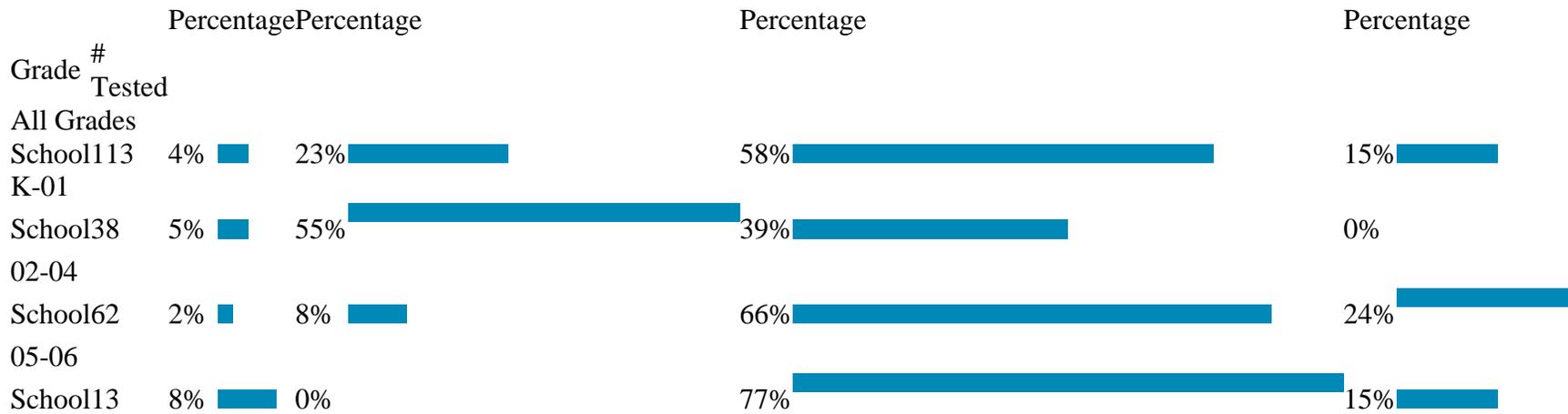
	A	i. NA	
		ii. NA	
VI. Instructional Program Component for ELLs, grades K-8			
	B	I	A
FOR ALL PROGRAMS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE/DL PROGRAMS			
Native Language Arts	○ 90 minutes daily		45 minutes daily

Performance Levels



Performance Levels

Beginning Intermediate Advanced Proficient



VII. Program Model Descriptions

Based on your school analysis:

- i. Describe each program model (TBE,DL,ESL) and
- ii. For each program model, articulate the LAP

PROGRAM MODEL DESCRIPTION FOR ESL PUSH-IN/PULL-OUT MODEL

P.S. 253 is a new school that in September 2004. It goes from Pre-Kindergarten to Grade 5. 91 out of 434 children are ELLs (19%) There are 82 Spanish speaking Children. 3 children speak Albanian ,1 Haitian Creole, 1 Polish speaking child, 2 Urdu speaking children and 1 speaks Punjabi and 1 other.. Of those, 16 are in Kindergarten.30 are in the first grade. 22 ELLs are in Grade2 and 7 ELLs are in Grade 3. There are 9 ELLs in Grade 4. and 7 in Grade 5 Presently, we have2 state certified ESL teacher. We are in need of another teacher due to our increasing population of ELLs.

Our ESL program services students from Kindergarten to Grade 5 in both the pull- out and push in models. The ESL instructional program focuses on the four modalities (listening, speaking, reading and writing) as a way to develop content area concepts and vocabulary. The New York State English as a Second Language Standards as well as NYS Standards in Literacy (ELA), Math, Science and Social Studies play an important role in this program. Students are grouped by language proficiency, age and grade level so that instruction is based on the needs of the students and their developmental level. Beginners receive 360 minutes of ESL per week and advanced level students receive 180 minutes per week. ESL methodologies and strategies are incorporated into content areas in order to support ELLs. Additionally, hands-on materials, realia pictures,

charts, songs, On Our Way to English, poems, center activities, overhead projectors, CDs tape recordings and classroom libraries are instructional materials used to assist ELLs in learning English.

Academic rigor as per Part 154 objectives and goals is the primary focus to ensure that all ELL students advance in an effective and expeditious manner, within the language development modalities. This will be measured by portfolio and binder assessments, NYSESLAT, LAB-R, E-CLAS, E-PAL, ELA, State Math and Science tests, teacher made assessments and interim assessments. Periodically, they are reviewed and instruction is evaluated to meet the needs of each child.

ARTICULATION OF THE LAP

The LAP committee meets on a monthly basis and discusses issues pertaining to ELLs. A new ESL teacher has been added to our staff to work with ELLs in Kindergarten to Grade 2. The second ESL teacher provides push-in/ pull-out services to Grades 3-5.

A Dual Language program has been discussed to provide English and Spanish language instruction to English and Spanish proficient children. However, more efforts must be made within the community to make parents aware of the benefits of such a program. More meetings, discussion groups and study groups need to be formed to further investigate a Dual Language program at our school.

Thirdly, academic rigor helps drive instruction. Assessment and test scores are reviewed periodically so that instruction can be differentiated for each child. In this way, they will meet NYS standards.

Finally, P.S. 253 has “high quality teachers” (LAP Principle 8). Our teachers are NYS certified. Ongoing staff development provides teachers with current research so that ELL children will have a high quality education.

Implications for the Instructional Program:

Saturday programs and after school programs (3:30- 5:00pm) help ELLs practice science and math concepts and apply what they have learned in the classroom. They have an opportunity to increase their content area vocabulary and improve their literacy skills.

In addition, ESL teachers support ELLs in the classroom and classroom teachers, coaches and out of classroom staff who work with ELLs. Modeling ESL strategies and methodologies, providing workshops and staff development are just some ways we are striving to help ELLs at our school.

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

Form TIII – A (1)(a)

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

Number of Teachers: 2 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

Language Instructional Program: P.S. 253 will have a Saturday Program for Grades 3,4,and 5. English will be used to teach ELA and math concepts. This program will meet every Saturday from October 2009 to May 2010. 2 Licensed teachers will be used as instructors. It will service about 30 ELL students.
\$ 6000.00

We will also have an afterschool program from 3:30-5:00 for Grades 1 and 2 which will focus on helping students with English Language Arts and math concepts. This will take place in November 2007 through May 2008 from Tuesday, Wednesday and Thursday each week. This program will serve 40 students.
\$7000.00 will be spent on this program. There will be 4 teachers

Professional Development Program: Before and after school training will be provided to monolingual classroom teachers who instruct ELLs in Grades K-5. There will be 3 non- contractual conferences about Core Knowledge and the ELL Child. ESL classroom strategies for ELL students and ESL approaches (Total Physical Response, the Natural Approach, Cognitive Academic Language Learning Approach and the Thematic Approach.) will be applied to Core Knowledge to used in the Afterschool and Saturday Program.. \$1,500.00 will be spent on the 6 teachers in the program . They will be paid per session.

Description of Parent and Community Participation: Parents will be encouraged to attend PTA meetings which are held at night. Mailings and flyers will be sent to encourage attendance. A variety of activities will continue to be offered such as game night, math night, Back to School Night, ELL Parent Orientation, Literacy Night, State Testing Meeting (Math Social Studies, Science and ELA). Workshops will continue to be held to help parents. Some of the topics include parenting classes, learning leader training, homework assistance as well as programs and services available to assist children at our school. The school translates all notices and calendars into Spanish. Translators are available to help parents at all meetings and school functions. The parent coordinator is actively involved with the selection and scheduling of events and workshops. In this way, we hope to increase parent and community participation.\$500.00 will be used to buy materials such as coffee, milk ,cups and paper.

Form TIII – A (1)(b)

School number: 27Q253 BEDS Code: 342700010253

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	\$23,332	150 hours of per session for ESL and General Ed teacher to support ELL Students: 150 hours x \$49.89 (current teacher per session rate with fringe) = \$7,483 317 hours of per session for ESL to be taught during Summer, Saturday and after school: 317 x \$49.89(current teacher per session rate with fringe) =\$15,815
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

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.

PS 253 Q is made up of 53% English speaking and 47% Spanish speaking students. All communications to parents are translated in their home languages by support personnel who read, write and speak the appropriate languages.

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.

According to the needs assessment findings, language concerns of the previous and current year in terms of hiring practices were resolved by selecting staff based on certification and language proficiency in both English and Spanish. As a result, staff members are available for translation and interpretation services at our school. This practice has enabled parent involvement in our school to increase tremendously. Our findings were reported to the school community through Parent Teacher conferences, grade conferences and staff faculty conferences.

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.

All written communication that needs to be disseminated to the parents and community is done either by the translation from the department of Education web site or in-house translation by staff members. Communications at PTA meetings are done by our bi-lingual parents or staff that attend these meetings. All parents are informed in their native language so that all parents are part of the school community.

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 and written translation services are provided by in-house personnel. 30% of our staff are bi-lingual and can meet the needs of the students, parents and community.

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>.

Each month, training will be provided by the ESL teacher. It will help monolingual classroom teachers who work with ELL students. Topics will include definitions (ELL, NYSESLAT, LAB-R, HLIS), the four stages of language acquisition, optimal conditions for language learning, ESL classroom strategies for ELL students, and ESL approaches (Natural Approach, CALLA, LEA, Total Physical Response, and Q-Tel). This staff Development will start in September 2009 and end June 2010.

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:	\$391,132	\$0	\$391,132
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,391		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$0	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$16,956		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$0	
6. Enter the anticipated 10% set-aside for Professional Development:	\$34,861		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$0	

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

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

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

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

School Parental Involvement Policy

PS 253 Q agrees to implement the following statutory requirements:

- 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 Resource Center in the State.

Description of How School Will Implement Required Parental Involvement Policy Components

1. PS 253Q will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: Outreach to Parents during Meet the Teacher Night, PTA Meetings, and Parent Teacher Nights. In addition the executive board, Administration, staff and Parent coordinator will discuss and develop plans to improve parental involvement.
2. PS 253Q will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: Parents at PTA meetings will share their concerns with the SLT members, who then will discuss the school review and improvement strategies. The team will discuss, have consensus and then implement the strategies to ensure that all reviews and improvements are addressed.
3. PS 253Q will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: Parents at PTA meetings will share their concerns with the SLT members, who then will discuss the school review and improvement strategies. The team will discuss, have consensus and then implement the strategies to ensure that all reviews and improvements are addressed. Planning and implementing all necessary concerns of performance will also be implemented by administration, staff, parents and community.
4. PS 253Q will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: Parents as Art Partner Grant, Teaching Tolerance Grant and Academy of Medicine Grant.
5. PS 253Q will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. Parents will be surveyed by the SLT. Their needs and disadvantages will be addressed to ensure that the students are receiving the best academic, social, and emotional programs the school can offer. In addition the Parent Coordinator will address certain needs of the parents, and also discuss them with the SLT and PTA meetings to offer suggestions and alternatives to any problem, hardship, or needs that any parent or student has.
6. PS 253Q will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
7. Regularly scheduled Parent Workshops will be provided for all parents, to develop knowledge, instructional programs, and assessments for city and state standards, Chancellor's Promotional Policy, E-Clas-2, Student Code of Behavior and The Citywide Standards of Discipline and Intervention Measures.
8. Parents will be notified through a monthly calendar, letters, flyers, as to the date and time of meetings and workshops to address the implementation of instructional programs, school events, school closings, NYCDOE testing dates etc.
9. Parents and P.S. 253Q will share responsibility for student performance through P.T.A. Meetings, Parent/Teacher Conferences, School Leadership Team Meetings, and ongoing parent/school communications.

10. Parent involvement will occur through attendance at Annual Back to School Night to present and discuss curriculum expectations, assembly programs, and parent volunteers for the classroom, cafeteria, library, PTA meetings, fundraising events, and outreach by the Parent Coordinator.
11. Meetings are scheduled at various times during and after the school day to accommodate parents.
12. P.S. 253Q is a School Wide Program School which supports and encourages Parent Involvement.
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State’s academic content standards
 - ii. the State’s student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators: (workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
13. The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: Parents at PTA meetings will share their concerns with the SLT members, who then will discuss the school review and improvement strategies. The team will discuss, have consensus and then implement the strategies to ensure that all reviews and improvements are addressed. Planning and implementing all necessary concerns of performance will also be implemented by administration, staff, parents and community.
 - a. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: PS 253 Q follows the Basic School philosophy which basically states that Staff, Parents, and the Community are Partners. Outreach by the administration, Parent Coordinator, PTA Executive board, PTA members, Parents (Learning Leaders, and volunteers), PPT members, and all stakeholders will articulate the needs of all and implement the appropriate strategies to excite and bring to the school all workshops, conferences and basically all unifying components to ensure Parent education and participation.
14. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: Parents as Art Partner Grant, Teaching Tolerance Grant and Academy of Medicine Grant.
 - a. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: All communication from the school is sent out in English and

Spanish. Twenty five percent of the staff is bilingual and the staff assists in communicating with all parents of diverse backgrounds. In addition Staff volunteers to attend PTA meetings and SLT meetings to ensure translation to all.

Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by PTA meeting held on June 18, 2009. This policy was adopted by the PS 253Q on 6/28/ 2009 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 29, 2009.

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

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

other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

School Parent Compact
2009 - 2010

1. Regularly scheduled Parent Workshops will be provided for all parents, to develop knowledge, instructional programs, and assessments for city and state standards, Chancellor's Promotional Policy, E-Clas-2, Student Code of Behavior and The Citywide Standards of Discipline and Intervention Measures.
2. Parents will be notified through a monthly calendar, letters, flyers, as to the date and time of meetings and workshops to address the implementation of instructional programs, school events, school closings, NYCDOE testing dates etc.
3. Parents and P.S. 253Q will share responsibility for student performance through P.T.A. Meetings, Parent/Teacher Conferences, School Leadership Team Meetings, and ongoing parent/school communications.
4. Parent involvement will occur through attendance at Annual Back to School Night to present and discuss curriculum expectations, assembly programs, parent volunteers for the classroom, cafeteria, library, PTA meetings, fundraising events, and outreach by the Parent Coordinator.
5. Meetings are scheduled at various times during and after the school day to accommodate parents.
6. P.S. 253Q is a School Wide Program School which supports and encourages Parent Involvement.

School Responsibilities

PS 253Q 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: [Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: [Describe when the parent-teacher conferences will be held.]

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: [Describe when and how the school will provide reports to parents.]
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: [Describe when, where, and how staff will be available for consultation with parents.]
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: [Describe when and how parents may volunteer, participate, and observe classroom activities.]
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 Schoolwide 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. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them 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 at least math, language arts and reading.
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.

Needs Assessment Pages 10 – 14.

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

PS 253 took a continuous improvement, data driven approach to improving student performance, using portfolio assessment, ECLAS and EPAL results, 3rd, 4th and 5th grade formal assessments in ELA and mathematics, monthly informal assessment, and other indicators to identify and address student strengths and weaknesses to target areas for growth on a continuous basis. Ongoing assessment was both formal and informal. Aris and Acuity Assessments were also used in this approach.

Current strategies for improving instruction and student performance in English Language Arts include the implementation of the Balanced Literacy Approach which consists of: independent/paired reading, shared reading, guided reading, literacy centers, literacy circles, mini

lessons, phonetic awareness, writer's workshop, interactive read alouds, word study, and teacher/student reading and writing conferences. This approach will be continued in the 2009-2010 school year and will be implemented during a 135 minute instructional reading block for grades K-5. Classroom libraries, small class size, academic support personnel in the classroom, and Literacy specialist will further support literacy instruction.

Currently grades (K-5) are using Everyday Mathematics as the primary vehicle for math instruction in the school. This instructional program, implemented during a 75-minute math block for grades K-5 will be continued in the 2009-2010 school year. Our math specialist will support the effective implementation of the program through focused, on-site math staff development.

Our Science Program for the 2009-2010 school year will be aligned with the State and City Science Standards. Two full time Science clusters will service grades Pre-K-5 and focus on hands-on activities, questioning, thinking, problem solving, applying scientific method, and active application of science relating to real world issues. We have a state of the art science lab that will support our focus. Teachers are encouraged to integrate science with literature and mathematics.

Social Studies instruction has been aligned with the New York State Curriculum for Social Studies and is supported by our Social studies cluster as well as all classroom teachers. All classrooms have globes, maps and resource material to supplement instruction. To provide students with a higher level of understanding of basic concepts, the primary focus of the social studies program will be on authentic research. Every student including special education students and English Language Learners will be involved in research projects throughout the year. Teachers are encouraged to integrate social studies with literature and the arts.

Technology is infused into all curricular areas through the use of (2) in classroom computers, a state of the art Computer Lab and Computer Media Center. An ongoing goal is to further the integration of technology into classroom instruction. Students maintain file folders of original and creative writing. Internet access gives students the opportunity to increase the scope of research projects. Students have multiple opportunities to use technology to demonstrate and support their learning.

Academic Intervention Services are provided to meet the needs of all students who require additional assistance in all academic areas. The school will be implementing the following AIS services: an Saturday school literacy program will be offered to all students from 8:30 to 11:30pm. Teachers will work with students in small group settings. They will share literacy strategies, apply the skills to real text, respond to focused writing tasks and listen to stories for specific skills purposes. All participating students in grade 2-5, including ELL's and Special Education students, will be grouped based on their need for additional instruction to improve literacy skills. Our AIS programs will incorporate the Wilson and Foundation programs. A Saturday Academy Enrichment program of grades 2, 3, 4, and 5 will enable students to enhance, enrich, and extend literacy and mathematics strategies acquired during the daily and after school programs. Students will develop in-depth content knowledge that is inquiry-based around topics being taught throughout their entire instructional program.

Our 37 ½ minute extended time program incorporated all mandated students. In addition we mandated all students in grades 1-5, regardless of levels in the program. We grouped students according to grade level and ability. We targeted all levels of students keeping our small group instruction to a maximum of 5 students. This enabled our teachers to focus on student weaknesses as well as strengths. Professional Development was provided to ensure teacher articulation amongst each other. We focused on intervention prevention as well as enrichment. This allowed staff to address all student needs including test preparation.

At PS 253 we recognize that families and community members are a vital part of all students' academic and social success, and consider family an essential ingredient for a successful educational program. To ensure a successful partnership between the school and the community we use the practices outlined in the "Basic School" (A model for a community for learning). The Basic School focuses on a shared vision, teachers as leaders, the school as a community (parents as partners), a curriculum with coherence, a climate for learning and a commitment to character. This philosophy has had positive effects on the school and its community. Parent involvement has continuously increased since the beginning of the 2004 school year.

3. Instruction by highly qualified staff.

Wherever possible all recruited teachers will be appropriately certified. Where they are not we are monitoring their progress through Principal counseling, administrator support and Teacher Center technical assistance. To date, 100% of the PS 253 staff members are certified; 45% have more than five years teaching; 77% have a masters degree or higher. The administration attends NYCDOE/Regional Hiring Hall events to interview/recruit teachers as candidates. All recruited teachers will be certified.

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.

Through the extended day professional development afforded by the UFT contract, the school's professional development committee will target the assessed pedagogical needs of the staff with differentiated high quality professional development.

Tenured and untenured staff participates in study groups, grade conferences and faculty conferences. Untenured and new teachers participate in new teacher workshops, inter-visitations, peer observations, snapshots and informal observations are pivotal professional development tools.

The school's professional development committee will target the assessed pedagogical needs of the staff with differentiated high quality professional development.

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

Principals in collaboration with the Regional Operation Centers' Personnel Manager and Liaisons will follow the policies set forth by the Department of education to ensure that the selection of highly qualified teachers follows the guidelines set by the New York State Education Department. Principals in collaboration with the Regional Operation Centers' Personnel Manager and Liaisons work with the Division of Human Resources to identify qualified teachers through major recruitment campaigns and through relationships with Colleges and Universities. The PS 253 administration attends NYCDOE/Regional Hiring Hall events to interview/recruit teachers. In addition, potential candidates may be recruited by staff or by submitting resumes to the school.

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

To promote student achievement through increased parental involvement, administrators, teachers, and the Parent-Teacher Association host a variety of events, workshops, and seminars. To inform parents of how to encourage advancement in literacy and mathematics, PS 253 Q holds annual Back-to-School, Family Reading, and Family Math Nights. To motivate parents to engage in extracurricular activities with their children, the administration, staff, and PTA sponsor a Dance Festival, Family Movie Night, and a Carnival. Parents are also encouraged to volunteer as Girl Scout Leaders and to become members of the Learning Leaders. Parents are also invited to seminars and workshops hosted by community organizations, such as Adobo Medical Center, to learn how to better support their children.

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.

In order to achieve smooth transitions, administrators and teachers must work to ensure program continuity by providing an age-appropriate curriculum within all early childhood grades. To facilitate opportunities for communication and cooperation throughout the year, a variety of continuity and transition activities will be planned to support the "moving-on" experience. These experiences will be provided for staff, children, and parents from Community Based Organizations, Public School PreKindergarten and Special Education Preschools as follows:

Ongoing Communication for Staff

- Establish a community-wide PreKindergarten Advisory Committee that meets bi-monthly to develop plans and materials (including registration information) to be used in the transition process by all PreKindergarten Programs in the Region.
- Invite staff of the preschool and kindergarten programs to participate in exchange visits.
- Establish and implement joint in-service professional development sessions, meetings and discussions focused on transition, curriculum and instructional practices.
- PreKindergarten teachers will develop a list of competencies/skills that PreKindergarten children will come away with when they complete the year and begin kindergarten. This list of competencies/ skills will be

passed on to the kindergarten teachers for use in making curriculum decisions. The PreKindergarten standards will also be shared with the Kindergarten staff and supervisors.

- Share Department of Education curriculum and standards for kindergarten with CBO agencies and PreKindergarten staff in order to expose them to what will come next.

Transition Activities for Children

- Schedule a visit or a series of visits to the new school for the children
- Provide pre-kindergarten children with a summer package that includes transition activities
- Encourage children to ask questions about kindergarten
- Organize a PreKindergarten Day for parents and children who will be attending Kindergarten in the public school the following year

Involvement of Parents in Transition

- Provide parents with information about the school their child **will** be attending
- Invite school personnel, teachers and principals, to attend a parent meeting and discuss the kindergarten program, the role of parents in the school and to answer any other questions. It is a good idea to include family assistants or parent coordinators that can translate the information during the meeting.
- Organize and implement a Kindergarten Fair at each elementary school.
- Invite parents who have already had children transition to kindergarten to talk about their experience to the parents of the incoming group.
- Establish routines that children will use during the year, ex. where children will be picked up at the end of the day, where children will eat lunch, etc..
- During Pre-Kindergarten Parent Advisory Meetings discuss kindergarten curriculum and expectations.

In order to achieve smooth transitions, administrators and teachers will work together to ensure program continuity by providing an age appropriate curriculum within all early childhood grades.

- Pre-K teacher will attend all the school and regional staff development programs. Monthly workshops will be conducted for Pre-K parents to incorporate parents and students into the transition process.

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

Teachers collaborate during professional development periods, common prep periods, and grade conferences with administration, literacy and math specialists to determine when specific area assessments should be administered. They also cooperatively express the effectiveness of assessments; unit tests, ECLAS, running records, and portfolios in providing information about individual student achievement as well as changes that might need to be made within the programs.

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.

Kidwatching, conferencing, and assessments are utilized to determine areas of weakness for each student. This information is used to direct and differentiate instruction according to the student's needs. Grouping, learning styles and correct developmental stages are all incorporated into strategies that are used. Students who display significant difficulties are referred for academic intervention services where they can receive additional, intensive individualized instruction. Lastly, the student weaknesses are noted within their data binders, as well as, when the need has been addressed or mastered.

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.

PS 253 Q coordinates with Adobbo Mental Health services, Safe Space and St. Johns Hospital. We refer families and coordinate them with programs to the school. They provide parenting workshops as well as counseling. Programs include domestic violence counseling, woman's services, and parenting skills. The programs are translated from English to Spanish. St. Johns provides counseling for students and their families making cessation and domestic violence assistance. Adobbo also provides mental health counseling (currently every Thursday). The students with parental permission also receive in-school counseling from Adobbo.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

N/A

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

N/A

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

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

N/A

7. Provide strategies to increase parental involvement; and

N/A

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

N/A

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

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

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

Part A: For All Schools Identified for Improvement

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

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

Part B: For Title I Schools Identified for Improvement

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

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

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

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: N/A

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

To assess whether this finding is relevant to our school's educational program, we engaged in an in-depth examination of the tools teachers have to provide standard-based instruction to all students at all levels through articulation at staff / grade conferences between teachers, content specialists and administrators. We evaluated the understanding that teachers hold regarding what students should know and be able to do at each level in English Language Arts by observing common planning sessions, taking snap-shots and conducting teacher observations.

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

Applicable Not Applicable

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

The following evidence dispels the relevance of this finding to our school's educational program:

- Ongoing professional development is provided so that staff members internalize what students should know and be able to do at each level
- Common planning time is worked into the daily schedule so that teachers may discuss student needs, standards that are addressed in their lessons, and create a curriculum that encompasses listening & speaking as well as reading & writing
- Content Specialists and knowledgeable facilitators are on staff to assist teachers with aligning curriculum with the standards
- Pacing Calendars are created for each subject area in each grade level

- Resource Rooms and the Library & Media Center are stocked with a variety of engaging materials that assist teachers in selecting appropriate instructional tools for their students
- Staff conferences and combined grade conferences allow the data specialist to share results vertically & horizontally with consecutive grades in order to close gaps within the curriculum
- Portfolios are maintained yearly and are passed along to the next grade level so that staff members have evidence of the learning that occurred in previous grades
- The Core Knowledge framework guides teachers with topics to be taught and the depth of understanding required, however gaps in the alignment with this curriculum are filled in by cluster teachers especially in the areas of Social Studies and Science
- In terms of curriculum mapping, our teachers select materials that address content topics with strategies and student outcomes in mind
- Specific planning guides with learning objectives that designate skills for each week are utilized
- In regard to the depth at which curriculum is to be taught, the Core Knowledge framework introduces topics at lower grade levels and then scaffold those topics again in upper grades
- The Core Knowledge framework invites students to use multiple intelligences and produce projects based assessments that encourage students to create written products and spoken presentations
- Teachers differentiate instruction for the various learners in their classroom (English Language Learners, Students with disabilities and struggling readers) as well as recommend them for small group & individual intervention
- Staff members are routinely sent to regional meetings for professional development in the area of instructing ELL students and directing teachers on how to apply the New York State learning standards for ESL

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.

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 studied and evaluated the New York State Standards and it's alignment to our current Everyday Mathematics Program and discovered that in most cases, the alignment is not grade level appropriate. The Everyday Mathematics Program is extremely rigorous and more sustainable for students who are excelling above grade level in their conceptual understanding of mathematics, which accounts for less than 20% of our student population.**
- **We have identified pre-march and post-march performance indicators within the Everyday Mathematics Curricula to help tailor our instruction and eliminate gaps so that the students are being taught relevant information that's aligned with the New York State Mathematics Assessment. However, even with this provision, a great deal of supplemental material is required to provide a stronger foundation so that students perform on or above New York State grade level 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?

Although the findings showed substantial evidence that the primary mathematics instructional materials for Grades K–5, *Everyday Mathematics* are aligned with the New York State Content Strands, these alignments are not grade level appropriate for example:

- For example in many of the grades, the students are working towards standards that far exceed their grade level. In 1st grade, there are lessons that are geared towards 3rd grade standards such as equivalent fractions. In 3rd grade, there are lessons that are geared towards 6th grade standards such as positive and negative numbers, volume, etc. In 4th grade there are some lessons geared towards 8th grade standards, such as reflections. These findings are evident throughout the *Everyday mathematics* curriculum in all the grades where standards well above the students grade appropriate age is being introduced. These advanced concepts provide more frustration to our students then the benefits of exposure to them may have.

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.

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.

In order to evaluate whether this finding is relevant to our school's educational program, we engaged in a process that allowed us to investigate the instructional strategies used by teachers. This was explored through examining the amount of time teachers spent on different modes of instruction (direct, small group, individual) across grade levels. Classroom observations were conducted to determine the degree to which instruction was differentiation for all types of learners. Model lessons demonstrated by specialist and lead teachers were also scrutinized to ensure that best practices and research based practices were conveyed. In addition, study group sessions were monitored to assess whether strategies for increasing student engagement were being disseminated and put into practice

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?

- Through a school wide literacy prototype balance literacy is maintained and this structure ensures that various instructional modes are utilized throughout the school day (cooperative small groups, peer conferences, one-to-one conferencing, independent work, direct teaching)
- Trained Specialists provide professional development in connection with best practices in literacy instruction and research based practices in motivating students to construct knowledge and monitor self progress
- Staff members are offered the opportunity to participate in off site workshops that spotlight differentiating classroom instruction
- A learning center approach allows teachers to differentiate tasks as s/he works with individual students or groups of children and this approach also facilitates student choice and ownership which yields higher student engagement
- The Core Knowledge content rich curriculum permits students to apply their creative learning styles to authentic project based assessments
- Students engage in Book Talks that require discussion groups to share their ideas about topics generated from a text using accountable talk
- During the revising stage of the writing process students work in pairs to help one another revise their work and create a published piece
- Teachers participate in daily one-to-one conferencing with at least 3 to 5 students whether it be during an independent reading conference or a writing conference

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

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM³)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

In grades PreK-5, 90 minutes of class time each day is devoted to math instruction. During this 90 minute block teachers use the workshop model of *whole group-small group-whole group* instruction. Instruction is differentiated by the use of visual aids, teacher created charts, games, centers, and manipulatives. There are a wide range of math websites posted by each computer in all the classrooms to encourage students to use this technology to improve their math skills. In grades 3 to 5, students have their own username and passwords to access the Acuity skill based computer program in school as well as at home. The Everyday mathematics program provides informal weekly assessments as well as formal monthly assessments. The students are assessed on a regular basis and the data generated is analyzed and shared with support staff to move students to a deeper understanding of mathematical concepts

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

Applicable Not Applicable

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

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?

As noted above, we have scheduled 90 minute blocks of math instruction in grades Pre K to 5. Manipulatives are visible and accessible for student use. Students are using their math journals on a regular basis in the classrooms. Monthly assessments are collected, graded and analyzed. We have regularly scheduled game days for all students to use Everyday mathematics games in the classroom. Teachers update their math instructional bulletin boards on a monthly basis. Teachers are conferencing with each student on a weekly basis and logging the progress each student is making. Technology is used for math instruction in the classroom thru the use of websites and the Acuity program

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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.

Looking back on the 6 years this building has in operation there has been an average of less than 5% turnover in staffing. This is attributed to the fact that our school is performing at high levels of expectations and success. We have routinely received an average of 200 – 300 resumes a school year of teachers and other staff members seeking employment opportunities to our school.

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?

Less than 5% on an average of staff turnover.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

- A. During monthly in-house ELL Professional Development as per Part 154, classroom teachers are told about upcoming District ELL Professional Development.
 - B. Flyers are posted regarding these ELL Professional Opportunities.
 - C. E-mails are sent to classroom teachers, out of classroom teachers and principals about these opportunities.
- District ELL P.D.s are discussed at faculty conferences, grade conferences and articulation periods

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?

The evidence that dispels the relevance of this finding to P.S. 253's educational program includes documented monthly ELL P.Ds such as sign-in sheets and agendas. Teacher evaluations after ELL Professional Developments held in-house.

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

Linkage (articulation) time between classroom and ESL teachers in which data (including LAB-R, Spanish LAB, NYSESLAT scores, levels, years in U.S., type of program and Interim Assessments) are shared.

B. ARIS

C. Data Binders with each child's test histories are available to classroom teachers.

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 evidence to dispel the relevance of this issue includes presence of data binders that are up to date, attendance sheets for grade conferences, linkage logs, agendas and log-on histories of teachers on ARIS.

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

To assess the relevancy of this concern, we will observe and survey both general and special education teachers to determine specific areas of weakness which we can target to improve the type of instruction and support our special education students receive. Our hope for this process is to promote the teachers' pedagogical progress, as well as student performance and achievement

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?

Our teachers receive in-school and district sponsored professional development that is then shared with the remainder of the staff. We also have a very knowledgeable school-based support team who supports all teachers so they can, in turn, properly and positively support all students.

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

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.

IEP goals are determined based on the appropriate grade-level, standards-based performance indicators so as to promote cohesiveness between classroom instruction, promotional criteria, and state standards. Accommodations and modifications specified on the IEP apply to the classroom environment. In addition, behavior plans are created when deemed necessary. Otherwise, behavior is noted as part of the social-emotional narrative.

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?

The use of performance indicators to guide goal writing as well as modifying promotional criteria allow for effective IEP writing. A well written IEP then allows for appropriate accommodations and modifications to be implemented within the classroom.

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.

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

3

2. Please describe the services you are planning to provide to the STH population.
 - Bus service (Dept. of Education and Private)
 - Metro Cards
 - At risk intervention for students in temporary housing with Guidance Counselors and SBST to help with social and emotional issues.
 - Contact between Guidance Office and temporary housing case workers to monitor behavior issues and attendance.
 - All services continued for students with modifications in their IEP's.
 - Outreach to assist relocating family.
 - Parent Coordinator to assist in any transition for the family.

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.