



P.S. 204X

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 9/ BRONX/ 09X204
ADDRESS: 108-110 WEST 174TH STREET
BRONX, NEW YORK 10453

TELEPHONE: 718 583 6636
FAX: 718 583 6394

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS 204 X **SCHOOL NAME:** The Morris Heights Elementary School

SCHOOL ADDRESS: 108-110 West 174 Street, Bronx NY 10453

SCHOOL TELEPHONE: 718-583-6636 **FAX:** 718-583-6394

SCHOOL CONTACT PERSON: Marcy Glattstein **EMAIL ADDRESS:** mglatts@school.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Mariano Maqueda

PRINCIPAL: Marcy Glattstein

UFT CHAPTER LEADER: Bernadette Alexander

PARENTS' ASSOCIATION PRESIDENT: Dashaland Brown

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 9 **SSO NAME:** CEI-PEA

SSO NETWORK LEADER: Ben Waxman

SUPERINTENDENT: Dolores Esposito

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
Marcy Glattstein	*Principal or Designee	
Bernadette Alexander	*UFT Chapter Chairperson or Designee	
Dashaland Brown	*PA/PTA President or Designated Co-President	
Crystal Nissing	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Lisa Ellis	Teacher	
Debbie Salguiero	Teacher	
Mariano Maqueda	Teacher	
Sharon Grandberry	Parent	
Elizabeth Rivera	Parent	
Bilenia Salvador	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.

P.S. 204X is an elementary school located in the Morris Heights section of the Bronx. This kindergarten through fifth grade school has a population of approximately 340 students between a main site and an annex. Both sites are leased facilities. The annex is located a quarter of a mile away in the Graham Windham building at 1732 Davidson Avenue. The main building is a former synagogue with less than average size classrooms. It has limited facilities for providing a full range of services. There is no gym, library, auditorium or computer lab.

When visitors enter P.S. 204X, they are immediately struck by the distinctive physical structure of the building itself. Formerly, it was a synagogue. It was turned into a school based upon the community's need to have a home-zoned school. While the configuration is challenging, it is evident that it is a safe, nurturing child-centered environment. The school is committed to developing in its students a love of knowledge, cultural awareness, sensitivity and a belief in their ability to learn and succeed. Students are viewed as the centerpiece of the school that deserve challenging, exemplary educational programs across a wide spectrum of curriculum. Therefore, the focus is on quality teaching, parent involvement, community outreach, administrative participation, and a search for methods, materials, and ideas that will educate the hearts and minds of all the students. All of the teachers are certified and highly qualified. The stability rate of teachers is high. They are collaborative stakeholders, participating in weekly grade planning sessions to analyze student work and establish grade and individual student goals, share resources and volunteer their time and expertise.

In 2008, P.S. 204X implemented the Schoolwide Enrichment Model (SEM.) SEM enrichment clusters such as Food for Thought, Young Architects, Making Mosaics, Art Through the Ages, and Making Music Without Instruments, were established to provide students with opportunities to pursue their interests and enrich the academic curriculum. Teachers participated in professional development to form clusters that engaged students across grades and content areas. Clusters offered unique and motivational experiences for students that culminated in projects, presentations and performances. The clusters were so successful that students began the 2009 school year by asking when clusters would begin.

Inquiry Teams met weekly to study best practices in ELA, analyze student data and create units on the comprehension sub-skills of retelling and inferring that addressed students' needs through differentiated instruction.

In 2008-2009, P.S. 204X applied for and received the ELL Success Grant to implement best practices for working with our long term English Language Learners (ELLs). The grant provided funding for QTEL training for all teachers working with ELL students, laptops, and licensing for Imagine Learning, a research-based program supporting language acquisition.

A comprehensive arts program is offered to students at P.S. 204X through Music 144, Ballet-Tech, Gramercy Brass Orchestra, Highbridge Voices and Studio-in-the-School. P.S. 204X was awarded the Nike Let Me Play grant that trains classroom teachers to implement daily organized physical activities into the classroom. These programs work to overcome the physical challenges of the school building and support student success.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

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

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	P.S. 204 Morris Heights						
District:	9	DBN:	09X204	School BEDS Code:	32090001 0204		
DEMOGRAPHICS							
Grades Served:	Pre-K		3	√	7		11
	K	√	4	√	8		12
	1	√	5	√	9		Ungraded
	2	√	6		10		√
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	0	0	0		91.6	91.5	TBD
Kindergarten	40	58	56				
Grade 1	86	64	77	Student Stability - % of Enrollment:			
Grade 2	49	78	50	(As of June 30)	2006-07	2007-08	2008-09
Grade 3	68	68	37		91.0	92.9	TBD
Grade 4	68	68	37	Poverty Rate - % of Enrollment:			
Grade 5	56	65	62	(As of October 31)	2006-07	2007-08	2008-09
Grade 6	0	0	0		91.2	89.9	92.2
Grade 7	0	0	0	Students in Temporary Housing - Total Number:			
Grade 8	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 9	0	0	0		6	5	TBD
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 12	0	0	0		3	7	7
Ungraded	0	0	1	Special Education Enrollment			
Total	367	371	341	(As of October 31)	2006-07	2007-08	2008-09
Special Education Enrollment				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	9	10	11	Principal Suspensions	5	3	TBD
# in Collaborative Team Teaching (CTT) Classes	0	7	9	Superintendent Suspensions	0	3	TBD
Number all others	27	27	24				
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:			
				(As of October 31)	2006-07	2007-08	2008-09
				CTE Program Participants	0	0	0
				Early College HS Program Participants	0	0	0
English Language Learners (ELL) Enrollment (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
# in Transitional Bilingual Classes	45	42	47				
# in Dual Lang. Programs	0	0	0	Number of Teachers	28	31	31
# receiving ESL services only	35	36	28				

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	1	0	1	Number of Administrators and Other Professionals	4	6	6
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	1	1
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	71.4	71.0	71.0
				% more than 5 years teaching anywhere	57.1	58.1	58.1
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	89.0	87.0	77.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.2	100.0	100.0
American Indian or Alaska Native	0.3	0.0	0.6				
Black or African American	38.4	38.5	36.1				
Hispanic or Latino	61.0	61.5	61.9				
Asian or Native Hawaiian/Other Pacific Isl.	0.0	0.0	0.0				
White	0.3	0.0	1.2				
Male	53.7	53.1	49.6				
Female	46.3	46.9	50.4				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
	√	√	√	√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2009-10) Based on 2008-09 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	IGS			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native							
Black or African American		√	√	-			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander							
White							
Other Groups							
Students with Disabilities		-	-	-			
Limited English Proficient		-	-	-			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		4	4	3	0	0	0
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	TBD	Overall Evaluation:		TBD			
Overall Score:	TBD	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					TBD
School Environment:	TBD	Quality Statement 2: Plan and Set Goals					TBD
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals					TBD
School Performance:	TBD	Quality Statement 4: Align Capacity Building to Goals					TBD
<i>(Comprises 25% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise					TBD
Student Progress:	TBD						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	TBD						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◇ = Outstanding			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
<i>Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.</i>							

SECTION IV: NEEDS ASSESSMENT

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

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

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

Trends

Administrators and teachers analyze data from multiple sources on the performance and progress of students and have noticed the following trends:

School Environment

- Attendance has increased from 91.5% in 2008 to 93% in 2009

English Language Arts (ELA)

- ELA performance for students at Levels 3 or 4 has increased from 68.7% in 2006 to 83.8% in 2009
- The median student proficiency level in ELA has increased from 3.18 in 2008 to 3.27 in 2009
- The percentage of students in the school's lowest 1/3 making at least one year's progress in ELA increased from 83% to 100%
- The percentage of Special Education students at Levels 3 and 4 has increased from 29.6% to 54.2% from 2008-2009 showing an increase of 24.6%
- The percentage of English Language Learners at Levels 3 and 4 has increased from 78.6% to 81.5% from 2008-2009 showing an increase of 2.9%
- The percentage of Male students at levels 3 and 4 has increased from 69.1%% to 81.9% from 2008-2009 showing an increase of 12.8%
- The percentage of Female students at Levels 3 and 4 has increased from 76.2%% to 84.7% from 2008-2009 showing an increase of 8.5%
- The percentage of Black students at Levels 3 and 4 has increased from 65.6% to 81.8.2% from 2008-2009 showing an increase of 16.2%
- The percentage of Hispanic students at Levels 3 and 4 has increased from 77% to 84.2% from 2008-2009 showing an increase of 7.2%

Mathematics

- The median student proficiency level in math has increased from 3.78 in 2008 to 4.0 in 2009
- The percentage of students making at least one year's progress has increased from 48.7% in 2008 to 67.1% in 2009
- The percentage of Special Education students at Levels 3 and 4 has increased from 76.9% to 86.9% from 2008-2009 showing an increase of 10%
- The percentage of Male students at levels 3 and 4 has increased from 93.9% to% to 95.4% from 2008-2009 showing an increase of 1.5%

- The percentage of Female students at Levels 3 and 4 has increased from 97.5%% to 98.9% from 2008-2009 showing an increase of 1.4%
- The percentage of Black students at Levels 3 and 4 has increased from 65.6% to 81.8.2% from 2008-2009 showing an increase of 16.2%
- The percentage of Hispanic students at Levels 3 and 4 has increased from 77% to 84.2% from 2008-2009 showing an increase of 7.2%

Accomplishments

- The goal of 92% attendance rate has been met
- The AYP for all subgroups have been met
- P.S. 204X received an A on the Progress Report Card for two consecutive years
- P.S. 204X was exempt from having a Quality review for 2008-2009 as a result of receiving a Well Developed on the Progress Report Card and an A on the Quality Review 2007-2008
- P.S. 204X has always been identified as a school in good standing
- Since 2003, The State Education Department recognized has since 2003 as accomplishing the dual goal of increasing student achievement while closing the gap in student performance

ELA

- In grades 3-5, there was a 18.4% increase in levels 3 and 4 as measured by the ELA assessment
- In 2008-2009, the achievement gap of Level 3 and 4 Hispanic and Black students has closed by 9% leaving a gap of 2.4%
- In 2008-2009, the achievement gap of Level 3 and 4 Male and Female students has closed by 3.3% leaving a gap of 2.8%.
- In 2008-2009 the achievement gap of Level 3 and 4 Special and General Education students has closed by 15% leaving a gap of 28.8%

Mathematics

- Math performance has been over 90% for the last four years, from 2006-2009
- No students have scored at Level 1 in mathematics since 2007
- In 2008-2009 the achievement gap of Level 3 and 4 Special and General Education students has closed by 9.1% leaving a gap of 9.8%

Barriers

- P.S. 204X has less than average size classrooms and four of the classrooms are shared by two classes each
- There is no gym, library, auditorium, school yard or computer lab in the school
- The annex to P.S. 204X, which houses the kindergarten classes and one first grade, is a quarter mile away from the main building
- There is a need to refine our data collection system to better monitor student progress in grades K-2 using the DRA
- Reduction in budget

Aids

- A collaborative staff committed to ensure every student meets his or her potential
- Teachers and students work together to establish long-term and short-term goals in the content areas
- Teachers analyze student work to determine needs to provide for differentiated instruction
- There is a low teacher turnover and teachers are invested in their own professional growth
- Administrators, staff and parents share a common vision for the P.S. 204X community

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.

ANNUAL SCHOOL GOALS

1. By June 2010, 90% of the teachers will engage in inquiry team work to identify and assess the needs of targeted students to create and implement a research-based instructional plan in ELA
2. By June 2010, 60% of the students in grades K-5 will increase one grade level as measured by the Developmental Reading Assessment (DRA)
3. By June 2010, all teachers will establish individual student long and short-term goals in math and literacy, and group goals in science and social studies to evaluate student progress
4. By June 2010, all teachers will create standard-based curriculum maps in literacy, science and social studies that include units of study with benchmark assessments
5. By June 2010, all teachers will have a detailed professional development plan based on student outcomes and school goals

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 90% of the teachers will engage in inquiry team work to identify and assess the needs of targeted students to create and implement a research-based instructional plan in ELA</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Identify and assign staff to become core team facilitators • Create a schedule for core team facilitators to meet after school one day per week for two hours • Designate time during grade planning meetings for inquiry team data analysis and instructional planning • Assess alignment of curriculum with the NYS ELA Standards • Conduct an item analysis of the DRA assessment to identify the reading sub-skill as a focus for each inquiry team • Designate time during the literacy block to implement the instructional practices around the collaborative inquiry process • Monitor the progress of students through formative assessments • Publish action research on P.S. 204X online community in ARIS Connect • Provide professional development that focuses on sub-skills being targeted by inquiry teams utilizing professional literature
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Funding Sources: TL Children First Inquiry Teams and TL Data Specialist</p> <ul style="list-style-type: none"> • TL Children First Inquiry Teams will provide per session funding for core team facilitators • TL Data Specialist will fund one data specialist

Indicators of Interim Progress and/or Accomplishment

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

- Evidence of growth on formative assessments developed for each learning cycle as measured by rubrics and checklists
- Increase gains in independent reading levels as measured by the DRA
- Meeting notes/agendas
- Provide feedback to parents on the work of the inquiry team
- Lesson plans that reflect the research based methodology
- Provide feedback on inquiry teams' findings to school community through PS 204 online community in ARIS Connect
- Target groups created in Inquiry Spaces in ARIS

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): ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 60% of the students in grades K-5 will increase one grade level as measured by the Developmental Reading Assessment (DRA)</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Literacy coach will conduct professional development on the administration and analysis of the DRA • Designate time during grade planning meetings for teachers to analyze DRA data, set grade goals and determine instructional plans • Teachers will conference with students to create individual long and short-term students goals based on DRA continuum • Guided reading teachers will push into classes during the daily literacy block to provide differentiated instruction • Teachers will use ongoing assessments (DRA, running records, checklists, conference notes, etc.) to drive instruction throughout the year • Literacy coach will model lessons and conduct professional development for K-5 teachers • School administrators will schedule inter-visitations and intra-visitations to view best practices throughout the year • School administrators will lead walk-throughs to assess best practices and academic rigor during the literacy block • Teachers will provide remediation and enrichment to support students making one grade levels growth on the DRA during an after school program

<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>Title 1 and C4E funds</p> <ul style="list-style-type: none"> • C4E will fund the literacy coach • C4E will provide per session funding for the supervisor, two teachers for the after school program and instructional supplies for grades 1 and 2 • Title 1 will fund one AIS teacher • Title 1 will provide per session funding for six teachers for the after school program and instructional supplies for grades 3-5
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Evidence of student growth as measured by DRA three times per year (September/ October, December/January, and May/June) • DRA tracking sheet demonstrating progress • The DRA-2 Online Management System showing class and individual progress through reading stages • Grade and individual student reading goals

Indicators of Interim Progress and/or Accomplishment

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

- Grade and individual student goals in math and literacy, and group goals in science and social studies
- Agendas and attendance sheets for professional development
- Formative and summative assessments
- Administrative conferences with teachers about student progress
- Agendas and attendance sheets from parent meetings

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): _____ **CONTENT AREA INSTRUCTION**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, all teachers will create standard-based curriculum maps in literacy, science and social studies that include units of study with benchmark assessments</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Provide professional development on the criteria for standard-based curriculum maps and units of study • Conduct a summer institute for creating curriculum maps and units of study • Utilize benchmarks to determine student progress within each unit of study • Establish after school planning time for reflection and revision of units of study
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Title 1 and C4E funds</p> <ul style="list-style-type: none"> • C4E funds literacy coach • Title 1 funds teacher professional development • Title 1 will provide per session funding for teachers for planning and writing curriculum
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Curriculum maps and units of study in content areas of literacy, science and social Studies • Teacher lesson plans • Process charts • Student work and assessments • Agendas

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): PROFESSIONAL DEVELOPMENT

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, all teachers will have a detailed professional development plan based on student outcomes and school goals</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Teachers will complete a teacher’s performance review template establishing goals and benchmarks throughout the year • Administrators will meet with teachers periodically throughout the year to discuss progress on goals and benchmarks • Professional development will be based on Assessing Student Learning from the <u>Continuum of Teacher Development</u> • Teachers will reflect on their progress in achieving their professional goals
<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>Title 1 and C4E</p> <ul style="list-style-type: none"> • C4E funds literacy coach • Title 1 funds teacher professional development
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Completed teacher’s performance review template • Teachers will move a minimum of one level on the <u>Continuum of Professional Development</u> • Student goals and benchmarks derived from formative assessments • Rubrics and checklists

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	15	15	N/A	N/A	3	0	0	0
1	22	22	N/A	N/A	5	0	0	0
2	30	30	N/A	N/A	10	0	0	0
3	25	15	N/A	N/A	8	0	0	0
4	15	10	15	15	6	0	0	0
5	10	5	10	10	7	0	0	0
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>Fundations - This K-3 reading intervention program provides a structured, sequential and cumulative phonics/spelling program using multisensory teaching during the school day in a small group setting by the AIS teachers.</p> <p>The Contract for Excellence (C4E) after school program services small groups of the lowest third of our first and second graders three times a week for 1 hour and 15 minutes. Grouping for instruction in this program is based upon data from DRA and Fundations. The small group work will assist students with phonemic awareness and phonics instructions.</p> <p>The Title 1 after school program services small groups of students in grades 3-5 three times a week for one hour and fifteen minutes. These students are performing at Levels 1 and 2. Grouping for instruction in this program is based upon data from DRA, McGraw Hill Interim assessments, and standardized assessments. Small group work will assist students in acquiring strategies and skills needed to become proficient readers.</p> <p>The Title III Enhance Language Proficiency after school program targets first and second grade students who have not met the NYSESLAT criteria. Through a hands-on approach, students will increase their conversational skills through an increased exposure to vocabulary during small group instruction three times a week for 1hour and 15 minutes.</p> <p>The Title I Saturday Academy services small groups of students in grades 3-5. This program is designed to support level 2 students in meeting performance standards. Small group work will assist students in critical reading and thinking skills for three hours.</p>
Mathematics:	<p>The AIS program services small groups of students in grades 3-5 students who are having difficulty in understanding math concepts. The AIS teacher provides activities to strengthen the students’ number sense and review essential basic skills during the school day.</p> <p>The Title I after school program services small groups of students in grades 3-5 three days a week for 1 hour and 15 minutes. These students are performing at levels high level 2 and low level 3. Grouping for instruction in this program is based upon data from McGraw Hill Interim Assessments, standardized</p>

	<p>assessments and EveryDay math unit tests. The focus is on critical thinking and problem solving.</p> <p>The Title III ESL Strategies for Success in Math targets third and fourth grade students who have not met the NYSESLAT criteria. Students will receive small group instruction in vocabulary, building content knowledge and approaches to problem solving three times a week for 1hour and 15 minutes.</p>
Science:	The Title I after school program services small groups of students at-risk for not meeting the performance standards in science. Students engage in small group hands-on exploration to support content area learning three times a week for 1hour and 15 minutes.
Social Studies:	The Title I after school program services small groups of students at-risk for not meeting the performance standards in social studies. Students use a variety of materials and resources to become critical thinkers in the area of history and social studies three times a week for 1hour and 15 minutes..
At-risk Services Provided by the Guidance Counselor:	The Guidance Counselor meets individually and in groups with at-risk students during the school day. Intensive guidance services are provided to assist students who are experiencing affective-domain issues that are impacting on their ability to achieve academically.
At-risk Services Provided by the School Psychologist:	The school psychologist takes care of mandated and at-risk services two days a week.
At-risk Services Provided by the Social Worker:	The school social worker takes care of mandated and at-risk services one day a week.
At-risk Health-related Services:	There is a nurse in the main building that addresses health issues daily.

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.

School ELL Profile

Language Allocation Policy Team Composition

P.S. 204X - Language Allocation Policy Team Composition

SSO/District	CEI-PEA/District 9	School	P.S. 204x
Principal	Marcy Glattstein	Assistant Principal	Josephine Bazan
Coach	Lisa Ellis	Related Service Provider	Reyna Rafael
Teacher/Subject Area	Katie Pollet, ESL	Guidance Counselor	Lisa Williams
Teacher/Subject Area	Erica Sass, ESL	Parent Coordinator	Lily Nissing
Teacher/Subject Area	Carmen Depompeis, Bilingual	SAF	Kathy Tuttle
Teacher/Subject Area	Doreen Gonzalez, Bilingual		
Teacher/Subject Area	Jacqueline Merced, Bilingual		

\Teacher Qualifications

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	3	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

School Demographics

Total Number of Students in School	317	Total Number of ELLs	65	ELLs as Share of Total Student Population (%)	20.50%
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ELL IDENTIFICATION PROCESS

P.S. 204x strives to promote increased parental involvement by helping and encouraging parents to become more active in the education of their children. All parents of newly enrolled students in the New York City School System are required to complete a Home Language Identification Survey and an oral interview at registration. The ESL teacher, assistant principal and parent coordinator assist parents in completing the survey. The oral interview is conducted in English and in the student's native language by the ESL teacher. This survey and interview are used to determine the home language and to identify students who may have limited English proficiency. If the Home Language Identification Survey and oral interview in English and student's native language indicate that a language other than English is used in the home, the student is administered the Language Assessment Battery (LAB-R). The LAB-R is administered to the student within ten days of the initial registration date by the ESL teacher. The results of the LAB-R indicate whether students require services. After testing, parents are informed by telephone and in writing whether or not their children require services. The parents of proficient students are informed that their children do not qualify for ELL services. Students scoring at the beginning/intermediate or intermediate/advanced on the LAB-R are identified as ELL students and are entitled to language program services. NYCDOE transfer students are checked for ELL entitlement by utilizing the ATS exam history report to ensure proper placement. Additionally, all other relevant academic baseline assessments are administered in order to facilitate appropriate academic programming and placement (e.g., Transitional Bilingual or ESL Push-in/Pull-out). Parents are informed of the results and choose the placement.

The assistant principal, ESL teacher and parent coordinator provide an orientation session in September in English and Spanish for all parents of newly enrolled ELL students. During this session, parents view an orientation video which provides an overview of the freestanding English as a Second Language, Transitional Bilingual and the Dual Language programs. After the presentation, parents are given written materials in their native language and questions are addressed. This meeting gives parents the opportunity to learn the identification and placement procedures for ELL students in the NYC public schools. They are also given entitlement letters which include the program selection forms. The parent coordinator follows up with parents to ensure that everyone has received and returned letters. Upon review of the parent selection surveys and entitlement letters over the past few years, it was determined that parents had a preference for the Transitional Bilingual program in grades K-2 and opted for the ESL Push-in/Pull-out program in grades 3-5.

Throughout the school year, the classroom and ESL teachers communicate with parents to track students' progress, problem solve, and collaborate in creating a comprehensive and rigorous academic program for each student. Additionally, appropriate school personnel provide parent workshops on school regulations, state standards, city and state assessments, balanced literacy, math approaches and academic intervention programs.

ELL DEMOGRAPHICS

P.S. 204x is an elementary school located in the Morris Heights section of the Bronx associated with CEI-PEA. This kindergarten through fifth grade school has a population of approximately three hundred seventeen students between a main site and an annex. According to the latest ethnic data 65.5% of the students are Hispanic and 34.5% are Black. There are sixty five ELL students in grades kindergarten through five. Within this student population, thirty eight students in grades K-2 are receiving Transitional Bilingual instruction. This includes the Collaborative Team Teaching (CTT) class in second grade. Twenty seven students are opted-out of bilingual classes by their parents and are in monolingual classes. These students receive instruction in an ESL Push-in/Pull-out program by certified ESL teachers.

ELL Programs

Program Model	K	1	2	3	4	5	Total
Transitional Bilingual	7	16	15	0	0	0	38
Push-in/Pull-out ESL	0	0	4	15	3	5	27
Total	7	16	19	15	3	5	65

ELL Years of Service and Programs

All ELLs	65	Newcomers (ELLs receiving service 0-3 years)	42	Special Education	10
SIFE	2	ELLs receiving service 4-6 years	19	Long-Term (completed 6 years)	2

ELLs by Subgroups

	ELLS (0-3 years)			ELLS (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	38	0	4	0	0	2	0	0	0	38
DUAL LANG	0	0	0	0	0	0	0	0	0	
ESL	6	2	2	19	0	2	2	0	0	27
Total	44	2	6	19	0	4	2	0	0	65

Home Language Breakdown and ELL Program

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	7	16	15							38
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
TOTAL	7	16	15	0	0	0	0	0	0	38

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	TOTAL
Spanish			4	14	3	5				27
Chinese										
Russian										
Bengali										
Urdu										
Arabic										
Haitian Creole										
French				1						
Korean										
Punjabi										
Polish										
Albanian										
Other										
TOTAL			4	15	3	5	0	0	0	27

Programming and Scheduling Information

Organizational Models:

Our school provides two language models: Transitional Bilingual Education and ESL Push-in/Pull-out.

Each language model provides the following:

1. Transitional Bilingual classes are heterogeneously grouped to address the three language proficiencies (Beginning, Intermediate and Advanced).
2. ESL Push-in/Pull-out Program is provided by ESL teachers to ELL students in monolingual classes.

Transitional Bilingual Program (Spanish/English)

Our kindergarten, first and second grade Transitional Bilingual classes are designed to provide instruction in the student's native language along with intensive ESL instruction. The instruction is aligned with the New York State Standards to achieve proficiency in English. Differentiated instruction is provided depending on the student's level of proficiency in English. The Language Allocation Policy for the Transitional Bilingual program provides the following instructional time in English and Spanish:

- 60/40 (Spanish/English) model for beginners
- 50/50 for intermediate students
- 25/75 for advanced students

Students are grouped heterogeneously in kindergarten, first and second grade Transitional Bilingual classes. Literacy groups are differentiated using DRA, Running Records, and NYSESLAT sub-proficiency levels (Listening/Speaking & Reading/Writing). For each instructional unit and individual lesson, teachers target students' specific instructional needs in listening, speaking, reading and writing. The components of our bilingual Spanish reading program are in alignment with NYCBOE core curriculum of balanced literacy - guided reading, independent reading, independent writing, shared reading, interactive writing, read aloud and word study. There are both leveled and genre libraries in both English and Spanish in our bilingual classrooms. The bilingual program for mathematics is Everyday Mathematics, which is the citywide comprehensive core curriculum. Teachers provide opportunities for students to communicate mathematically through the use of journals, learning logs and accountable talk. Students utilize manipulatives to solve problems. Additionally, ELL students who are identified as levels 1 and 2 in reading and math receive targeted instruction from the AIS teacher during the day and during our extended day program. Small group instruction is differentiated according to students' demonstrated needs and their proficiency levels.

ESL Push-in/Pull-out

The ESL Push-in/Pull-out program provides instruction in English with native language support emphasizing English language acquisition. This program provides services to small groups of ELL students in grades 3-5. Based upon the LAB-R and NYSESLAT scores, these students are at the beginning, intermediate and advanced proficiency levels. The students at the beginning and intermediate levels receive 360 minutes per week of ESL and students at the advanced level receive 180 minutes per week of ESL. ELL students receive explicit instruction by licensed ESL teachers. The following instructional strategies are used by the ESL teachers to facilitate language acquisition: Total Physical Response, Peer Tutoring, Flexible Grouping, Cooperative Learning, Language Experience Approach, Role Playing, Realia, and the use of visuals.

Differentiated Instructional techniques along with critical thinking strategies are also incorporated across the content areas in both language models to enhance second language acquisition and cognitive academic language proficiency. The bilingual, ESL and AIS teachers differentiate instruction for newcomers, Long-Term ELLs, SIFE and ELL students with special needs. The Imagine Learning Software program is an interactive program that closely tracks and monitors language acquisition and literacy progress for our ELL subgroups.

The following interventions are offered for ELL groups listed above:

- Extended Day program and Saturday Academy provide targeted small group instruction
- ESL strategies are incorporated to scaffold language development across the modalities
- Our AIS program for reading and mathematics provide explicit instruction for small groups of ELL students
- Our parent coordinator provides ongoing support for the parents as they adapt to the school and the neighborhood

ORGANIZATION OF STAFF

ELLs receive mandated instructional minutes according to CR Part 154 in Transitional Bilingual Education and ESL Push-in/Pull-out classrooms according to their English proficiency level. The administration ensures that the appropriate mandated units are being implemented through ongoing administrative and staff articulation periods, common preps, grade meetings and collegial team meetings. Bilingual/ESL services are provided by certified Bilingual/ESL teachers.

Programs are always aligned with the parents' choices for program placement. In the past few years, parents have demonstrated a preference for the Transitional Bilingual program in the early grades. As a result, the option for ESL placement has increased in the upper grades. If parents select a bilingual program for students in grades 3-5, the students' names are placed on a waiting list. When the waiting list has 15 students in the same grade level, a Transitional Bilingual class will be formed and a certified Bilingual teacher will be assigned. While awaiting placement, the ELL students receive mandated ESL instruction. Additionally, parents of ELLs entering grades 3-5 have the option to transfer to a neighboring school which offers a bilingual program.

Description of Instructional Delivery in Each of the Program Models

SIFE: According to the data, we currently have two SIFE (Students with Interrupted Formal Education) students. These students require special attention to facilitate their transition to formal schooling and help decrease their educational gap. Therefore, the following interventions are in place for SIFE students:

- Individualized instruction on a daily basis to enhance oral language skills
- Review of ELL periodic interim assessments to track progress (i.e., benchmarks) in target areas and to differentiate instruction
- Portfolio reviews to ensure grade-level performance
- Extended day to provide reinforcement of essential skills
- Native Language Arts (Spanish) support as needed
- Counseling services and/or support as needed

NEWCOMERS: Newcomers entering P.S. 204x in grades k-2 have the option of selecting a Transitional Bilingual program or a ESL Push-in/Pull-out program. ELLs entering grades 3-5 have the opportunity to receive Freestanding ESL Push-in/ Pull-out, which is designed to support academic learning in monolingual

classes. Additionally, Academic Intervention Services (AIS) are provided by highly qualified teachers in daily small group instruction during regular school hours. Foundations, Guided Reading and Imagine Learning are also provided on a daily basis for entitled students.

The following support services are offered for newcomers in grades 3-5:

- Extended day program provides targeted, small group instruction
- ESL strategies incorporated to scaffold language development across the modalities
- Supplementary After-School Program funded by Title III
- Parent coordinator provides ongoing support for the parents as they adapt to the school and their new neighborhood.

ELL STUDENTS (4-6 years): The data indicates that there are currently have nineteen ELL students with 4-6 years in grades 4 and 5 classes. In order to ensure that these students do not become long term ELLs and continue to make Adequate Yearly Progress (AYP), teachers and support staff collaborate to create responsive language, literacy and content-area instruction. It is essential that content-area material be readily accessible to our ELLs to ensure their success on the ELA, mathematics, social studies and science exams.

ESL teachers, classroom teachers, and support staff provide the following services for our fourth and fifth-graders:

- Differentiated instruction on a daily basis
- Review of ELL Periodic and interim assessments to plan individualized instruction
- Portfolio reviews to track overall academic progress (i.e., reaching benchmarks)
- Extended day programs to provide tutoring and academic enrichment

LONG -TERM ELLs (completed 6 years): The data indicates that there are two long term English Language Learners enrolled. The following interventions are in place for these students:

- Individualized instruction on a daily basis with certified and highly qualified ESL teachers and AIS teachers.
- Regular review of interim assessments to track progress in targeted instructional areas through differentiated instruction based on need (i.e., running records, Periodic Assessments).
- Portfolio reviews to ensure grade-level performance and meeting benchmarks
- Native language support
- Academic Intervention Services (AIS) to support literacy and content-area learning

ELLs with IEPs: The data indicates that there are four ELLs with IEPs in the self contained class receiving ESL services and 8 ELLs in a CTT Bilingual Transitional Class. The following interventions are in place for ELLs with IEPs:

- Daily Individualized instruction by certified Bilingual Special Education and ESL teachers, SETSS and related service providers.
- Regular review of interim assessments to track progress in targeted instructional areas through differentiated instruction based on need (i.e., running records, Periodic Assessments).
- Portfolio reviews to ensure grade-level performance and meeting benchmarks
- Native language support
- Academic Intervention Services (AIS) to support literacy and content-area learning
- Individualized Education Program (IEP) for eligible students. Students are given services based on the Least Restrictive Environment (LRE). Whenever possible, students remain in the General Education class and receive part-time services such as SETSS (Special Teacher Support Services), Speech, and Counseling. If additional interventions are needed, students are placed in a self-contained classroom (12:1). For all program placements, students must receive mandated ESL services in accordance with the IEP.
-

Title III After-School and Supplemental Services for ELLs

The goal of our Title III program is to provide supplementary instructional support to enhance language proficiency for forty-six students in grades 1-3 who have not met the NYSESLAT criteria.

Our Title III after-school program utilizes Imagine Learning which is a computerized research-based program. Students receive one to one instruction specifically designed to meet their individual language acquisition needs in all four modalities. The strategies that the students learn through the Imagine Learning program give them the opportunity to progress and make gains on the NYSESLAT. There are various reports that teachers can utilize to document student progress and plan next steps for the students in their language development. Articulation forms are maintained by each Title III teacher and shared with the classroom teachers to ensure instructional continuity. The Imagine Learning program features printouts that are sent home with students in English or Spanish so that parents can practice the vocabulary words that the students learned in the program.

Instructional Materials Used to Support the Learning of ELLs are:

Rigby Literacy Books and Materials (Appropriate for all ELL Sub-groups in grades K-5) provides targeted instruction to support the school's balanced literacy program. The literacy materials include: Genre Study, Word Work, leveled books, guided reading and writing, phonemic awareness and comprehension skills in English and Spanish.

Imagine Learning (Appropriate for all ELL Sub-groups at Beginning and Intermediate Proficiency Levels) is an interactive technology program to support the literacy development of targeted ELL students in grades K-5. Imagine Learning English integrates technology and curriculum to differentiate literacy instruction. The software program is implemented in the Bilingual and ESL Push-in/Pull-out program to closely monitor the literacy progress of ELL students.

Imagine Learning provides activities to build vocabulary development, listening and speaking and phonemic awareness. These activities prepare students for the NYSESLAT. Progress reports are used to create more responsive literacy and language instruction for each student.

Getting Ready for the NYSESLAT and Beyond (Appropriate for all ELL Sub-groups) provides activities to help students develop and strengthen skills across the four modalities: listening, speaking, reading and writing. These activities prepare students for the NYSESLAT and the ELA assessment.

Into English (Appropriate for all ELL Sub-groups) is an ESL content-based instructional program designed to build academic language proficiency in all ELL subgroups in grades K-5. It provides ELLs access to authentic literature. ESL teachers use the ongoing assessments to monitor growth across proficiency levels. The program comes with a special section for newcomers and includes songs, poems, and chants integrated with each unit themes. Content posters and visuals are used to make language comprehensible, encourage innovations and use of academic language in a meaningful practical way.

Bicultural/Bilingual Relevant Materials (Appropriate for all Sub-groups) are available in students' native languages. The ESL and Bilingual teachers have a variety of reading materials that focuses on students' native cultures. Classroom libraries have a variety of genres and content-based books. Our resource room and book room have a wide selection of books to support students' literacy development in both English and Spanish. Audio books help support newcomers and struggling readers as they build fundamental literacy skills. The audio books are often incorporated into center activities and are used during extended day to reinforce targeted reading skills and provide additional practice.

TARGETED INTERVENTION PROGRAMS:

The following are the targeted intervention programs that are being used by Academic Intervention Specialist (AIS):

- Imagine Learning, Grades K-5
- Getting Ready for the NYSESLAT and Beyond, Grades K-5
- Foundations, Grades K-2
- Comprehensive Reading Assessment, Grades 3-5
- NYS Coach ELA, Grades 3-5
- STAR Reading Program, Grades 3-5, Levels C, D, E
- Ladder to Success ELA, Grades 3-5
- ELAP, Grades 3-5
- Best Practice Reading Options C,D,E, Grades 3-5
- Buckle Down, ELA and Math, Grades 3-5
- Foundation, Math, Grade 4
- ELL Component of Everyday Mathematics Program, Grades K-5
- NYS Coach Math, Grades 3-5

2 YEAR TRANSITIONAL SUPPORT:

ELL students who tested out of the Bilingual/ESL programs are provided with Academic Intervention Services (AIS). Additionally, these students attend extended day activities and participate in the Saturday Academy.

IMPROVEMENTS/PROGRAMMING TO BE CONSIDERED FOR THE UPCOMING SCHOOL YEAR TO SUPPORT ELLS:

Common Planning (Involves all Bilingual, ESL and Monolingual Classroom teachers when appropriate)

Common planning periods are utilized for collaboration between the ESL and monolingual teachers. Teachers and support staff ensure that literacy and content area instruction is consistent and addresses the needs of ELLs.

- Literacy: ESL and Bilingual staff work with the classroom teachers to ensure that the balanced literacy model provides a bridge to English language acquisition.
- Content Area: All staff collaborate to ensure that content area objectives are met by ELLs

Orientation and Activities for New Students (Including ELLs)

Prior to the beginning of the school year, students and parents are invited to a school orientation. They are presented with the opportunity to meet and greet teachers and school personnel. Activities are conducted to familiarize students and parents with their surroundings and to create a comfort zone for them.

Professional Development and Support for School Staff

P.S. 204x believes that effective learning opportunities are the key to increasing student performance and have created several learning models that support professional growth. Professional development in ESL techniques and methodologies provide support for teachers and staff, including but not limited to secretaries, related service providers and parent coordinator while they master new strategies and improve their skills. The principal, assistant principal, consultants and literacy coach provide professional development activities during common planning and Chancellor's Professional Development days. The Professional development plan for 2009-2010 is designed to focus on the teaching and learning process of second language learners.

PROFESSIONAL DEVELOPMENT PLAN:

- | | |
|---|----------------|
| • Analyzing NYSESLAT and ELA data to drive instruction | September 2009 |
| • Differentiated Instruction for ELLs | October 2009 |
| • Using Balanced Literacy in the ESL Classroom | Nov/Dec 2009 |
| • Jose P. Training | Jan/Feb 2010 |
| • Understanding How Standard Based Instruction Impacts ESL, NLA and ELA | Feb/Mar 2010 |
| • Preparing ELLs for the ELA and NYSESLAT | March 2010 |
| • Principles for Quality Teaching for English Language Learners | April 2010 |
| • Using ESL Strategies in the Content Areas | May 2010 |
| • Analyzing Data from Imagine Learning | Feb 2010 |
| • Inquiry Team findings on best practices in ELL literacy instruction | Ongoing |

Description of the Minimum 7.5 hours of ELL Training as per Jose P.

Teachers will be given the opportunity to receive the mandated training through BETAC and in house professional development. The instructional approaches presented are modeled by presenters and can be applied immediately in a variety of program models. Additionally, ESL and Bilingual staff share their understandings during common planning sessions. These sessions will target how to utilize research-based strategies such as: language functions and structures within the context of an ESL content based lesson, how teachers can scaffold academic language to support students' participation and how to align language instruction to ESL and ELA standards.

Jose P and Mandated ESL workshops for Special Education Teachers

All new special education teachers participate in a workshop that focus on ESL compliance issues, the rationale for ESL and Bilingual programs, ESL best practices and assessment policies/procedures. In addition, teachers are given some needed insight into the ELL identification and programming processes. Discussion of ELL strategies and interventions empowers teachers with effective instructional strategies to use in their own classrooms. The Jose P training is only the first step in a detailed, collaborative process of inquiry, observation, and revision.

PARENTAL INVOLVEMENT

Parents at PS 204x are provided with ample opportunities to interact with teachers and school personnel. A variety of workshops and orientations ensure that parents gain knowledge and become active participants in their children's education.

Parents are invited to meet the teachers, attend orientation meetings and visit with the administration. Throughout the year, parents are invited to writing and reading celebrations, family nights, monthly award assemblies, book fairs, open school week, classroom trips, parent field trips and workshops.

Each month, parents are invited to attend Parent Association meetings where they receive updates on school issues. Through their participation in these activities, parents develop personal skills as well as attain a better understanding of their child's academic life. A school calendar and a monthly newsletter ensure that parents are always informed about school activities and programs.

Bilingual staff provides parents with information on educational, social, recreational, health and immigration issues. The school works closely with many community agencies to provide these services for parents and students. Some of these agencies are: Fordham Tremont Mental Health Clinic, SCAN NY and Bronx Lebanon Hospital.

Through parent surveys and evaluations, the school is more informed about the needs, talents and concerns of the parents. Parents are able to share their comments and suggestions after each workshop, parent orientation and parent/teachers conference. Additionally, parents have the opportunity to provide their input when completing the DOE Annual Parent's Survey. The workshops and activities not only give parents ideas and tools to help their children with homework and study habits, but also gives them life skills.

Assessment Analysis

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	5	5	9	0	0	1	0	0	0	20
Intermediate(I)	0	8	5	7	0	0	0	0	0	20
Advanced (A)	2	3	5	8	3	4	0	0	0	25
Total Tested	7	16	19	15	3	5	0	0	0	65
NYSESLAT Modality Analysis										
Modality Aggregate	Proficiency Level									
LISTENING/ SPEAKING	B	0	0	0	0	0	0			
	I	6	0	0	0	0	0			
	A	5	9	7	2	2	1			
	P	3	4	8	3	2	8			
READING/ WRITING	B	3	4	0	0	0	0			
	I	3	5	5	0	0	0			
	A	5	3	10	5	4	1			
	P	3	1	0	0	0	8			

NYS ELA									
3	0		2		6		0		8
4	0		2		6		0		8
5	0		1		9		10		20
NYSAA Bilingual Spe Ed	0		0		0		0		0
NYS Math									
Grade	English	NL	English	NL	English	NL	English	NL	
3	0	0	0	0	5	0	4	0	9
4	0	0	1	0	7	0	0	0	8
5	0	0	0	0	10	0	0	0	10
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0
NYS Science									
	English	NL	English	NL	English	NL	English	NL	
4	0	0	0	0	2	0	6	0	8
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Social Studies									
	English	NL	English	NL	English	NL	English	NL	
5	0	0	0	0	10	0	0	0	10
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYSESLAT DATA AND ANALYSIS

An analysis of K-5 NYSESLAT results for 2008-2009 indicate the following:

New York State English as a Second Language Achievement Test (NYSESLAT)

	# Tested	Beginning	Intermediate	Advanced	Proficient
Listening and Speaking (K-1) All Students	35	0	7	15	13
Reading and Writing (K-1) All Students	35	8	9	9	9
Listening and Speaking (2-4) All Students	35	0	0	12	23
Reading and Writing (2-4) All Students	35	0	6	20	9
Listening and Speaking (5) All Students	10	0	1	0	9
Reading and Writing (5) All Students	10	0	1	1	8
Listening and Speaking (Total) All Students	80	0	8	27	45
Reading and Writing (Total) All Students	80	8	16	30	26

The data indicates that students progress and become more proficient as they move from one grade to the next grade.

Implications:

- In grades K and 1, most of the students need support in all four modalities
- In grades 2-4, the majority of students need support in reading and writing
- In grade 5, most of the students tested are within the proficient level in all four modalities with the exception of one intermediate student and one advanced student
- Continue to provide professional development on effective ESL teaching practices
- Continue to provide intensive ESL instruction in an after school ESL program
- Fund professional development, parent workshops and the purchasing of technology to support ELL students
- Continue to use ESL strategies that were found effective for ELL students by the Inquiry Team

STATE ASSESSMENTS DATA AND IMPLICATIONS FOR INSTRUCTION

On the English Language Arts Assessment, 81.5% of the ELL students scored at Level 3 and 18.5% scored at Level 2. On the New York State Math Assessment 55.6% of the ELL students scored at Level 4, 40.7% scored a Level 3 and 3.7% scored at Level 2. On the New York State Science Assessment 75% of the students scored at Level 4 and 25% of the students scored at Level 3. On the New York State Social Studies Assessment, 100% of the students scored at Level 3. Students that scored a Level 2 receive academic intervention services. Also, teachers must continue to differentiate instruction to ensure that these students master content area and language objectives.

Native Language Reading Test– (not applicable)

Our current bilingual population ranges from grades K-2 and are not mandated to have native language reading test in Spanish.

**SCHOOL DISTRICT REPORT OF TEACHERS AND SUPPORT PERSONNEL
2009-2010**

School District: Nine

School Building	Number of Certified Teachers*			
	2008-2009**		2009-2010***	
Building Name P.S. 204	Bilingual	ESL	Bilingual	ESL
1. Carmen Depompeis	X		X	
2. Doreen Mercado-Gonzalez	X		X	
3. Jacqueline Merced	X		X	
4. Katharine Pollet		X		X
5. Erica Sass				X
TOTALS	3	1	3	2

PROGRAMMING AND SCHEDULING INFORMATION

**SAMPLE STUDENT SCHEDULE
ELEMENTARY SCHOOL
2009-2010**

Student Proficiency Level: Beginning

Grade Level: First

School District: Nine

School Building: P.S. 204X

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 11:30 To: 12:15	Subject (Specify) Math				
2	From: 12:15 To: 1:00	Subject (Specify) Science ESL	Subject (Specify) Science ESL	Subject (Specify) Science ESL	Subject (Specify) Social Studies ESL	Subject (Specify) Social Studies ESL
3	From: 1:00 To: 1:50	Subject (Specify) Lunch				
4	From: 1:50 To: 2:35	Subject (Specify) ESL				
5	From: 11:35 To: 12:20	Subject (Specify) Writers Workshop Spanish				
6	From: 12:20 To: 1:05	Subject (Specify) Math Spanish				
7	From: 1:05 To: 1:50	Subject (Specify) Math Spanish				
8	From: 1:50 To: 2:35	Subject (Specify) Social Studies ESL	Subject (Specify) Social Studies ESL	Subject (Specify) Science ESL	Subject (Specify) Science ESL	Subject (Specify) Science ESL
9	From: To:	Subject (Specify)				

**SAMPLE STUDENT SCHEDULE
ELEMENTARY SCHOOL
2009-2010**

Student Proficiency Level: Advanced
School District: Nine

Grade Level: Fourth
School Building: P.S. 204X

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:30 To: 9:15	Subject (Specify) Readers Workshop	Subject (Specify) Readers Workshop	Subject (Specify) Readers Workshop	Subject (Specify) Readers Workshop	Subject (Specify) Readers Workshop
2	From: 9:15 To: 10:00	Subject (Specify) Readers Workshop	Subject (Specify) Readers Workshop	Subject (Specify) Readers Workshop	Subject (Specify) Readers Workshop	Subject (Specify) Readers Workshop
3	From: 10:00 To: 10:45	Subject (Specify) Writers Workshop	Subject (Specify) Writers Workshop	Subject (Specify) Writers Workshop	Subject (Specify) Writers Workshop	Subject (Specify) Writers Workshop
4	From: 10:45 To: 11:30	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math
5	From: 11:30 To: 12:15	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math
6	From: 12:15 To: 1:00	Subject (Specify) Science ESL	Subject (Specify) Science ESL	Subject (Specify) Science ESL	Subject (Specify) Social Studies ESL	Subject (Specify) Social Studies ESL
7	From: 1:00 To: 1:50	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
8	From: 1:50 To: 2:35	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) ESL

* Data provided herein must conform with Assurances 13 and/or 14 in the signed Statement of Assurances (Form A-4) of this application packet.

** In addition to reporting the number of appropriately certified bilingual/ESL teachers, report the number of teachers holding SED approved temporary certificates and the number of teachers with an application on file with the SED requesting a temporary certificate. Copies of the approved certificate or application for a certificate must be submitted with the CR Part 154 application.

*** In addition to reporting the projected number of appropriately certified bilingual/ESL teachers, include the projected number of teachers holding SED approved temporary certificates.

Principal's signature _____

Date: _____

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SBO/Director: CEI-PEA/District 9	School: PS 204
Principal: Marcy Glattstein	Assistant Principal: Josephine Bazar
Coach: Lisa Ellis	Coach:
Teacher/Subject Area: Katie Pollet, ESL	Guidance Counselor: Lisa Williams
Teacher/Subject Area: Erica Sass, ESL	Parent:
Teacher/Subject Area: Carmen Depompels, Bilingual	Parent Coordinator: Lily Nissing
Related Service Provider: Reyna Rafael	SAP: Kathy Tuttle
Network Leader: Ben Waxman	Other:

B. Teacher Qualifications

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

Number of Certified ESL Teachers:	2	Number of Certified Bilingual Teachers:	4	Number of Certified NLA/R Teachers:	0
Number of Content Area Teachers with Bilingual Extensions:	0	Number of Special Ed. Teachers with Bilingual Extensions:	0	Number of Teachers of ELLs without ESL/Bilingual Certification:	0

C. School Demographics

Total Number of Students in School:	317	Total Number of ELLs:	65	ELLs as Share of Total Student Population (%):	20.50%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Understanding ESL)? Please describe the process, outreach plan, and timelines.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)

6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

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

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
Transitional Bilingual Education <small>(20% 40% → 20% 20% → 73% 23%)</small>	7	16	15	0	0	0				38
Dual Language <small>(20% 20%)</small>										0
Freestanding ESL										
Self-Contained										0
Push-In		0	4	15	3	5				27
Total	7	16	19	15	3	5	0	0	0	65

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	65	Newcomers (ELLs receiving service 0-3 years)	42	Special Education	10
SIFE	2	ELLs receiving service 4-6 years	19	Long-Term (completed 6 years)	2

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	38	0	4	0	0	2	0	0	0	38
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	6	2	2	19	0	2	2	0	0	27
Total	44	2	6	19	0	4	2	0	0	65

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	7	16	15	0	0	0				38
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
TOTAL	7	16	15	0	0	0	0	0	0	38

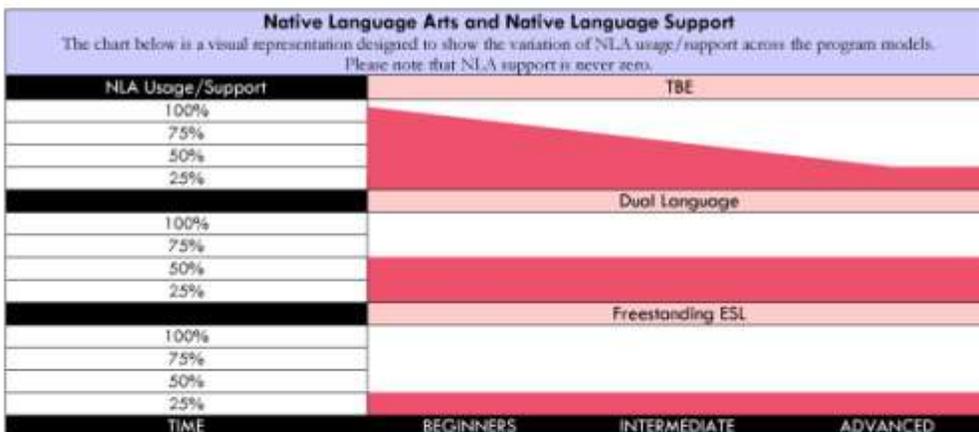
Dual Language (ELLs/EPs)																						
Number of ELLs by Grade in Each Language Group																						
	K		1		2		3		4		5		6		7		8		TOTAL			
	ELL	EP																				
Spanish																				0	0	
Chinese																					0	0
Russian																					0	0
Korean																	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

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

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish			4	14	3	5				26
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French				1						1
Korean										0
Punjabi										0
Polish										0
Albanian										0
Other	0	0								0
TOTAL	0	0	4	15	3	5	0	0	0	27

Programming and Scheduling Information	
1.	How is instruction delivered? <ol style="list-style-type: none"> What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? What are the program models (e.g., Block [Class travels together as a group], Ungraded [all students regardless of grade are in one class], Heterogeneous [mixed proficiency levels], Homogeneous [proficiency level is the same in one class])?
2.	How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)? <ol style="list-style-type: none"> How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3.	Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to each language development.
4.	How do you differentiate instruction for ELL subgroups? <ol style="list-style-type: none"> Describe your instructional plan for SIFE. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs. Describe your plan for ELLs receiving service 4 to 6 years. Describe your plan for Long-Term ELLs (completed 6 years). Describe your plan for ELLs identified as having special needs.

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



Programming and Scheduling Information—Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

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

	OVERALL NYSESLAT [™] PROFICIENCY RESULTS ([™] LAB-4 FOR NEW ADMITS)									
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	5	5	9	0	0	1	0	0	0	20
Intermediate(I)	0	8	5	7	0	0	0	0	0	20
Advanced (A)	2	3	5	8	3	4	0	0	0	25
Total	7	16	19	15	3	5	0	0	0	65

NYSESLAT Modality Analysis										
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8
LISTENING/ SPEAKING	B	0	0	0	0	0	0			
	I	6	0	0	0	0	0			
	A	5	9	7	2	2	1			
	P	3	4	8	3	2	8			
READING/ WRITING	B	3	4	0	0	0	0			
	I	3	5	5	0	0	0			
	A	5	3	10	5	4	1			
	P	3	1	0	0	0	8			

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	2	6	0	8
4	0	2	6	0	8
5	0	1	9	10	20
6					0
7					0
8					0
NYSAA Bilingual Spe Ed	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	0	0	5	0	4	0	9
4	0	0	1	0	7	0	0	0	8
5	0	0	0	0	10	0	0	0	10
6									0
7									0
8									0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	0	0	0	0	10	0	0	0	10
8									0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

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

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

Part V: LAP Team Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Josephine Bazon	Assistant Principal		
Lily Nissing	Parent Coordinator		
Katie Pollet	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Lisa Williams	Guidance Counselor		
Kathleen Tuttle	School Achievement Facilitator		
Ben Waxman	Network Leader		
	Other		
	Other		
Signatures			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

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

Form TIII – A (1)(a)

Grade Level(s) K-5 **Number of Students to be Served:** 66 LEP 254 Non-LEP

Number of Teachers 5 **Other Staff (Specify)** Administrator

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain 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.

P.S. 204X is an elementary school located in the Morris Heights section of the Bronx. This kindergarten through fifth grade school has a population of approximately three hundred twenty students between a main site and an annex. According to the latest ethnic data 63% of students are Hispanic and 37% are Black. Within this population 20% of our students are ELLs. There are sixty-six ELL students in grades K-2 are receiving Transitional Bilingual Instruction. The second grade class is a Collaborative Bilingual Team Teaching (CTT) class. Twenty-nine students are receiving Free Standing ESL as requested by their parents. Four of these students are in a second grade self-contained class.

Enhance Language Proficiency Through Imagine Learning

Title III After-School Program

Upon examination of the 2009 NYSESLAT, it showed that our first, second and third grade ELLs need more support in all four modalities of listening, speaking, reading, and writing. The goal of the Title III program is designed to provide supplementary instructional support to enhance language proficiency for forty-six, first, second and third grade students who have not met the NYSESLAT criteria.

This year our focus is on technology. For this reason we are requesting Title III funds to help us invest in licenses for the number of ELL students that are being invited to participate in our Title III program. Our after-school program will utilize Imagine Learning which is a computerized, research-based program. Students will receive one-to-one instruction through engaging activities specifically designed to meet their individual language acquisition needs in all four modalities. The various strategies the students will learn through the Imagine Learning program will give them optimum opportunity to progress and make gains on the

NYSESLAT. There are a variety of reports that teachers can utilize to document student progress and plan next steps for the students in their language development. Articulation forms will be maintained by each teacher and shared with the classroom teachers to ensure instructional continuity. The Imagine Learning program features printouts that can be sent home with students in English and Spanish so that parents can practice with their children the vocabulary that have been presented.

This program will begin on December 01, 2009 – April 13, 2010. Each session will be from 3:45-5:00 on Tuesdays, Wednesdays and Thursdays. The program will be implemented by three certified bilingual teachers. The language of instruction will be English. The teachers will receive professional development prior to the implementation of this program.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

P.S. 204X believes that effective learning opportunities are the key to increasing student performance. There will be workshops with consultants from Imagine Learning to help us analyze the data from the progress reports to better meet the needs of our students. Also, teachers who are responsible for the delivery of instruction and services to limited English proficient students participate in workshops at the NYS Bronx BETAC at Fordham University. The workshops they will be attending are QTEL Institute, The Challenge of Learning Academic English: Research-based Instruction for Language and Literacy Development and Preparing ELLs for ELA and NYSESLAT Assessments. Attendance at these workshops will take place from December-June at no cost to the program.

Form TIII – A (1)(b)

School: P.S.204X BEDS Code: 320900010204

**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) - Per session	\$9000.00	180 hours of per session for ESL, Bilingual and General Education teachers to support ELL students: 180 hours x \$49.89 (current teacher per session rate with fringe) = \$8,980.20
Parent Involvement - Workshops		Parent workshops will be provided at no cost to the Title III program.

Educational Software (Object Code 199)	\$6,000.00	Imagine Learning 40 licenses at \$150.00 = \$6,000.00
TOTAL \$15,000.00		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

P.S. 204X reaches out to parents/guardians whose home language is not English in order to communicate information about the school's academic program, student achievement and parent learning opportunities. Our Home Language Surveys indicate that translations are mostly needed in Spanish. The Department of Education (DOE) meets most of our written translation needs. Additionally, the parent coordinator and bilingual teachers translate all other written correspondences that are not sent out by the DOE. The parent coordinator is available at all parent workshops and parent teacher conferences to translate information, questions and responses.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The DOE provides most of our written translation services. Our parent coordinator and bilingual teachers translate all other written documents. Oral interpretation is available by our parent coordinator for all parent meetings and workshops. The school community is informed of our translation and interpretation policy in the parent handbook.

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 documents are translated in a timely manner by school staff.

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.

School staff will provide oral interpretation services during workshops, meetings and parent teacher conferences.

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>.

At the beginning of each school year, a Home Language Survey is administered to parents to identify the primary language spoken in the home. Our school, in accordance with Regulation A663, provides translation and interpretation services to our parents who require language assistance in order to communicate effectively with the school community.

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:	\$358,154	\$107,224	\$465,378
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,582		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$1,072	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$17,908		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$5,361	
6. Enter the anticipated 10% set-aside for Professional Development:	\$35,815		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$10,722	

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

I. General Expectations

P.S.204x 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 and 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.

II. Description of How School Will Implement Required Parental Involvement Policy Components

P.S.204X 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 of Parent Coordinator
- Participation in School Leadership Team
- Establishment of Parents’ Association Executive Board
- Distribution of Monthly Parent Newsletters
- Scheduling Events and Meetings
- Maintenance of Parent Bulletin Board
- Attendance at monthly Parents Association Meeting

P.S.204X will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- Participation in the School Safety committee
- Review school report card at parent meeting
- Review budget at School Leadership Team meetings
- Form committees to update CEP
- Attendance at Parent Orientation meetings

P.S.204X 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:

- Parent Workshops
- ARIS Training
- Family Math Night
- SEM presentations and performances
- Special events such as assemblies, writing celebrations, etc.
- Book Fair
- Family link trips to cultural institutions
- Monthly Newsletter

P.S.204X 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.

- Parent Surveys will be distributed throughout the school year
- Parents will review school programs and budget as members of the School Leadership Team

P.S.204X will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - 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:
 - Parent Workshops to inform parents about State assessments
 - Parent teacher conferences
 - Curriculum Workshops
 - Promotional policy meetings
 - Series of workshops by parent coordinator on the home-school link
- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy and mathematics training, and using technology, as appropriate, to foster parental involvement, by:
 - Coaches will provide literacy and math parent workshops
 - Provide parents with Interim Assessments data and Everyday math activities
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
 - Monthly Calendars
 - School Leadership Team
 - Writing Celebrations
 - Family Math Night
- d. 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:
 - Parent Lending Library
 - Parent Coordinator
 - Literacy and Math Workshops
 - Kindergarten Orientation
- e. 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:
 - Parent Association Meetings
 - Monthly Calendars and Newsletters
 - Awards Assemblies
 - Parent Notices

III. 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 School Leadership Team Meetings agendas and minutes. This policy was adopted by P.S.204X on 06/01/09 and will be in effect for the period of 09/09 through 06/10. The school will distribute this policy to all parents of participating Title I, Part A children on or before November 25, 2009.

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

SCHOOL – PARENT COMPACT

School Name: P.S. 204 The Morris Heights Elementary School

The school and parents working cooperatively to provide for the successful education of the children agree:

The School Agrees	The Parent/ Guardian Agrees
<ul style="list-style-type: none"> • To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved • To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy • To disseminate regularly all information connected to their children's education through monthly calendars, newsletters, telephone calls and meetings • To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information • To provide high quality curriculum and instruction • To deal with communication issues between teachers and parents through: <ul style="list-style-type: none"> • parent-teacher conferences at least twice a year • frequent reports to parent on their children's progress • reasonable access to staff • opportunities to volunteer and participate in their children's class • To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e., literacy classes, workshops on reading strategies • To offer meetings at various times to cater to the varying needs of the parents/caregivers 	<ul style="list-style-type: none"> • To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy • To ensure that their children come to school prepared with the appropriate materials needed for the school day • To reinforce with their children the importance of following the Citywide Standards of Conduct and Uniform Disciplinary Measure • To monitor their children's: <ul style="list-style-type: none"> • attendance at school • lateness • homework • television watching • general health and well-being • To share the responsibility for improved student achievement • To communicate with their children's teachers about their children's educational needs • To monitor their children's schoolwork; read for 15 to 30 minutes per day to their kindergarten and 1st grade children, and have their children in grades 2 through 5 read for 15 to 30 minutes per day independently • To check homework assignments each day and return assignments to school signed

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

The State Education Department has recognized P.S. 204X as one of New York State's Title I schools that have met the criteria for the designation of "high performing/gap closing" since 2003. P.S. 204X has met all state standards for English Language Arts and Mathematics during the 2008-2009 school year. Also, P.S. 204X has made Adequate Yearly Progress in English Language Arts, Mathematics and Science for that year. Since 2003, P.S. 204X has exceeded the state standard on the fourth grade mathematics test. In 2009, 100% of the third grade, 91.7% of the fourth grade and 98.3% of the fifth grade students scored at Levels 3 and 4. As of 2003, P.S. 204X has exceeded the state standard on the English Language Arts Test. In 2009, 78.2% of the third grade, 88.6% of the fourth grade, and 85.2% of the fifth grade students scored at Levels 3 and 4.

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:
 - o Increase the amount and quality of learning time, such as extended school year, before and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the 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.
 - o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

As of June 2009, 100% of our teachers are certified and 77.0% hold masters degrees. To ensure that there continues to be high quality instruction, we will implement the following:

- o Coordinate professional development activities for application of higher order thinking skills in the classroom
- o Provide workshops for developing practices on standard-setting instruction in specific content areas
- o Implement small, focused study groups for teachers to share and reflect on practices
- o Develop action research projects in which teachers formulate questions, examine school-wide data, and address areas of instruction
- o Schedule inter-visitations to the partnership school and instructional workshops
- o Continue to provide training in the balanced literacy model and math workshop model
- o Participate in city and state conferences

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.

- Plan weekly curriculum team meetings where administrators, coaches, consultants, teachers and paraprofessionals can collaborate on planning and developing a professional development calendar and timeline for implementation
 - Develop a professional development calendar that aligns with strategies outlined in curriculum calendars
 - Provide professional development on the School Enrichment Model
 - Provide professional development on differentiated instruction and Bloom's Taxonomy
 - Provide professional development to deepen understanding of effective data driven instructional practices
 - Implement study groups around professional literature
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
- Attend job fairs
 - Take applicants on a tour of the school's facilities and meet with staff and students
 - Encourage all candidates to work as summer interns preceding fall assignments
 - Require that all candidates be licensed and possess NYS certification
 - Provide training in the balance literacy approach and the mathematics workshop model
6. Strategies to increase parental involvement through means such as family literacy services.
- Encourage participation in parent workshops through monthly calendars, newsletters, bulletins, telephone calls and flyers
 - Continue to utilize the parent coordinator to involve more parents in school activities
 - Continue to provide monthly family literacy and math workshops presented by literacy and math coaches
 - Continue to hold PTA meetings once a month for all parents at varied times during the school year
 - Plan a curriculum night in September for parents to meet with classroom teachers to discuss school policies and curriculum
 - Provide support services including parent/teacher conferences, classroom visits, and on-site workshops
 - Encourage parents to volunteer in and out of the classroom
 - Establish one parent liaison per class
 - Continue the School Leadership Team with 50% parent participation
 - Provide workshops on health related issues
 - Organize meetings with adult education professionals
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.
- We will offer an orientation program in the spring for parents and children to spend some time in the classroom with the kindergarten students to familiarize them with the environment
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.
- Participation in AIS meetings to identify strategies to use with Level 1 students
 - Conduct meetings between teachers and administrators to examine student data
 - Provide opportunities for articulation between AIS teachers and classrooms teachers regarding student achievement

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.
- Continue Foundations K-3 reading intervention program to provide a structured, sequential and cumulative phonics/spelling program using multisensory teaching
 - Continue Imagine Learning intervention program that supports language acquisitionj
 - Guided reading teachers grades work with at-risk students in all grades during the literacy block providing small group instruction
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.
- Title I
Title III
C4E

**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)¹ 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

¹ To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

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

– **English Language Learners**

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

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

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

We reviewed the data from the N.Y.S. ELA assessment and found that 78.2% of our third grade students performed at levels 3 and 4, 88.6% of our fourth grade students performed at levels 3 and 4 and 85.2% of our fifth grade students performed at levels 3 and 4. Overall, student performance at levels 3 and 4 increased 10.7% (from 72.7% in 2008 to 83.4% in 2009.) We also reviewed the ELA curriculum for grades K-5 with emphasis on the alignment to standards. Classroom libraries were evaluated to meet the needs and diversity of all students.

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 K-5 reading curriculum maps are aligned to the N.Y. S. Standards. Performance indicators were used to establish benchmarks for each grade level. Grade level goals were established. All teachers establish individual student long-term and short-term goals in literacy. All grade and individual student goals are aligned with the state standards. Research-based programs such Imagine Learning and Foundations are used to address the needs of our English Language Learners and our at-risk students.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. (NA)

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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

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

We reviewed the data from the N.Y.S. Mathematics assessment and found that 100% of our third grade students performed at levels 3 and 4, 91.7% of our fourth grade students performed at levels 3 and 4 and 98.3% of our fifth grade students performed at levels 3 and 4. Overall, student performance at levels 3 and 4 increased 1.7% (from 95.7% in 2008 to 97.4% in 2009.)

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?

At the beginning of each school year teachers are given the N.Y.S. Learning Standards for Mathematics and a pacing calendar, which are aligned to the Everyday Math curriculum, which is taught in our school. In addition, grades 3-5 teachers align the Problem of the Day with the Performance Indicators from previous N.Y.S. Math assessments.

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. (NA)

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.

School administration conducts formal and informal observations periodically.

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

Applicable XX 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?

Two teachers are assigned to each classroom during guided reading to provide differentiated instruction utilizing the workshop model. Book clubs and literature circles engage students in accountable talk. Teachers apply research-based instructional strategies studied by the inquiry teams.

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. (NA)

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 (SOM²)* 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.

² 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.

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.

School administration conducts formal and informal observations periodically.

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

Applicable XX Not Applicable

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

Teachers provide differentiated instruction utilizing the workshop model. Students utilize math centers and math stations to enhance their learning through accountable talk.

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. (NA)

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.

We reviewed the data on teacher qualifications and stability. 100% of our teachers are fully licensed and permanently assigned to our school. 71.4% of our teachers have been teaching more than two years in our school.

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

Applicable XX 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?

There is extensive professional development in all content areas by our coaches and lead teachers. There is support by the administration to address the needs of all teachers to promote positive teaching and learning.

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. (NA)

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.

Teacher Surveys are distributed during professional development to determine areas of need for further professional development.

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

Applicable XX 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?

All teachers working with English Language Learners participated in QTEL Training (Quality Teaching for English Learners) during the 2008-2009 school year. The ESL teacher participates in the Bronx BETAC workshops.

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. (NA)

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.

School administration conducts formal and informal observations periodically. Administrators and teachers analyze multiple sources of data.

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

Applicable XX 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?

Multiple sources of data (such as NYSESLAT, Acuity, NYStart, DRA and Imagine Learning Reports) are disseminated to all classroom teachers and utilized in planning instruction.

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

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.

During Professional Development sessions, teachers reviewed all of the components of the IEP and were informed of the process involved in creating the document. The different types of special education services were also discussed. Classroom teachers are involved in the development of IEPs and Behavioral Support Plans for their students. Special attention is paid to the students' learning styles when developing IEPs.

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?

General education teachers are present at all IEP conferences (annual reviews, requested reviews, triennials). There is dialogue between the IEP team and general education teachers to ensure that both academic and behavioral needs of all students are met. Students are mainstreamed from our self-contained classroom for academic instruction when appropriate.

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.

We review IEPs for testing accommodations and/or modifications. The classroom teachers are made aware of these findings so that the appropriate accommodations can be implemented. IEP goals and objectives are drawn directly from the standards for the grade and the promotional standards for mastery are based on the students' functional level at the time of the annual review and the expected academic growth over the period of one year. Any student who has an IEP indicating "Behavior seriously interferes with instruction and requires additional adult support" or "Behavior requires highly intensive supervision" has a behavioral plan included.

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

Applicable XX 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?

Supplementary materials and special seating are available. Teacher resources are used. Review of IEPs provides evidence of goals, objectives and behavioral plans. Interviews with teachers will disclose alternative techniques and materials used to present grade level curriculum aligned with state tests.

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. (NA)

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.)

There are two students in temporary housing attending our school this year.

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

We are planning to provide the STH population with school meals, transportation services, school supplies, uniforms, counseling (student and parent, after-school reading/math enrichment or remediation, band, chess and chorus.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.