



P.S. 205 FIORELLO LAGUARDIA

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P.S. 205 FIORELLO LAGUARDIA
ADDRESS: 2475 SOUTHERN BOULEVARD
TELEPHONE: 718-584-6390
FAX: 718-584-7941

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 10X205 **SCHOOL NAME:** P.S. 205 Fiorello Laguardia

SCHOOL ADDRESS: 2475 SOUTHERN BOULEVARD, BRONX, NY, 10458

SCHOOL TELEPHONE: 718-584-6390 **FAX:** 718-584-7941

SCHOOL CONTACT PERSON: Maria Pietrosanti **EMAIL ADDRESS** mpietro@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**
SCHOOL LEADERSHIP TEAM CHAIRPERSON: Carol Ann Rosado

PRINCIPAL: Maria Pietrosanti

UFT CHAPTER LEADER: Esther Garrido

PARENTS' ASSOCIATION PRESIDENT: Theresa Woods/Adriana Trujillo

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 10 **SSO NAME:** CEI-PEA

SSO NETWORK LEADER: Waxman, Ben

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Maria Pietrosanti	Principal	
Jenneth Santiago	Admin/CSA	
Carol Ann Rosado	Admin/CSA	
Lisa Carmody	UFT Member	
Margaret Maloney	UFT Member	
Esther Garrido	UFT Chapter Leader	
Adriana Trujillo	PA/PTA President or Designated Co-President	
Theresa Woods	PA/PTA President or Designated Co-President	
Maida Ramos	Parent	
Irma Farciert	Parent	
Gabriela Flores	Parent	
Yenny Marin	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. 205, The La Guardia Academy of Arts and Technology

*Established in 1975
Excellence in the 20th Century
Leaders of the 21st Century*

P.S. 205 is a place where...

Coming to school each morning is a joy for the community, staff, parents, and students alike
Parents feel welcome in the school and take an active role in their own and their child's education
Every classroom is a place of exhilaration and wonder, and each day a celebration
All teachers regularly engage in meaningful conversations about teaching and learning

P.S. 205, the LaGuardia Academy of Arts and Technology, has a population of approximately 965 students in grades K-5. The number of students eligible for free lunch and Title 1 services has steadily increased over the years. Additionally a large percentage of our enrollment consists of English Language Learners and we are experiencing an increase of students and families that travel between their native countries and the United States during the school year interrupting their schooling. This school is a port of entry for many poor and immigrant families from poverty stricken areas of the Dominican Republic, Mexico, South America, the Middle East, Asia and southern Europe. We also have many students in kinship foster care.

The school is weaved into the fabric of the Belmont Community. This community is one of the Bronx's most dynamic, multi/ethnic, multi/cultural communities. All live side by side in an area with a strong sense of neighborhood pride and local grassroots leadership that inspires a feeling of achievement and purpose, as well as hope for the future. The school is viewed as a safe, nurturing and literate extension of the home that promotes a collaborative environment that capitalizes on the expertise of staff, parents and CBO partnerships. Opportunities are provided for children of varied talents and abilities to achieve excellence through the arts, literary publications, clubs, student government and leadership activities. The curriculum is strengthened with a strong focus on content area studies and technology.

P.S. 205 has had the ability to attract highly qualified teachers thanks to affiliations with local colleges such as The College of Mt. St. Vincent, Fordham University, Manhattan College and The College of New Rochelle. Student teachers from these institutions of higher learning spend time working with our students and teachers. These institutions provide us with a qualified "farm team" from which we can recruit excellent future teachers.

During the past four years, the P.S. 205 school community, in collaboration with Learner Centered Initiative, has worked hard to establish school wide Professional Learning Communities. All components of the school community work and learn together. It is a fluid organization comprised of the Communities that Learn, Lead and Last.

Having the ability to be in control of the school budget has been phenomenal! As a result, most of the budget has been targeted to establish collegial teams. Together, these teams collect data, review data and plan next steps for instruction. These collegial teams allow for flexible small group targeted instruction and differentiation of teaching and learning.

Thanks to an aggressive grant writing campaign and a strong school budget, 95% of classrooms now are equipped with Smart Board technology, one SMART table in a CTT class and several laptop carts are available for student use. This technology engages the students and prepares them for the modern work force. Teachers have participated in professional development and incorporate technology into their daily instructional program.

The arts are alive at P.S. 205! All students participate in residencies such as cartooning, storytelling, puppetry, architecture, and quilt making. They study the Masters as part of a teacher written arts curriculum that is aligned with the Social Studies and Language Arts NYS Standards. Literature comes alive on the P.S. 205 stage, as well. Students perform such classics as Oliver, Treasure Island, Peter Pan, Strega Nona, and The King and I. Additionally, our Junior and Senior Glee Clubs entertain our school community and the surrounding community by performing at the local Senior Centers. A few years ago, a fifth grade students decided that they wanted to have an Art Gallery in the school. It is now located outside the library and is maintained by the students. They act as docents and explain the artwork to visitors.

P.S. 205 is a school entrenched in rituals and traditions. It provides a framework for stability and allows us to cultivate a positive school climate. Students, teachers and parents look forward to annual events. These include: the Science Fair, Social Studies Fairs, Halloween and Flag Day Parades, Read To Me Celebrations, Student Council Campaign Assembly and Oath of Office Ceremony, Student Publications such as The Newline and the Yearbook, Tree Trimming Assemblies, and Spring Plant Sale.

Our school community has been fortunate to work with several Community Based Organizations. They include: The Thomas Giordano Memorial Fund, College of Mt. St. Vincent, College of New Rochelle, Fordham University, Bronx Zoo, NYC Opera, Guggenheim, Young Audiences NY, Fordham Tremont Mental Health Services, Estee Lauder, Chess in the Schools, Summer on the Hill, Beacon, Belmont Day Care, Boys and Girls Club, LaGuardia Foundation, and Learner Centered Initiatives. These partnerships help us to expand and enrich our instructional program.

Grades 2-5 have the opportunity of participating in "Enrichment Days." Using the School wide Enrichment Model (SEM) as a guide, students are able to select with parental input from a wide variety of "mini courses." These classes include: Digital Storytelling, La Bella Italia, Spanish Dance, Fit Club, Keyboarding, Ballet, The Art of Cooking, Jewelry Making and Cheerleading. Students are encouraged to further explore their interests and abilities with other children that have the same interests. Their talents are "showcased" at a special assembly at the end of each cycle.

The rich learning environment experienced by students, parents and staff members at P.S. 205 fosters academic excellence for every child, thus, exemplifying our school motto , ***"Learning in a Special Way ."***

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	P.S. 205 Fiorello Laguardia				
District:	10	DBN #:	10X205	School BEDS Code #:	10X205

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Pre-K	0	0	0		92.9	92.9	94.0		
Kindergarten	149	147	166						
Grade 1	178	172	157	Student Stability: - % of Enrollment					
Grade 2	180	164	181	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	161	163	164		92.0	91.6	90.33		
Grade 4	142	168	145						
Grade 5	168	142	156	Poverty Rate: - % of Enrollment:					
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	0	0	0			92.0	91.6		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	0	0	0		8	10	37		
Grade 12	0	0	0						
Ungraded	2	2	1	Recent Immigrants: - Total Number					
Total	980	958	970	(As of October 31)	2006-07	2007-08	2008-09		

					19.0	14.0	18
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number			
(As October 31)	2006-07	2007-08	2008	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	40	41	41				
# in Collaborative Team Teaching (CTT) Classes	0	0	7	Principal Suspensions	18	14	TBD
Number all others	45	44	60	Superintendent Suspensions	2	2	TBD
<i>These students are included in the enrollment information above.</i>							
				Special High School Programs: - Total Number:			
English Language Learners (ELL) Enrollment (BESIS Survey)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	68	64	55	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	176	174	154	Number of Staff: - Includes all full-time staff:			
# ELLs with IEPs	6	12	7	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	62	76	79
				Number of Administrators and Other Professionals	8	9	10
Overage Students: # entering students overage for grade							
(As of October 31)	2006-07	2007-08	2008	Number of Educational Paraprofessionals	N/A	5	5
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.5	0.3	0.3	Percent more than two years teaching in this school	64.5	64.5	72.2
Black or African American	16.2	14.7	15.3	Percent more than five years teaching anywhere	46.8	46.1	46.8
Hispanic or Latino	73.5	76.5	77.1				
Asian or Native	1.6	0.8	0.6	Percent Masters Degree or	85.0	82.0	84.0

Hawaiian/Other Pacific Isl.				higher			
White	8.2	7.6	6.7	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	99.4	100.0	98.7
Multi-racial							
Male	51.0	51.5	50.8				
Female	49.0	48.5	49.2				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<input checked="" type="checkbox"/>	In Good Standing (IGS)						
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 1						
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 2						
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 1						
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 2/Planning for Restructuring (PFR)						
<input type="checkbox"/>	NCLB Restructuring - Year ____						
<input type="checkbox"/>	School Requiring Academic Progress (SRAP) - Year ____						
Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level			
	ELA:	IGS		ELA:			
	Math:	IGS		Math:			
	Science:	IGS		Grad. Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups		Elementary/Middle Level			Secondary Level		
		ELA	Math	Science	ELA	Math	Grad. Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native							
Black or African American		√	√	-			

Hispanic or Latino	√	√	√			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	√	√	-			
Other Groups						
Students with Disabilities	√	√	-			
Limited English Proficient	√	√	√			
Economically Disadvantaged	√	√	√			
Student groups making AYP in each subject	7	7	4	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	85.4	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	12.9	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)	23.1	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)	44.9	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	4.5	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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
X*	Did Not Make AYP Due to Participation Rate Only	◇	Outstanding
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.			
<i>Note: 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?

The school gathers extensive data on the performance and progress of students with a focus on the NCLB subgroups. Quantitative and qualitative data is continuously gathered throughout the school year. At the end of the 2008-2009 school year, we reflected on the school year using the data collected and we noticed the following trends:

- Attendance continues to be lowest on Mondays and Fridays even though we scheduled our Enrichment Days on these days of the week in the hope of improving attendance.
- Parents/guardians have gotten into the habit of sending in absent notes and/or calling since we have been calling homes of absent children for the past two years.
- Attendance on half days and before holidays continues to be low. We will try to schedule special events on these days in order to improve attendance.
- Attendance for the 2008-2009 school year was 94% an increase from 92%. (Swine flu months were not included in the figure)
- We have noticed a rise in students in temporary housing and families subletting rooms.
- The mobility rate of students has increased.
- Student population has continually decreased over the past few years. We have tracked the discharges and there isn't any specific pattern.
- Many of our new admits from outside the US have already repeated a grade or have had difficulty in their native country.
- Our incoming kindergarten students have language delays regardless of where they were born. This reinforces the need for intensive language development instruction in the early grades.

- Student performance on the NYS ELA, Math, Science and Social Studies exams has steadily increased over the past three years.
- We were on New York State's list of High Performing Schools for 2007-2008.
- We are a School in Good Standing as per the New York State Report Card since we have met our Adequate Yearly Progress (AYP) in ELA, Math and Science.
- We have received an "A" on the New York City Progress Report for the past two years.
- We have had stability with our teachers and do not have a high turnover rate.
- As per the NYC Learning Environment Survey, 93% of our parents participated and 98% were satisfied with the education their child has received at our school.
- Based on the 2009 NYSESLAT Modality Analysis, students demonstrated significant achievement on the listening and speaking sections of the exam. However, there is a need to strengthen their reading and writing skills.
- ESL instruction in grades K-5 must be differentiated to address the individual needs of the students. Students must be grouped in accordance to their strengths and weaknesses for targeted instruction.
- English Language Learners need to be tracked more closely to ensure that they are receiving appropriate instruction to meet their individual needs.
- Using the DRA 2 as the assessment instrument, we notice that many of our first grade students are still struggling with literacy. 45% of our first grade students tested at Levels A-2 on the DRA 2. Their deficiencies are use of cues, monitoring self corrections and accuracy.
- Even though 45% of our first grade students have only scored at Levels A-2, the majority received a high Reading Engagement Score. This demonstrates that students are interested in reading and teachers are engaging students via read alouds, etc...
- There was an increase of all tested students scoring a Level 3 or better on the ELA in grades 3 and 4. Grade 5 showed a slight decrease (.6%) This slight decrease went against the trend of other schools in the district and city.
- Overall, 74.9% of all tested students met or exceeded the standards on the New York State English Language Arts exam. We have been consistently increasing since 2007.
- Our special education students in grade 3 showed a dramatic increase (29.6%) of students meeting or exceeding the standards on the New York State English Language Arts exam. Unfortunately, we were not able to increase the number of students meeting or exceeding the standards in grade 4.
- Across the grades (3-5) we had an increase of our English Language Learners meeting and exceeding the NYS Standards on the English Language Arts Exam. The largest increase in grade 3 (an increase of 35%).
- When analyzing our math baselines, we noticed that students in grades K and 1 were able to recognize shapes and describe characteristics of geometric objects (92%).
- Our math baselines also indicated that our grade 1 students need to improve counting by 10's, measuring to the inch and basic subtraction.
- 94.3% of our students met or exceeded the NYS Standards on the NYS Math Exam. The most dramatic increases in grade 4 (an increase of 7.3%) and grade 5 (an increase of 10.2%).
- Our fourth and fifth grade special education students showed the most dramatic increase of students meeting or exceeding the NYS Standards on the NYS Math Exam. In grade 4 an increase of 19.1% and in grade 5 an increase of 18.1%. In grade 4, we even had 4 special ed students scoring a Level 4!
- Additionally, our English Language Learners subgroup also had a dramatic increase of students meeting and exceeding the NYS Standards on the NYS Math exam. In total, the increase was 13.4%. Grade 5 had the largest increase of ELL students meeting/exceeding the NYS Standards, 30.5%! This is probably due to the establishment of Collegial Teams. These teams work in unison to provide targeted instruction based upon data that identifies individual needs.
- Our fifth grade students meeting and exceeding the NYS Benchmarks on the NYS Social Studies exam increased 2.6%.

- Our fourth grade students meeting and exceeding the NYS Benchmarks on the NYS Science exam increased 13.8%.
- In order to continue the work and progress, we need to be able to implement the collegial teams. This is the one major factor that has helped us to improve teaching and student learning. The employment of highly qualified and experienced f-status teachers made this possible.

When reviewing of some of our **greatest accomplishments** over the past year, we need to speak of the following:

- Our "Collegial Teams"
- Our Professional Learning Communities
- The Expansion of Enrichment Cycles
- ELL Success Grant

Our collegial teams have directly impacted upon teaching and learning. Most of our budget was allocated to this initiative. Therefore the majority of the budget provides direct instruction to students. In addition to the full time staff hired using reimbursable funds, we had the opportunity to have several highly qualified f-status teachers return to the school. With the additional staff, we were able to have three teachers for every two classrooms. They formed our collegial teams. Together, the collegial teams analyzed student data and were able to provide targeted instruction to their flexible groups. Additionally, the collegial team members support each other in terms of professional development. Another positive impact has been on the culture of the school. These former staff members are also positive influences upon our new teachers.

Since beginning our work with Learner Centered Initiatives, we have continued to strengthen our Professional Learning Communities. The Community that Lasts has been expanded. More and more staff members volunteer to meet after school hours. This year our Inquiry Team work will be embedded into our Communities that Learn.

Our "Enrichment Days" were so successful in grades 4 and 5 that the staff asked to bring them down to grades 2 and 3. We have planned enrichment cycles to include these grades. Additionally, teachers are exploring how to deepen their enrichment day curriculum to include more higher order thinking opportunities.

We were awarded the ELL Success Grant by the New York City Department of Education. Since 24% of our population includes identified English Language Learners, this grant allowed us to provide additional support for them. We had identified that while our ELL students are progressing in their oral language development, reading and writing continues to be areas that need strengthening. The grant allowed us to hire a Native Language Arts teacher to provide content area instruction in the native language for our long term ELL's in grades 3-5. This instruction was provided in the classroom simultaneously with the classroom teacher. This collaborative team approach gave our ELL students much support. This support was evident by the scores our ELL students achieved on the NYS math, social studies and science exams this past year.

Space and the physical structure of the two school buildings continue to be **barriers** for our school community. We do not have gyms or outdoor playgrounds. The Upper School lunchroom doubles as an auditorium for both buildings. Unfortunately, since we have one breakfast period, three lunch periods and tow periods for clean up, the use of the room as an auditorium is limited. Additionally, the physical open plant of our Lower School (no walls) is very disruptive for our youngest students. Besides the noise level that exists daily, there is a need for two lunch periods which directly impacts upon student learning.

The cuts to our school budget this year will impact upon the hiring of f-status teachers that form our collegial teams. The fact that these teachers were able to focus on smaller groups of students impacted upon their learning. Unfortunately, having collegial teams schoolwide may be threatened.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
1. On the spring 2010 NYSESLAT exam, 22% of the students tested will obtain proficiency to exit from ELL status, an increase of 5% (40/224) from 2009 as per nySTART.	P.S. 205 has a large population of ELL students.
2. During the 2009-2010 school year, 90% of teachers will engage in grade level inquiry teams focusing on literacy as determined by trends/patterns exhibited in ELA utilizing multiple data points.	Identifying best practices to improve ELA teaching and learning.
3. During the 2009-2010 school year, 100% of teachers will establish long term learning goals for their students using a variety of data and exchange information about student learning with students, families, and support personnel in ways that encourage academic progress.	To establish and clearly communicate learning goals for all students after collecting information about student performance from a variety of sources.
4. During the 2009-2010 school year, 100% of students will participate in college and/or career awareness activities highlighting the pathways to achieve their goals.	To increase career awareness and job readiness for all students.

designed to support individual student needs. · **Text-Talk:** This interactive program augments students' communicative abilities and vocabulary development. Enhanced oral language skills will enable students to improve their writing skills.· **Early Success, Soar to Success, Read 180, Imagine Learning English, and Kidspiration:** these multi-modal, research-based literacy programs will further support differentiated literacy instruction for our ELLs. **Native Language Support:** Literacy and content-area instruction in the native language will scaffold the grade-level concepts for students in grades three through five. Additional materials in the native language will be purchased to support student learning. **Extended-Day Program:** ELL strategies will be incorporated during the extended day program to provide differentiated literacy support for students at risk. **ESL Strategies:** **Differentiated Writing Process:** Scaffold the process for ELLs by providing the language, form, and function of the English language, while incorporating graphic organizers and other visual supports. **Interactive Modeling:** Model good writing practices using benchmarks, student exemplars, and student-generated rubrics. **ELL Writing Center:** Support ELLs in their independent writing by providing sentence starters, audio-visual supports, and other scaffolds. **Wordless Books:** Use students' strong oral language skills to support their reading and writing development. **Thinking Maps:** Enhance critical thinking skills using specially designed graphic organizers. **Language Experience Approach:** student-led and personally-relevant writing projects. Lessons will be developed through a collaborative planning process which engages content-area coaches, classroom teachers, AIS providers, Related Services providers, and the ESL/Bilingual instructors. Common planning periods will provide an opportunity to align classroom and ESL long-term and short-term goals. Monthly pacing calendars will be used during collaborative planning to ensure that the ESL instructional goals are aligned to the grade-level curriculum. **ELL Instructors for Targeted ELL Subgroups:** **F-status Native Language Arts Teacher:** Instructor supports beginner and intermediate ESL students placed in monolingual classes, grades 3-5.· **ESL Direct Instructors:** Provide mandated ESL services for students in grades K through 5, using the research-based ESL curriculum, Avenues. Instructors will adapt the push-in model to provide a more collaborative approach to instruction. · **Bilingual Instructors:** Native language arts is incorporated into the transitional bilingual program to increase students' native language literacy skills. Skill development in the native language supports second language acquisition. Student progress is consistently tracked to monitor the effectiveness of ELL interventions and strategies. Assessment data is discussed to inform and revise instructional practices. **ELL Assessments and Outcomes Summative Assessments:**· **ELL Periodic Assessments:** Beginning in October, students take an interim assessment which informs instruction and facilitates student grouping. Students are formally assessed again using the ELL Periodic assessment in March. · **NYSESLAT End-Term Assessment:** Each Spring, students take the NYSESLAT, which is used to measure Annual Yearly Progress (AYP). **Formative Assessments:**· **Ongoing Assessment:** Throughout the year, student progress will be tracked using a variety of benchmarks, including the Avenues objectives tracker. Other individualized assessments include those derived from the Imagine Learning English program.· **Student Portfolios:** All student work, conferencing notes, long and short-

term goals, and rubrics will be included for each student. Individual Student Goals: All students have differentiated goals for each of the four modalities: speaking, reading, writing, and listening.

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

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

TITLE III funding will enable the school's inquiry teams to meet and exceed their goals for our ELLs learning and achievement. In addition to providing funding for the extended-day program, Title III allocations allow the school to provide the ELL population with quality instructional programs. ELL Success Grant: Provides funds for the interactive literacy intervention, Imagine Learning English. Ensures native language arts support for ELLs in grades three through five. Title III: F-Status Native Language Arts Instructor will provide native language support for students in monolingual classes to scaffold their literacy development in the second language (Beginner/Intermediate grades 3-5). CEI-PEA: Consultant will provide professional development for all staff on a monthly basis. Professional development will be focused on ELL best practices, goal setting, and data analysis. Facilitates ELL program continuity across the grade levels. Title III

Indicators of Interim Progress and/or Accomplishment

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

ESL assessment data will be analyzed and goals will be created for individual students on a quarterly basis. All learning objectives will be tracked using the Avenues and Imagine Learning English assessment tools. Progress for ELLs in grades 3 through 5 will be monitored using the ELL Periodic Assessments. Formative Assessments: Student-created rubrics for self-assessment, adapted for all proficiency levels. Checklists to scaffold the writing process for ELLs. Annotations and post-it notes provided during all stages of the writing process. Conference logs to document goal-setting and next steps for individual students. Comprehensive student portfolios

Subject Area

English Language Arts

(where relevant) :

Annual Goal

Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

2. During the 2009-2010 school year, 90% of teachers will engage in grade level inquiry teams focusing on literacy as determined by trends/patterns exhibited in ELA utilizing multiple data points.

<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Experienced Inquiry Team members will be assigned to each of the newly formed grade level Inquiry Teams to provide support and guidance during the 2009-2010 school year. They will run the monthly meetings and build upon what was learned in Year 1 and Year 2. A Core Inquiry Team comprised of administrators and teachers will be established to monitor progress of all grade level teams. Grade level teams will discuss the trends and patterns that students exhibited using multiple data sources such as the 2009 ELA, DRA, running records, Acuity, endlines, etc.. and identify specific areas that will be investigated/researched during the 2009-2010 school year. Teachers will examine the overall composition of their class(es) and identify subgroups to target for inquiry work. Each teacher on the grade level team will identify 5 students from a subgroup to track as part of the Inquiry Team process and develop a long term goal, learning targets and short term goals. Teachers will identify students (NCLB subgroups) therefore expanding the focus group to impact upon a variety of subgroups and developing a richer and deeper discussion during the meetings. Pre and post tests will be designed to assess and reassess the effectiveness of specific strategies for each cycle and its overall impact on English Language Arts. Comparison Data Reports will be produced after every cycle to track and compare student growth. Teachers will generate individual short term student goals per cycle. Grade level Inquiry Team meetings will be held once a month during common planning time where target population data will be analyzed and instructional change strategies will be designed. Inquiry Team members will gather data from ARIS, Progress Reports, Quality Review feedback, Acuity, student work etc... Interim progress measures will be established, evaluated and revised based upon student data during grade level Inquiry Team meetings. Students' reading levels will be monitored by using the F and P reading levels obtained from running records. One member from each Inquiry Team will report back to the Core Team monitoring progress of all groups. Progress of all the grade level Inquiry Teams will be periodically published in the weekly staff newsletter so that best practices can be shared and implemented school wide to impact student learning. Students' reading comprehension will be monitored by the F and P reading levels obtained from running records. Two staff members will attend monthly network Inquiry Team Liaison meetings conducted by our SATIF. A Data Specialist will be identified to support Inquiry Team work. The Data Specialist will attend monthly network meetings conducted by our SATIF. Inquiry Team information will also be submitted on CFN and eventually shared with the ARIS on line Inquiry Team Community.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Identify Core Inquiry Team members via posting. Per session will be scheduled using the TL Children First Inquiry Team allocation. Identify the Data Specialist via posting. Per session will be scheduled using the TL Data Specialist allocation. Common planning time per grade level will allow for the grade Inquiry Teams to meet. Business/Data Manager will support Inquiry Team work by providing data analysis. (Fair Student Funding) Coaches and materials in Teachers' resource rooms will support the Inquiry Teams. (SWP, Title 1 ARRA) SATIF will support Inquiry Teams by conducting monthly liaison meetings and school visits.</p>

<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Pre/post assessments for all cycles. Individual long and short term student goals. Student formative assessments analyzed during cycles. Movement along the F and P guided reading tracking system. Agendas, minutes and attendance at Inquiry Team meetings. Active participation during Inquiry Team meetings. Newsletter</p>
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Subject Area

(where relevant) :

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>3. During the 2009-2010 school year, 100% of teachers will establish long term learning goals for their students using a variety of data and exchange information about student learning with students, families, and support personnel in ways that encourage academic progress.</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>In June 2009, all teachers identified content area goals for all students to be addressed in September 2009. Teachers participated in Professional Development workshops focusing on SMART goals and how to utilize data to identify student goals. On September 8, 2009, all teachers completed a rubric from the University of California, Professional Teaching Standards-Continuum of Teacher Development-on Assessing Student Learning. This rubric covers 5 strands: Establishing and communicating learning goals for all students; Collecting and using multiple sources of information to assess student learning; Involving and guiding all students in assessing their own learning; Using the results of assessments to guide instruction; Communicating with students, families, and other audiences about student progress. Teachers identified two personal goals focusing on Assessing Student Learning and submitted action plans that contained benchmarks and evidence, similar to the PPR process. Administrators will meet with teachers two times a year to review goals and monitor progress. Teachers will complete the rubric again in June 2010 after they have been engaged in professional development to support goal setting etc... throughout the year. A Parent Workshop will be held in October to inform parents of the goal setting process and the implications for learning. Student goals will be based upon assessments such as baselines, midlines, endlines and all other available data from multiple sources. Teachers will identify long term goals for all students and then set a minimum of three short term goals in content areas. Student will take an active role in the development and planning of his/her goal and setting time frames. Students will take an active role in the development and planning of his/her goals. The goals will contain timeframes and benchmarks. Student</p>

	goals will be identified on notebooks and/or folders to heighten student awareness. Students will be aware that they have achieved their goals during teacher conferences and new goals will be set together. Goals will be indicated when achieved by either a check, date, or any other manner preferred by the teacher. Goals will also be listed on individual goal sheets maintained by teachers and reviewed by students and parents a minimum of two times per year. We have requested an additional 3 half days for professional development throughout the school year to conduct data analysis and to assist teachers with the proper use of how to efficiently use the information to set goals and impact teaching and learning. In June 2010, teachers will again identify trends and patterns for the grade in order to develop new long and short term goals for the 2010-2011 school year.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	Grade level common planning (prep schedule) Professional development provided by Assistant Principals and Coaches (TL, SWP, ARRA) Collegial teams (SWP, C4E) Additional (3) half days for professional development Materials such as labels, folders and items for teachers' resource room (TL, SWP) Business/Data Manager (TL) IEP Teacher (TL) School developed curriculum maps and curriculum month at a glance forms
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	University of California, Professional Teaching Standards-Continuum of Teacher Development-on Assessing Student Learning pre and post rubric Student long and short term goals Student work mastering the goal - Evidence Teachers goals and feedback from meeting Agendas and attendance sheets Patterns and trends of the grade Ongoing use of data analysis system Student awareness of their goals Conference notes Attendance and engagement at professional development sessions Evidence on notebooks, folders of SMART goals Parent signatures on review sheets Parent attendance at workshops Articulation of collegial teams

Subject Area

(where relevant) : _____

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	4. During the 2009-2010 school year, 100% of students will participate in college and/or career awareness activities highlighting the pathways to achieve their goals.
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Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

All teachers will post the names of the colleges they attended with degrees earned in order to "spark" student curiosity and engage them in conversations about colleges and their career choices. School Website will highlight staff members, what colleges they attended, career steps and current positions. All classroom teachers will identify their rooms as Class ofdepending upon grade and expected year of college graduation. Additional resources will be purchase for classroom (books) that students can use to learn about careers. A student to student Read To Me day will be planned when fifth grade students read to kindergarten students and present them with a t-shirt stating: Future College Graduate, Class of 2026! Outreach to local colleges/universities such as Fordham, Lehman, CMSV, and Manhattan to schedule tours and possible speakers for students and parents. The guidance counselors will reach out to local high schools such as Dodge H.S. and Roosevelt to get information regarding career planning and college selection process to share with our students and parents. A partnership with Grace Dodge High School that was recently identified as a model CTE school in NYC will be encouraged so that students can share information. An Adopt A Classroom partnership with Estee Lauder will be established for fourth and fifth grade students. Each fourth and fifth grade classroom will have an Estee Lauder "mentor" that will visit the students, provide students with career information and possibly set up a blog to exchange information throughout the school year. Estee Lauder mentors will stress necessary skills for job retention such as teamwork, attendance, punctuality, and presentation skills. They will also schedule an essay contest for students in grades 4-5 where students will identify their career goals. Selected students will visit Estee Lauder headquarters in Manhattan on Bring Kids to Work Day. Students in grades 2 and 3 will focus their non-fiction writing pieces on the topic of career/college goals. Our annual Read to Me Celebrations will also focus on career choices as well as literacy. Guest readers will be asked to share information regarding their careers and pathways followed to achieve their goals. The Community that Lasts will plan events highlighting career/college awareness throughout the school year for students and parents. They will include Career Days. The Parent Coordinator will reach out to various community agencies and school personnel to plan a Parent University. At these sessions, parents will receive information regarding possible career opportunities, support for job applications, resumes, mock interviews etc. Selected 5th grade students will participate in the Stock Market Program. K-1 students will engage in a Community Helpers/Career Unit. All fifth grade students will participate in the Chelsea Bank Program sponsored by Classroom Inc. A Girls Only Math Club will motivate girls to start thinking about formerly male dominated career decisions

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

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

Identifying and scheduling of guest speakers
 Purchasing of t shirts for our kindergarten students
 Scheduling of Read to Me, Career Days and College Visitations
 Parent Coordinator establishing the Parent University and scheduling parent trips (TL, SWP)
 Translation of information for parents (TL, SWP)
 Estee Lauder Adopt a Class action plan (PENCIL)
 Materials for school library, classroom libraries, and teachers' resource room (SWP, TL)
 Chelsea Bank Materials from Classroom Inc. (grant)
 Scheduling of extended day girls only math club

Indicators of Interim Progress and/or Accomplishment

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

T-shirt stating: Future College Graduate, Class of 2026! Estee Lauder student reflection (visit to headquarters) Estee Lauder Blog Estee Lauder Mentors Estee Lauder Essay Contest- Student essays (grades 4 and 5) Non-fiction writing pieces (grades 2 and 3) Career Day Flyer Our Annual Read to Me Program Agendas and Attendance sheets Classrooms designated as Class of Names of colleges/universities that teachers attended posted Visits to college campus' Guest speakers Bulletin Boards highlighting career goals, etc... Guidance Counselor-Career opportunities displayed Attendance at Bring Your Kids to Work Day Outreach to local high schools and community agencies Establishment of Parent University

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, 7, & 9. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services	# of Students Receiving AIS
					# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	
K	72	72	N/A	N/A	40	2	2	1	
1	68	49	N/A	N/A	40	5	5	5	
2	98	42	N/A	N/A	18	5	5	8	
3	88	42	N/A	N/A	22	5	5	2	
4	109	109	16	4	23	5	5	6	
5	113	113	2	20	25	7	7	2	
6									
7									
8									
9									
10									
11									
12									

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

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

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>AIS Specialists: K-5 Push in/pull out program designed to help prevent academic failure in grades K-5. Population targeted was previous holdovers, level one and level two students. Small group instruction provided daily for 30/50 minute periods during the school day.</p> <p>Early Grade Reduction Teachers (EGR): Provide instruction in reading, writing, and content areas on a daily basis, for approximately 2hours. They conduct small group/individual and whole class lessons. Push in model is primarily used.</p> <p>Extended Day: An extended day program is offered to students K-5 on Mondays, Tuesdays and Wednesdays. Teachers work with students in small groups and/or provide individual instruction. Teachers use alternate methods of instruction to support and enrich literacy.</p> <p>The following literacy programs are implemented:</p> <ul style="list-style-type: none"> • Avenues: is an ESL literacy research based program. This program has a heavy emphasis on a multisensory approach using stories, songs, rhymes, and an abundance of photo file cards. Advanced ELL's-4x's a week for 50 minutes, Beginner ELL's – 5x's a week for 50 minutes in small groups. <p>Imagine Learning English: An interactive program used to support the literacy development of targeted ELL students. It integrates technology and differentiates literacy instruction.</p> <ul style="list-style-type: none"> • Early Success: is a literacy research based program used as a supplement to Tier 1 classroom instruction for second and third grade students who are below grade level. Each lesson is structured to include work in phonics, word-learning activities, reading fluency development. 5x's a week, 30 minutes in a small group. • Foundations: is a literacy based program provided to K-3 students that emphasizes systematic phonics and study of work structure. Done in small groups 5x's a week for 30 minutes.

	<ul style="list-style-type: none"> • Soar to Success: is a 30 minute literacy program that is research based. It is fast-paced and uses authentic literature, reciprocal teaching, graphic organizers, and a scaffolded support to accelerate students' reading growth. Done in small groups of 3rd, 4th and 5th grade students for 30 minutes, 5x's a week. • Read 180 is a literacy research based pull-out technology program provided to 4th and 5th grade Level 1 and 2 students for 90 minutes, 3x's a week <p>Wilson : a research based comprehensive multisensory program designed for students who struggle with decoding and spelling</p>
Mathematics:	<p>Everyday Math Games: Practice through playing games not only builds fact and operation skills but also reinforces other skills such as using calculators, exchanging money, shopping, logic, geometric intuition, and intuition about probability. It provides an alternative to repetitive drills. Done in small groups as a push-in or pull-out program.</p> <p>Finish Line/Breakaway Math: Step by step instruction on key math skills based on standards. It allows for guided and independent practice to be conducted. Students' growth is monitored with ongoing assessments.</p>
Science:	A multisensory approach using investigative strategies and hands on manipulatives is utilized. Technology is integrated with the use of the A+ Mobile cart.
Social Studies:	. A project-based approach incorporating inquiry methods and higher order thinking skills. Primary source documents are analyzed and DBQ's are reviewed.
At-risk Services Provided by the Guidance Counselor:	They are members of the RTI team. They service children one to one and in small groups during the school day. They are also the liaisons to mental health agencies that work with our students.
At-risk Services Provided by the School Psychologist:	Member of the IEP team-conducts testing for referrals as per weekly 201.
At-risk Services Provided by the Social Worker:	Member of the IEP team-conducts social intakes as per weekly 201.
At-risk Health-related Services:	Fordham Tremont Mental Health Provider-One on one, small groups, whole class during the school day and develops profiles of students strengths and weaknesses.

Nurse: Asthma Club, 504 Forms

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

NCLB/SED requirement for all schools

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

OFFICE OF ENGLISH LANGUAGE LEARNERS LANGUAGE ALLOCATION POLICY 2009–2010 PS 205 THE LA GUARDIA SCHOOL OF ARTS & TECHNOLOGY

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District	/10	School	The LaGuardia School of Arts & Technology
Principal	Maria Pietrosanti	Assistant Principal	Jenneth Lagares
ESL Teacher	Lourdes Diaz–Austin	Guidance Counselor	Jessica O'Connor
ESL Teacher	Esther Garrido	Parent	Adriana Trujillo
ESL Teacher	Niurka Infante	Parent Coordinator	Ana Laureano
ESL Teacher	Jacqueline Spitzer		
Consultant	Rosa Delgado		

B. Teacher Qualifications

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

Number of Certified ESL Teachers	5	Number of Certified Bilingual Teachers	2	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

C. School Demographics

Total Number of Students in School	969	Total Number of ELLs	211	ELLs as Share of Total Student Population (%)	22%
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Part II: ELL Identification Process

Part II: ELL Identification Process

A meeting with the Parent Coordinator begins the registration process. The Parent Coordinator then informs the certified ESL teacher (both Spanish speaking) that a new student is registering into the school. The certified ESL teacher conducts an oral interview that facilitates the completion of the Home Language Identification Survey (HLIS) as an initial screening for languages other than English spoken at home. At this time the parent is also given a one to one Parent Orientation (by a certified teacher) where the parent is informed of all available program options for ELL students. The informed parent is given a Parent Option Form to choose their child’s program placement. They are also invited to a group Parent Orientation meeting, which is presented by our ESL certified staff and our Parent Coordinator. This workshop is held to reintroduce parents to the ESL and Bilingual programs presented to them at registration. Parents then have an opportunity to watch a video which provides intricate/explicit information about each program option. The video is followed by a discussion, which facilitates parents’ understanding of the Bilingual and ESL programs; an opportunity is available to address concerns and questions. The video and handouts are available in English, Spanish and all languages relevant to our student population. The ESL staff then assists the parents in completing the parent selection form and the entitlement letter to ensure proper placement for each student.

In conjunction, an ESL teacher administers the LAB-R to the new entitled student (within 10 days after the initial registration date). If the student scores “Proficient”, the parent is informed (via telephone and in writing) that their student is not entitled to ELL services and is placed accordingly. However, if the student scores either “Beginning/Intermediate” or “Intermediate/Advanced”, the new student is identified as a new ELL student, and the student’s parent is informed (via telephone and in writing) that their child is entitled to language program services and is placed accordingly. Transfer students (from other NYCDOE schools) are checked for ELL entitlement through ATS exam history for proper placement. Additionally, all other relevant academic baseline assessments are administered in order to facilitate appropriate academic programming and placement (e.g., mainstream, bilingual, or free-standing ESL). Parents are always informed of the results and students are placed according to the parent’s option.

Throughout the year, teachers communicate with parents to track students progress, problem solve, and collaborate in creating a comprehensive and rigorous academic program for each student. The Parent Coordinator follows up with parents to ensure that all option letters are returned and that support is available to foster learning at home. For those few parents who do not return the option letter, a list of names is given to the classroom teachers for their ELLs. Classroom teachers are directed to hold the report cards during Parent Teacher Conferences, providing parents an opportunity to visit the ESL teacher in order to read and sign the Parent Option letter.

In the past few years, parents have demonstrated a preference for the Transitional Bilingual program in the early grades. The option for ESL placement has increased in the upper grades. Programs are always aligned with the parents' choices for program placement. If parents do opt for a bilingual program for students in grades three through five, the student's name will be placed on a waiting list. When 15 students in the same grade are on the Transitional Bilingual waiting list, a Transitional Bilingual class will be formed. One of our dual licensed Bilingual teachers would then be assigned to the newly formed class. In the interim those students will receive the mandated ESL. Parents of ELLs entering in the third, fourth and fifth grade also have the opportunity to transfer to a neighboring school which offers a bilingual program.

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.

The following is a representation of the number of classes for each ELL program, as well as Push-In and/or Pull-Out ESL classes:

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	1	1	0	0	0	na	na	na	3
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	na	na	na	0
Freestanding ESL										
Self-Contained	0	0	0	1	0	0	na	na	na	1
Push-In/Pull-Out	2	3	4	2	4	5	na	na	na	20
Total	3	4	5	3	4	5	0	0	0	24

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	211	Newcomers (ELLs receiving service 0-3 years)	126	Special Education	17
SIFE	0	ELLs receiving service 4-6 years	60	Long-Term (completed 6 years)	25

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										
	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	66	0	0	0	0	0	0	0	0	66
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	60	0	0	43	0	17	25	0	0	145
Total	126	0	0	43	0	17	25	0	0	211

Number of ELLs in a TBE program who are in alternate placement: 0

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	25	24	16							68
Chinese	0	0	0							0
Russian	0	0	0							0
Bengali	0	0	0							0
Urdu	0	0	0							0
Arabic	0	0	0							0
Haitian Creole	0	0	0							0
French	0	0	0							0

Korean	0	0	0							0
Punjabi	0	0	0							0
Polish	0	0	0							0
Albanian	0	0	0							0
Yiddish	0	0	0							0
Other	0	0	0							0
TOTAL	25	24	16	0	0	0	0	0	0	65

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	11	17	10	43	24	23				128
Chinese	0	0								0
Russian	0	0								0
Bengali	0	0								0
Urdu	0	0								0
Arabic	0	0	1							1
Haitian Creole	0	0								0
French	1	0		1		1				3
Korean	0	0								0
Punjabi	0	0								0
Polish	0	0								0
Albanian	0	2	2	1	2					7
Other	3	1			1	2				7
TOTAL	15	20	13	45	27	26	0	0	0	146

Organizational Models:

Currently, the school provides two language models: Transitional Bilingual/Early Exit Bilingual education (Cloud & Genesee et al, 2000) and Free-Standing ESL, to provide the most comprehensible learning environment for the ELL students.

Each language model provides the following:

1. Transitional Bilingual programs/classrooms are heterogeneously grouped to address the three language proficiencies (Beginning, Intermediate and Advanced).
2. ESL Self-Contained programs/classrooms are also heterogeneously grouped; however, ESL teachers also provide Push-In and/or Pull-out to ELL students in mainstream classrooms.

Program Models:

Transitional Bilingual Program (Spanish/English) – Based on our students' level of English Language and academic proficiency, the following program requirements are provided:

- Native Language Arts (NLA) instruction for students in Bilingual K-2 classes, according to the CR-Part 154, the minimum required minutes of study are as follows:
 - NLA for Bilingual:
 - Beginning/Intermediate – 180 minutes per week
 - Advanced – 180 minutes per week
 - 60/40 (Spanish/English) model for Beginners, 50/50 Intermediate, and 25/75 for the advanced (providing 1 unit of ELA/1 unit of ESL) in the early grades (K-2)

Students are grouped heterogeneously in Kindergarten, First, and Second Grade Transitional Bilingual classrooms. Literacy groups are differentiated using DRA, Running Records, NYSESLAT sub-proficiency levels (Listening/Speaking & Reading/Writing), and the Periodic ELL Interim Assessment. For each instructional unit and individual lesson, teachers target students' specific instructional needs in listening, speaking, reading and writing (by establishing with ELL students Long-term and Short-term goals).

Academic Intervention Services (AIS) certified teachers/instructors provide support for all of the bilingual classes during the literacy and math blocks. Small group instruction is differentiated according to students' demonstrated needs and their proficiency levels.

Free Standing-ESL – Based on students' level of English language and academic proficiency, the following program is implemented across the content areas:

- | | |
|------------------------------|----------------------|
| • ESL Beginning/Intermediate | 360 minutes per week |
| • ESL Advanced | 180 minutes per week |
| • NLA | As appropriate |

ELLs receiving mandated instruction are ensured the appropriate mandated units through ongoing administrative and staff articulation, common preps, grade meetings, and collegial team meetings. The Assistant Principal conducts ongoing supervision of program schedules.

The two recommended ESL instructional programs that are in place include the Push-In and/or Pull-Out model in Kindergarten, First, Second, Fourth and Fifth Grade, as well as an ESL Self-Contained classroom in the Third Grade: Each model is instructed by a licensed ESL teacher. A Balanced Literacy Framework is implemented in the classroom and a literacy block of time is used to deliver instruction via the Readers and Writers Workshop model. The Sheltered Instruction Observation Protocol (S.I.O.P.) is used to structure lessons, including Quality Teaching for English Learners (QTELL) strategies to support academic reading, writing and speaking in the target language, English.

Differentiated Instructional techniques along with Higher Order Thinking Skills (H.O.T.S.) are also incorporated across the content areas (in both language models) to make it accessible and comprehensible, while at the same time rigorous for ELLs. ESL and Bilingual teachers are encouraged to provide many hands-on activities that will provide and expose ELL students to a myriad of learning experiences that are communicative and purposeful that ensures comprehensible output – language use and development in English.

Organization of Staff:

Programs are always aligned with the parents' choices for program placement. However, 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.

In the primary grades, Kindergarten, First and Second are assigned certified and fully qualified Bilingual and ESL teachers. Accordingly, the mandated number of instructional minutes is provided in the TBE and Free-standing ESL classrooms, according to proficiency levels cited in the *Learning Standards for English as a Second Language* resource from the New York State Education Department (NYSED). Explicit ESL, ELA and NLA instruction is delivered according to the attached Bilingual and Free-standing ESL sample schedules (please see attachment #1 & #2)

If parents do opt for a bilingual program for students in grades three through five, the students' names are placed on a waiting list. When the waiting list accumulates 15 students in the same grade level, a Transitional Bilingual classroom will be formed and a certified Bilingual teacher will be assigned accordingly: Based on CR Part 154 requirement, the ELL students receive mandated ESL instruction, according to NYSEDs required Units of ESL Instruction. In the meantime, parents of ELLs entering in the third, fourth and fifth grade also have the option/opportunity to transfer to a neighboring school which offers a bilingual program, if they so choose.

Description of Instructional Delivery in each of the program models:

Content area instruction is delivered in each program model. In the ESL program teachers scaffold and contextualize instruction. Additionally, all classroom teachers scaffold instruction using grade level and age appropriate ESL materials to contextualize instruction and increase comprehensibility.

ELL academic learning is ensured by following the New York State Initiatives for Limited English Proficient/English Language Learners as a framework to support learning, as well as a way to enable them to reach the standards as noted in the Teaching of Language Arts to Limited English Proficient/English Language Learners (e.g., the Essential Elements of Effective Programs for Limited English Proficient/English Language Learners and the Twelve Action Steps to Assist Limited English Proficient/English Language Learners in Meeting the English Language Arts Standards).

SIFE

According to the data we currently do not have any SIFE (Students with Interrupted Formal Education) students, however in the event

that we do, we understand that these students require special attention to facilitate their transition to formal schooling and help decrease the educational gap.

The following interventions are in place for SIFE students:

- Individualized instruction on a daily basis
- Review of 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
- Daily AIS to support literacy and content-area learning
- Native Language Arts (Spanish) support as needed
- Counseling services and/or support as needed

NEWCOMERS

Newcomers entering P.S. 205 in the early grades have the option of selecting the Transitional Bilingual programs, which are offered in grades K-2. Newcomers entering the school in the second and third grades are offered a self-contained ESL class with a licensed ESL teacher. Our second grade self contained ESL also incorporates NLA (Spanish) in the curriculum to support language development. ELLs entering in the third, fourth and fifth grade have the opportunity to receive Freestanding ESL (Push-In and Pull-Out), which is designed to support academic learning in mainstream classes. In addition, Academic Intervention Services (AIS) are provided by highly qualified teachers in daily small group instruction during regular school hours. *Foundations, Soar to Success* and *Wilson* are also provided on a daily basis for entitled students.

The following interventions are offered for newcomers in grades K through 5:

- Extended day program provides targeted, small group instruction
- ESL strategies incorporated to scaffold language development across the modalities
- Parents can attend our adult ESL classes. Parent participation in the extended day program is intended to bridge the gap between the home and school cultures
- Our school's parent coordinator provides ongoing support for the parents as they adapt to the school and their new neighborhood.
- Native language support is provided by a highly qualified and certified Bilingual (Spanish) teacher who Pushes-In to provide these services as needed.

ELL STUDENTS (4-6 years)

According to the analysis of the data we currently have sixty ELL students with 4-6 years in our fourth and fifth grade 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, 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 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
- Academic Intervention Services (AIS) support
- Native language support is provided by a highly qualified and certified Bilingual (Spanish) teacher who Pushes-In to provide these services as needed

LONG -TERM ELLs (completed 6 years)

According to the data, we currently have twenty-five long term English Language Learners enrolled. The following interventions are in place for Long-Term students:

- Individualized instruction on a daily basis with certified and highly qualified Bilingual and ESL 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 is provided by a highly qualified and certified Bilingual (Spanish) teacher who Pushes-In to provide these services as needed.
- Academic Intervention Services (AIS) to support literacy and content-area learning

ALTERNATIVE PLACEMENT IN SPECIAL EDUCATION

We currently have seventeen Special education students enrolled

The Committee on Special Education (CSE) reviews student progress and determines the necessary interventions. If appropriate, the CSE prepares an 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, Counseling and Hearing Services. If additional interventions are needed, students are placed in a self-contained classroom (12:1 or 12:1:1). For all program placements, students must receive mandated ESL services in accordance with the IEP.

When IEP states Monolingual Services with ESL:

- Differentiated instruction on a daily basis
- Review of interim assessments to plan individualized instruction
- Portfolio reviews to track overall academic progress
- Extended day programs to provide tutoring and academic enrichment
- Academic Intervention Services (AIS) support
- Language instruction as outlined in the IEP: Special Education students are serviced by a licensed teacher and a bilingual paraprofessional, in accordance with the IEP recommendations.

After-School and Supplemental Services for ELLs

To support ELLs access to the grade-level curricula, the interactive technology program, *Imagine Learning English*, will be implemented to track student progress and provide customized language instruction. Fifty licenses of Imagine Learning English will be purchased to provide our ELL's in grades 2-5 with differentiated literacy instruction. The program incorporates content-area topics relevant to student learning in the classroom. Progress reports generated by the *Imagine Learning English* program will be sent home to bridge the gap between parents and teachers. The reports facilitate individualized homework and extension activities, while providing critical information for parents in the native language. During our extended day period, we will provide students access to the *Imagine Learning* technology program. This is above and beyond the mandated units of service. Students in grades 2-3 are also invited to participate in the *Homework Club*, enabling further clarification and successful completion of homework assignments.

Programming and Scheduling Information--Continued

INSTRUCTIONAL MATERIALS FOR ELLS:

Avenues (Appropriate for all ELL Sub-groups)

Quality instruction is provided on a daily basis using a variety of instructional resources. The primary instructional materials for the ESL and Bilingual programs include Hampton Brown's ESL/Literacy program, *Avenues* (an integrated and literature based program that spans the content areas), which focuses on content and language development in English. The program also targets and supports the writing process that augments the following writing traits: focus and coherence, organization, development of ideas, voice and written conventions.

Avenues, also tracks Students' mastery of key language, literature, and content-area skills that are assessed after the completion of each unit. Progress reports are also used to plan next steps and differentiate lessons.

Imagine Learning (Appropriate for all ELL Sub-groups at Beginning and Intermediate Proficiency Levels)

Imagine Learning English

Interactive program currently used to support the literacy development of targeted First through Fifth Grade ELL students. *Imagine Learning English* is a powerful teaching tool that integrates technology and a carefully prepared curriculum to differentiate literacy instruction. The software program has been implemented in the Bilingual and Free-standing ESL programs to closely track and monitor ELL student literacy progress. *Imagine Learning* also serves as excellent preparation for the NYSESLAT, since it also provides activities to build vocabulary development, listening and speaking, and phonemic awareness to support reading abilities. It adapts to each students' unique learning style and ability, allowing progress at an individually appropriate rate. The use of native language is included in the learning process on an as needed basis.

Imagine Learning English also tracks vocabulary, letter knowledge, oral production, and phonemic awareness skills that are assessed and tracked for individual students. Progress reports are used to create more responsive literacy and language instruction

for each student.

English At Your Command (Appropriate for all ELL Sub-groups)

Daily lessons are supplemented with English at Your Command, a language handbook that supports students in communicating, organizing and presenting ideas. It includes lessons and activities to develop students' independent practice for vocabulary, graphic organizers, handwriting, spelling, grammar, mechanics and research skills. It also supports writing frames and genres, plus revising and proofreading practice to augment communication and research. Extension projects promote the use of information technology and writing to explore topics which are relevant to content-area objectives in the classroom.

Soar to Success (Appropriate for all ELL Sub-groups at Intermediate and Advanced Proficiency Levels)

It is a 30-minute English literacy program that is researched based: It uses authentic literature, reciprocal teaching, graphic organizers and a scaffolded framework to accelerate ELL (Intermediate and Advanced) students' reading progress (5x a week for 30 minutes in small groups of 3rd, 4th and 5th grade students).

Early Success (Appropriate for all ELL Sub-groups at Intermediate and Advanced Proficiency Levels)

A researched-based Literacy program used as a supplement to Tier 1 classroom instruction for second and third-grade students (Intermediate and Advanced ELL students) who are below grade level. Each lesson is structured to include work in Phonics, word learning activities, and reading fluency development for (5x per week, 30 minutes in a small group).

Getting Ready for the NYSESLAT and Beyond (Appropriate for all ELL Sub-groups)

On a weekly basis, students are also engaged in test prep activities and strategies designed to build English language proficiency. ***Getting Ready for the NYSESLAT and Beyond***, is a teacher's manual which provides activities to help students develop and strengthen skills across the four modalities: listening, speaking, reading and writing, as well as prepare them for the NYSESLAT (for grades K-8) and the ELA (for grades 3-8).

Breakaway Math (Grades 3-5) (All ELL Sub-groups)

A mathematics program focused on problem-solving and critical thinking skills, which uses cooperative learning strategies, manipulatives, visuals as well as academic vocabulary within real-life contexts to make the abstract concepts/topics comprehensible. Essential mathematics concepts appropriate for each grade level are grounded in students' life experiences. Daily exercises and extension activities engage students in purposeful and communicative opportunities to use the academic language within context, thus building meaning and comprehension.

Finish Line (Grades 3-5) (All ELL Sub-groups)

Intervention which teaches students the essential vocabulary necessary for mathematical problem-solving. Activities reinforce skills and topics covered in the grade-level math program. Problem-solving is explicitly modeled through various scaffolding strategies using academic vocabulary within context. Students are prepared to tackle problems in cooperative learning groups and/or independently, and then demonstrate the steps necessary to address/solve a problem. Through active problem-solving, students learn to think critically, organize information, and apply their prior knowledge.

Wilson (Appropriate for all Special Education ELL Sub-groups Intermediate and Advanced Proficiency Levels)

A research-based comprehensive multi-sensory program designed for students who struggle with decoding and spelling to improve their automaticity in their reading abilities. Thus, this program has been identified to address the decoding and spelling deficiencies of Beginner and Low Intermediate Special Education ELL students, as well as a way to improve their overall reading automaticity and fluency.

Read 180 (Technology) that individualized adjusted reading instruction (Appropriate for all ELL Sub-groups at Intermediate and Advanced Proficiency Levels)

A literacy research based pull-out technology program provided to 5th grade for Intermediate and Advanced ELLs, targeted to move students to grade level. It also provides practice and application of skills in multiple contexts to increase achievement by providing suggestions and activities for teacher-directed individual, small-group, and large-group instruction. There is also an emphasis on academic vocabulary enrichment, developed through increased time on targeted vocabulary and word study activities. Comprehension skills and strategies are scaffolded, presented across the components of Discussion Questions, Comprehension Activities and Reading Strategies. Writing is used as a key strategy for responding to reading and viewing videos, as a way to provide opportunities for daily writing that are simple, achievable and relevant.

Culturally Relevant Materials (Appropriate for all ELL Sub-groups)

Books are available in students' native languages, and the ESL and Bilingual staff have a variety of reading materials focused on the students' native cultures. Classroom libraries have a variety of literacy and content-based materials. Our resource room and school library also have a wide selection of books, magazines, and periodicals 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:

Some of the above noted programs are also used as targeted intervention materials to support and/or augment ELL student learning in ELA, Mathematics and other content areas. The following are the targeted intervention programs that are currently being used by Academic Intervention Specialists (AIS) support staff as described above:

- **Soar to Success**
- **Early Success**
- **Breakaway Math (Grades 3-5)**
- **Finish Line (Math) Grades 3-5**
- **Wilson.**
- **Read 180**

2 YEAR TRANSITIONAL SUPPORT:

ELL students that test out of the Bilingual/ESL programs are provided with Academic Intervention Services (AIS), as well as attend extended day activities (i.e., Text Talk, Imagine Learning, Read 180, Soar to Success, Avenues extension activities that are interdisciplinary, Options, Finish Line, Break Away Math and Extension in Reading Series).

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

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

Common planning periods are included for collaboration between the ESL and monolingual teachers during our weekly schedule. Teachers and support staff ensure that literacy and content area instruction is consistent and addresses the needs of our 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.
 - The goal of the balanced literacy approach is to provide a rigorous and challenging curriculum for our ELLs and ensure appropriate grouping based on individual needs.
 - Push-in collaborative team teaching sessions are arranged to provide optimal literacy development via scaffolding reading and writing instruction for our ELLs during the Readers & Writers Workshop. Additionally, Bilingual/ESL teachers will collaborate with the mainstream teachers regularly in order to align ELL instruction with the Monthly Instructional Focus Calendar, as a way to ensure that students are accessing the core curriculum: All Bilingual/ESL materials will support and/or augment the core reading and writing curriculum
- Content Area: All staff collaborate to ensure that content area objectives are comprehensible to ELLs
 - Push-in collaborative Team Teaching sessions are planned to provide more explicit support in the native language as a way to ensure students' content area lessons are not only rigorous, but accessible and comprehensible.
 - ESL and Bilingual staff work with classroom teachers and coaches to ensure that lessons and units are culturally sensitive and relevant to the student population.
- Native Language Arts Push-In Support Program will enrich ELL learning across the content areas: The certified bilingual teacher pushes-in to support and increase ELL comprehensibility and learning.

It is important to note that programs previously used will not be discontinued; however, all resources that are currently being used have been reevaluated as a result of summative and formative data to ensure the ELL materials are all being implemented under revised approaches to maximize student academic performance (i.e., ESL teachers will continue to use *Avenues*, however, will align their lessons and resources to the writing component of the Monthly Instructional Focus).

Orientation For New Students(Including ELLs)

At the beginning of the school year, students take part on neighborhood walks and in- house tours, in order to familiarize them with their surroundings and create a comfort zone for the incoming students. They will be presented with the opportunity to meet and greet teachers and school personnel.

1. Common Planning: ESL Sessions

During common planning periods, ESL direct instructors provide turnkey workshops on essential ESL strategies and interventions. Classroom teachers, AIS providers, coaches, and Assistant Principals are trained in using the latest literacy interventions for ELLs, including Imagine Learning English. In addition, ESL teachers may provide specialized workshops on requested topics.

2. Collaborative Planning: ESL, Bilingual, and Monolingual

All teachers meet monthly to discuss the content-area and literacy calendars. ESL direct instructors support Bilingual and monolingual classroom teachers in differentiating their instruction for ELLs. The curriculum calendars are more closely aligned to the ESL/ELA standards and are customized for individual student needs.

3. Jose P Training

All new teachers participate in a workshop devoted to 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.

4. BETAC Professional Development for ESL Direct Instructors, Bilingual Instructors, ESL Coordinators, and Administrators

ESL/Bilingual teachers and other staff are offered monthly or quarterly opportunities for professional growth. BETAC workshops provide teachers with innovative tools, interventions, and strategies which will allow them to promote their ELL's achievement. The instructional approaches are effectively modeled for trainees and can be applied immediately in a variety of program models. ESL and Bilingual staff turn-key their understandings during common planning sessions.

5. UFT and OELL Training for ESL and Bilingual Teachers/Coordinators

A variety of workshops and seminars are offered which train service providers and coordinators in essential skills like data analysis, differentiated instruction, and program planning. Trainees are encouraged to turn-key understandings for their colleagues and administration. All interventions and strategies presented are research-based and have demonstrated a real potential to promote student achievement.

Parental Involvement

PARENTAL INVOLVEMENT

At P.S. 205 parents are provided with ample opportunities to interact with teachers and school personnel. A variety of workshops and orientations ensure that parents can become knowledgeable and active participants in their children's education.

Parents are invited to visit their child's classroom on the first day of school, attend orientation meetings, and meet with the administration. Throughout the year, parents are invited to writing and reading celebrations, family nights, the annual plant sale, the annual book fair, open school week, classroom trips, and parent field trips and workshops. Ongoing parent orientations provide parents with essential information about their child's instructional program.

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

A Bilingual staff provides parents with guidance on educational, social, recreational, health, and immigration issues. Our school works closely with many community agencies to provide these services for our parents and students. Some of these agencies are: Fordham Tremont Mental Health Clinic, St. Barnabas Hospital, Kingsbridge Heights Community Center, Bronx Parent Resource Center, Catholic Charities, Jewish Board of Family Institute, Montefiore Hospital, North Central Hospital, Good Shepherd Counseling Services, Puerto Rican Family Institute, Cardinal McCloskey's Family Outreach Center, Belmont Daycare, Beacon Programs, Boys and Girls Clubs, Welcome Center at P.S. 9 (Immigration Center), Affinity Health Care, Prospect Family Support Services, and SCAN NY.

Through parent surveys and evaluations, the school is more closely attuned to the needs, talents and concerns of our parents. Parents are able to share their comments and suggestions after each workshop, parent orientation, and parent/teachers conference. In addition, parents have the opportunity to provide their input when completing the P.S. 205 Parent Questionnaire and the DOE Annual Parent's Survey.

Activities which actively engage our parents and staff ensure that the school can foster a collaborative community of learners. When parents are involved in their children's academic lives, students achieve at higher levels. Through their participation in so many activities, parents are empowered personally and can develop productive relationships with teachers and staff members. Our workshops and activities not only give our parents ideas and tools to help their children with homework and study habits, but also gives them life skills.

Part IV: Assessment Analysis

Assessment Analysis

Enter the number of ELLs for each test, category, and modality. If there is a test your school uses that is not listed below, attach your analysis of the results to this worksheet.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	21	12	4	2	5	1	0	0	0	44
Intermediate(I)	11	12	16	8	6	8	0	0	0	53
Advanced (A)	6	7	9	22	15	17	0	0	0	59
Total Tested	38	31	29	32	26	26	0	0	0	156

NYSESLAT Modality Analysis										
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8
LISTENING /SPEAKING	B	0	1	0	0	1	1			
	I	12	0	2	0	0	0			
	A	20	7	12	6	0	5			
READING/ WRITING	B	26	2	4	2	1	1			
	I	9	16	18	9	2	7			
	A	3	12	7	19	9	7			

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	10	28	0	40
4	1	14	13	0	28
5	1	8	21	2	32
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0		3		23	4	14		44
4	0	1	3	1	23		3	1	32
5	0		2		22	1	7		32
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		6		23	2	9	1	43
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	5		3	1	16	1	3		29
NYSAA Bilingual Spe Ed									0

An analysis of K-5 LAB-R/ NYSESLAT scores for 2008 -2009 indicates that reading and writing will continue to be the areas of focus for ESL and Bilingual instruction.

- The majority of ELLs in Kindergarten and first-grade scored at the beginner and intermediate levels on writing/reading, while scoring at the advanced level in listening/speaking.
- The majority of ELLs in grades 2 and 5 scored at the intermediate level on writing/reading, while scoring at the advanced level in listening/speaking.
- Third and fourth grade students made significant gains on the writing/reading sections of the NYSESLAT. The 2009 scores reveal that the majority of students scored at the advanced level on the writing/reading section.

Current literacy interventions and strategies, which include research-based technology programs, will be used to support and enhance literacy development. *Imagine Learning English, Soar to Success*, and *Avenues* will continue to be incorporated considering the positive impact these programs have had on student achievement. After using a variety of intervention programs including *Imagine Learning English*, the majority of ELLs in grades 3 and 4 scored at the advanced level on the NYSESLAT. These students also performed at a level 3 on their ELA state exam.

Grades K-1

On Listening/Speaking section:

- The majority of K students performed at the advanced level (53%).
 - 53% performed at the advanced level.
 - 32% performed at the intermediate level.
 - 0% performed at the beginning level.
- The majority of first grade students performed at the advanced level (23%).
 - 23% performed at the advanced level.
 - 0% performed at the intermediate level.
 - 3% performed at the beginning level.

Grades K-1

On the Reading/Writing section:

- The majority of K students performed at the beginning level (68%).
 - 1% performed at the advanced level.
 - 24% performed at the intermediate level.
 - 68% performed at the beginning level.
- The majority of first grade students performed at the intermediate level (52%).
 - 38% performed at the advanced level.
 - 52% performed at the intermediate level.
 - 6% performed at the beginning level.

Grades 2-4

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)
Jenneth Lagares	Assistant Principal		
Ana Laureano	Parent Coordinator		
Lourdes Diaz-Austin	ESL Teacher		
Esther Garrido	ESL Teacher		
Niurka Infante	ESL Teacher		
Jacqueline Spitzer	ESL Teacher		
Adriana Trujillo	Parent		
Rosa A. Delgado	Consultant		

Signatures

School Principal _____ Date _____

Community Superintendent _____ Date _____

Reviewed by ELL Compliance and Performance Specialist _____ Date _____

Attachment #1 Sample Schedule:

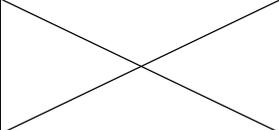
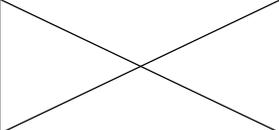
SAMPLE STUDENT SCHEDULE 2008-09 (Bilingual)

Bilingual Program Type: TBE Dual Language
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: Ten

School Building: P.S. 205

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:8:20 To:9:10	Morning Routines Read aloud	Morning Routines Read aloud	Morning Routines Read aloud	Morning Routines Read aloud	Morning Routines Read aloud
2	From:9:10 To:10:00	NLA Block Beg. Group NLA Adv. Group	Math Block NLA	Math Block NLA	NLA Beg Group Adv Group	ESL Adv Group ESL Beg Group
3	From:10:05 To:10:55	NLA Inter. Group ELA ADV. Group	ESL Inter. Group ESL Beg. Group	Physical Ed. ELA	NLA Inter Group ELA Adv Group	ESL Inter. Group NLA Adv Group
4	From:11:00 To:11:50	ESL Inter. Group ESL Beg. Group	ELA Prep	NLA Beg Group ELA Adv Group	ESL Inter. Group ESL Beg. Group	Social Studies Prep ELA
5	From:11:55 To:12:45	L	U	N	C	H
6	From:12:50 To:1:40	Math Block NLA	NLA Beg Group NLA Adv. Group	NLA Inter. Group ELA Adv. Group	Math Block NLA	NLA Beg. Group Foundations
7	From:1:45 To:2:3	Science Prep ELA	NLA Inter. Group Foundations	ESL Inter. Group ESL Beg. Group	Social Studies Prep ELA	Math Block NLA

8	From:2:40	Extended Day ESL	Extended Day ESL	Extended Day ESL		
	To: 3:30					

Attachment #2 Sample Schedule:

SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

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

School District: Ten School Building: P.S. 205

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:8:20 To:9:10	Subject (Specify) P	Subject (Specify) R	Subject (Specify) E	Subject (Specify) P	Subject (Specify) period
2	From:9:10 To:10:00	Content area ESL Advance Group 1	Content area ESL Inter. Group 2	Content area ESL Advance Group 1	Content area ESL Advance Group 5	Content area ESL Advance Group 5
3	From:10:05 To:10:55	Content area ESL Inter. Group 2	Content area ESL Beg./Inter Group 4	Content area ESL Beg./Inter Group 4	Content area ESL Beg./Inter Group 4	Content area ESL Inter. Group 2
4	From:11:00 To:11:50	Content area ESL Advance Group 3	Content area ESL Advance Group 3	Content area ESL Inter. Group 2	Content area ESL Advance Group 3	Content area ESL Inter. Group 2
5	From:11:55 To:12:45	L	U	N	C	H

6	From:12:50 To:1:40	Content area ESL Beg./Inter Group 4	Content area ESL Advance Group 1	Content area ESL Advance Group 5	Content area ESL Inter. Group 2	Content area ESL Beg./Inter Group 4
7	From:1:45 To:2:3	Content area ESL Beg./Inter Group 4	Content area ESL Advance Group 5	Content area ESL Inter. Group 2	Content area ESL Advance Group 1	Content area ESL Beg./Inter Group 4
8	From:2:40 To: 3:30	Group 3 Extended Day	Group 2&3 Extended Day	Group 2&3 Extended Day		

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:
LEP 211
Non-LEP 758

Number of Teachers 77
Other Staff (Specify) 50 (Counselors, IEP Team, Parent Coordinator, Business Manager, Nurses, Therapist, Security, Paraprofessionals, Aides, Custodians, Cafeteria, Secretaries)

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program

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

Language 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.

To ensure compliance with No Child Left Behind, P.S. 205 will support our English Language Learners (ELLs) through the Transitional Bilingual and English as a Second Language (ESL) programs. Transitional Bilingual services are provided for students in grades Kindergarten through two. Students in grades three through five participate in the freestanding ESL programs, based on parent choice. All ELL students are fully served as per CR PT154.

The proposed Native Language, content-area program at P.S. 205 will focus on and supplement classroom instruction, aligned with New York State standards. The Native Language program is designed to service beginner and high-intermediate students from grades three through five. The program provides students with native language support in the core content areas: math, science and social studies. Students receive these services three days a week with a certified, F-Status Native Language teacher, for 50 minute periods. The instructor, a highly qualified Bilingual teacher, will work with approximately 50 students. Students will participate in small-group instruction focused on strategies to make content and language comprehensible. For example, during science lessons, the F-status teacher will provide native language support and content area instruction and scaffold (in Spanish) the lesson provided by the monolingual classroom teacher. Students will therefore be better prepared to comprehend content area instruction. This program will begin in January 2010 three times a week through the end of May.

The Native Language Arts curriculum will parallel the research-based ESL and content-area instruction in the classrooms. Beginner to high-intermediate students will be engaged in supplementary activities based upon the content-area curriculum maps. Grade-specific, content-area themes will provide students with essential practice in the four modalities: reading, writing, listening, and speaking. To ensure development in critical thinking, content-area concepts, and oral language development, students will participate in differentiated units of instruction. Differentiated strategies and approaches will include explicit vocabulary, cognates, and phonics instruction. The Native Language teacher will provide small group, content-area instruction simultaneously with the classroom teacher. To support access to the grade-level curricula for ELLs, the interactive technology program, *Imagine Learning English*, will be implemented to track student progress and provide customized language instruction. Fifty licenses of *Imagine Learning English* will be purchased to provide our ELL's in grades 3-5 with differentiated literacy instruction. The program incorporates content-area topics relevant to student learning in the classroom. Progress reports generated by the *Imagine Learning English* program will be sent home to strengthen the collaboration between home and school. The reports facilitate individualized homework and extension Activities while providing critical information for parents in the native language. During our extended day period, students will have access to the *Imagine Learning* technology program. This is above and beyond the mandated units of service.

ESL and Bilingual teachers will collaborate with classroom teachers to design assessments targeting critical skill areas. Assessments will be analyzed during common planning sessions on an ongoing basis. Supplemental textbooks will include Bilingual (Spanish) language texts, dictionaries, and glossaries. Houghton Mifflin Harcourt's *Estudios Sociales*, *Ciencias*, and *Matematicas Paso por Paso* will be used for targeted student groups. Small-group instruction will be a critical part of native language support. As part of the assessment package, students will complete a variety of formative and summative assessments.

Parental Involvement

A weekly Parent Literacy Workshop is being offered to provide parent training specific to the *Imagine Learning* program as well as each of the grade-level curriculums. Two licensed ESL teachers will provide adult English as a Second Language (ESL) instruction for our parents. Instruction will be provided at no extra cost to the school or the parents. The Heinle Picture Dictionaries and workbooks will be purchased. Parents will meet weekly for 50 minutes to learn strategies for promoting English language development in the home and in real life situations. The native language will be used to support newcomer parents and to ensure that they can access all

available resources. As the parents acquire increased proficiency in English, they will be better equipped to assist their children with home instruction. Our home school collaboration will be strengthened by actively involving our parents in their own education.

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.

To ensure quality, differentiated instruction for all students, P.S. 205 provides ongoing professional development workshops on the following topics:

Professional Development Workshops for ESL/Bilingual Providers

- - **ELL and Jose P. Mandated Training (Annual)** for all new teachers.
- Differentiated sessions for general education and special education teachers.**
- **Turn-key of BETAC workshops such as *Strategies to Master the NYSESLAT and ELA* , *Differentiated Learning for ELL's in English and Spanish*, *Navigating the LAP*, and *The Challenge of Learning Academic English*.**
- Study group focused on current research in ESL methodologies and research. Discussions may be focused around the text, Scaffolding Language, Scaffolding Learning by Pauline Gibbons and Writing Sense by J. Kendall and O. Khuon.

- *Imagine Learning* Professional Development will be provided to F-Status teacher, Bilingual and ESL teachers

Ongoing Professional Development for Classroom Teachers:

- *Imagine Learning English*

- Avenues

- Differentiation for English Language Learners (ELLs).

- High-quality professional development will be provided throughout the year, at no cost to the school (Title III funding).

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Form TIII – A (1)(b)

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School: P.S. 205 The LaGuardia Academy of Arts and Technology
BEDS Code: 321000010205

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**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 - Per diem	\$19,900	1 Licensed F-Status Bilingual teacher <u>Content-Based Lessons</u> 3x a week for 60days (1/12/10-5/27/10) plus fringes = \$19,900.00
Purchased services - High quality staff and curriculum development contracts	\$0	None
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$6080	Materials for <u>students</u> and <u>parents</u> to promote conversational skills will include: <ul style="list-style-type: none"> • supplemental content area libraries to be used by F-Status, ESL Teachers (extended day) • picture dictionaries (parents) • books on tape (students and parents) • supplies: notebooks, paper, and workbooks (parents)

Educational Software (Object Code 199)	\$7500	Imagine Learning English Technology 50 licenses x \$150 = \$7500 will be purchased to provide our ELL's in grades 3-5 with differentiated literacy instruction. Professional Development will be included for F-Status, Bilingual and ESL teachers
Travel	\$0	None
Other	\$0	None
TOTAL	0	

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. 205's largest population is Hispanic. This has been confirmed by closely monitoring the Home Language Survey that is completed upon admission by the parent/guardian. This information is entered into ATS immediately. All communication that is sent out to parents is translated into Spanish to assure that the parents understand all correspondence. Additionally, the Parent Coordinator is bilingual and is always available to assist parents. She translates at all workshops, PA meetings and Parent Teacher conferences, as needed. Our monthly Parent Newsletter is also translated into Spanish by the Assistant Principal. Parents are always aware of school events and issues given the availability of translators on staff, and translated home-school correspondence.

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

Since most of our translation and interpretation needs are focused on the Spanish language, we are fortunate to have many staff members that speak and write the language. Two of the Assistant Principals, the Parent Coordinator, the Mathematics Coach, and several teachers and aides speak and write in Spanish. I have offered per session pay so that they can translate for the school and for parent–teacher meetings. The school community was notified of this through PA meetings, school meetings, and the monthly newsletter.

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 school community was notified of this during PA meetings, school workshops and the monthly parent newsletter.

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.

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

Since most of our translation and interpretation needs are focused on the Spanish language, we are fortunate to have many staff members that speak and write the language. Two of the Assistant Principals, the Parent Coordinator, the Mathematics Coach, and several teachers and aides speak and write in Spanish. I have offered per session pay so that they can translate for the school and for parent–teacher meetings. Additionally, translators are provided at all school functions.

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.

Most oral interpretation services are provided by school staff that speak Spanish and Albanian. They are available on a need basis. There is always someone who speaks Spanish available in the Main Office for phone calls or to answer questions. Interpretation services are used in individual cases for languages that our own personnel are not fluent. We have the phone numbers for these outside contractors on file.

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>.

Letters were backpacked with the students in regards to Section VII of the Chancellor's Regulations A - 663. Parents were also informed during Parent Association Meetings, school meetings and on an individual basis.

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:	\$1,145,066	\$178,709	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$15,000		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$1,787	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$57,253		

5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$8935
6. Enter the anticipated 10% set-aside for Professional Development:	\$282,069	
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$17,871

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year:
98%

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.
 Two teachers have applied to the NYSED for their early childhood certification after completing a course needed in the spring. They already have NYS certification for 1-6.

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

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged

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

School Parental Involvement Policy

I. General Expectations

The LaGuardia Academy of Arts and Technology agrees to implement the following statutory requirements:

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

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

- a. **The LaGuardia Academy of Arts and Technology 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 a Parents' Association Executive Board
 - Attendance at monthly Parent Association Meetings
 - Distribution of Monthly Parent Newsletter with announcements in multiple languages
 - Scheduling Events and meetings. Notices distributed in multiple languages.
 - Maintenance of Parent Bulletin Board.
- a. **The LaGuardia Academy of Arts and Technology 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 meeting
 - Form committees to update the CEP
 - Attendance at Parent Orientation meetings and Open School Week
- a. **The LaGuardia Academy of Arts and Technology 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
 - Parent Center
 - Family Arts Nights
 - Parent Only trips to cultural institutions
 - Family Nites
 - Library Open Access
 - ESL Parent Class
 - Special events such as assemblies, science fair, writing celebrations, etc..
 - Chess Tournaments
 - Book Fair
 - Family Link trips to cultural institutions (Children and parents)
 - Parent Handbook and Monthly Newsletter
 - Supervise Student Council Book Store
- a. **LaGuardia Academy of Arts and Technology 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.

The School Leadership Team will distribute a survey (in the necessary languages of the school) in the spring to evaluate the content and effectiveness of our parental involvement policy. This survey will be distributed to students to bring to their parents. It will also be distributed at PA meetings. The Parent Coordinator will help to explain the survey and collect the results. They will be compiled and discussed at future SLT and PA meetings. The results will assist us to improve our parental involvement policy.

- a. The LaGuardia Academy of Arts and Technology will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - i. 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:

Parents will be offered the opportunity to attend workshops provided by staff and the Parent Coordinator to inform them about New York State's Standards and Performance Indicators and how they relate to the work their children are doing in school. They will be offered periodically throughout the school year. Additionally, parents will be made aware of the alignment of the standards and the State assessments. Title 1 staff meet with parents to explain why their students were identified for the services and receive a description of the programs. Results from Princeton Review assessments were made available to parents. Parents were sent a hard copy as well as receiving a password where they could access the information at home via computer. The Homework Helpline is also available to assist children and their parents with homework. Student portfolios are reviewed by parents mid-year to assess their progress and to see how they measure up according to the Standards.

- a. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: making workshops available to parents throughout the year. The topics include: Family Literacy and Math, State Standards, Interventions, Title 1 Programs, Language Development, etc. A parent ESL class is available to parents after school. Parent open access is provided

everyday to promote literacy in the home. The Parent Coordinator is a wonderful resource and maintains a Parent Center where parents can borrow books on tapes. We plan to schedule a computer class for parents using our newly acquired laptop cart.

- b. 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: scheduling events that bring together staff and families. Events such as Family Nites, Arts Evenings, Writing Celebrations, Square Dancing Nite, etc...Meetings will also be varied between mornings and evenings in order to accommodate working parents.
- c. 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: maintaining the Parent Resource Center. This supports parents in providing assistance for their children.

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,

- a. including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: All written communication sent from the school is available in English and Spanish. We also have staff members who are bilingual and available to translate. If there is a need for another language we conduct outreach to provide the service for the family.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs. This policy was adopted by The LaGuardia Academy of Arts and Technology on June 2009 and will be in effect for the period of the 2009-2010 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 30, 2009.

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

The LaGuardia Academy of Arts and Technology, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2008-09.

School-Parent Compact
School Responsibilities

The LaGuardia Academy of Arts and Technology will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: We will continue to work with LCI to develop assessments in ELA using triangular datapoints and to conduct a gap analysis in ELA for grades 3-5. Professional development will allow teachers to identify needs of students and provide differentiated instruction.**

- a. **Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: November 2009 and March 2010**
- b. **Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Parents receive report cards twice a year (November and March). Additionally they receive results from the Princeton Review interim assessments, classroom test scores and midyear portfolio review.**
- c. **Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Staff identify three periods per week that they are always available to parents. These schedules are sent home in September. Additionally, staff members are available in emergency situations.**
- d. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parent orientation sessions are held in October by individual teachers. Parents are also invited to Open School Week and all class/school celebrations. Parents volunteer in the school book store, early childhood classrooms and during residencies.**
- e. **Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.**
- f. **Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.**
- g. **Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.**
Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
- h. **Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.**
- i. **Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.**
- j. **On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.**
- k. **Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.**
- l. **Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.**

Parent Responsibilities

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

- Monitoring attendance and provide written documentation for absences.
- Making sure that homework is completed and reading for the 25 book standard is maintained.
- Monitoring amount of television their children watch, video game playing and internet use.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as the School Leadership Team and the School Safety Committee.
- Participating in workshops that the school offers on parenting, teaching and learning strategies, and parent responsibility in establishing good habits and attitudes toward learning.
- Monitoring overall student performance.
- Addressing health needs (vision, hearing, personal hygiene).
- Providing children with the necessary school supplies.
- Accepting responsibility for enforcing the school Behavior and Dress Codes.

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

[Describe the ways in which students will support their academic achievement, such as]:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Do not bring dangerous objects to school.
- Do not hurt myself or another person.
- Respect my property and the property of others.

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Ask permission to leave the room and always carry a pass.
Walk through the halls in an orderly manner at all times.
Follow the rules of the lunchroom.
Cooperate with my teachers so that I will learn to the best of my ability.
Come to school prepared and ready to learn.
Complete all classroom and homework assignments.
Come to school on time, everyday, unless I am sick and bring a note for every absence.
Respect my school as if it were my home and help to keep it clean and neat.
Leave in a safe and orderly manner at dismissal.

SIGNATURES:

SCHOOL

PARENT(S)

STUDENT

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.

Our comprehensive needs assessment was based upon the School Report Card, the Progress Report and the Annual progress data of ELA, Mathematics, Social Studies and Science and the Learning Environment Survey. Additionally, collegial teams collect, record and analyze student data school-wide. Administrators periodically meet with the collegial teams to review the data and then with grade level teams. Gaps are identified and solutions are sought to address the needs. In this way we support student achievement as it relates to meeting the NYS Standards.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. **All students participate in all school-wide programs regardless of subgroup. They participate in all assemblies, arts residencies, trips, fairs and celebrations. These integrated activities enable all students to grow as learners and excel based upon their individual learning styles. We develop their strengths and allow them to shine by exposing them to various activities. Higher order critical thinking skills are embedded in these integrated opportunities that make the students "dig deeper" while "Learning in a Special Way."**
- 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.
Students at P.S. 205 receive a comprehensive instructional program based upon their individual needs. The program provides for an extended school day (Mon-Wed 2:40-3:30) and an extended year (summer school) if warranted. In addition, students meet in small groups with their teachers and/or collegial team teachers.
 - o Help provide an enriched and accelerated curriculum.

Our Enrichment Model is based upon Renzulli's Schoolwide Enrichment Model. We provide opportunities for students to participate in enrichment clusters based upon student choice. Examples of clusters are robotics, Italian, French, cooking, origami, and international pen pals.

All students participate in arts residencies provided by teaching artists from Young Audiences NY. These residencies enrich the arts curriculum written by the teachers at the school.

All students participate in workshops at the Bronx Zoo along with their parents. These workshops are world renowned and enrich the science and social studies curriculum.

- o Meet the educational needs of historically underserved populations.
All students from every subgroup participate in all schoolwide programs. They include the arts residencies, Zoo workshops, fairs, trips, assemblies, enrichment etc... Additionally, we even have a Girls Only Math Club and a Boys Only Book Club to discourage gender specific interests.
- 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.
All students who are at risk of not meeting State standards are reviewed at a Response to Intervention (RTI) meeting and provided with an individual action plan to support the student and address the gaps in performance. These

students are provided with targeted instruction to address areas that need strengthening. Programs used include Wilson, Foundations, PAF, Reading Reform, Soar to Success, etc... We also have 2 full time guidance counselors (aside from the mandated itinerant counselor) on staff to provide counseling sessions for at risk students. Additionally, Fordham Tremont Mental Health Services provides on site services to our most at risk students and their parents.

- o Are consistent with and are designed to implement State and local improvement, if any.
Not applicable since we are a School in Good Standing.

3. Instruction by highly qualified staff.

P.S. 205 is committed to hiring certified teachers. We have been successful in recruiting teachers through our relationships with local colleges and universities and by referrals from former staff members. We provide students from many local colleges and universities the opportunity to do their practicum and/or student teaching at our school. This provides us with a "farm team" from which to hire when necessary. They have the benefit of learning alongside one of our more experienced staff members for a semester. .

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.

All newly hired teachers attend orientation sessions offered during the summer before school begins. Topics include classroom management techniques, developing inviting classroom environments, content area instruction, use of assessments, etc. In addition, the Assistant Principals and Coaches develop professional development plans to address the individual needs of teachers and paraprofessionals. Differentiated professional development is provided for teachers/paraprofessionals by our in house Coaches, Consultants and/or Collegial Team members as needed. Components of the professional development plans include: study groups, coaching, planning, lab sites, inter-visitations and support of new school initiatives. The plans are very specific and cyclical. In addition, regularly scheduled grade conferences take place on a monthly schedule where new concerns, best practices, etc are discussed. Collaborative grade level inquiry teams also provide for colleagues to come together to discuss student work, progress and teaching strategies. We are also supported in our work by outside consultants from LCI, Bronx Zoo, Young Audiences NY, Reading Reform, etc... They share the most up-to-date research on scientifically based instructional practices.

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

We have fostered close relationships with the College of Mt. St. Vincent, Fordham University, Manhattan College, Lehman College, and College of New Rochelle. They place their Juniors and Seniors in our school for Practicum and Student Teaching. This has allowed us to have a "farm team" for future hiring. Additionally, we get referrals from former staff members. Also, since we are a high need school, teachers are eligible for the Teachers of Tomorrow Grant for tuition reimbursement.

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

We have been pro-active in attempting to increase parental involvement. We schedule several "Family Nights" where children and their families attend a performance at the school. We also host a "Family Arts Night" at the beginning of the school year. Parents, students, and teachers work together on arts related activities presented by teaching artists from Young Audiences New York. A "Parent Only" trip is organized by the Parent Coordinator. It highlights a cultural institution, such as the Tenement Museum, to make parents familiar with available educational institutions to visit with their children. All students participate in workshops at the Bronx Zoo and parents are encouraged to learn alongside their children.

Parent workshops are scheduled throughout the school year addressing topics such as: Family Math, Study Skills, ARIS, Setting Goals for Students, Selecting Appropriate Holiday Gifts, Family Literacy, etc...

The school library is available to parents during open access every morning. Parents are encouraged to take out books to share with their children at home. An annual Book Fair is held in the library to promote literacy at home and is open to parents in the morning and on one evening.

The Student Council Bookstore is also available for parents and children to purchase books. New and gently used books are sold at bargain prices.

Parents are invited to all special events at the school. Events include writing celebrations, assemblies, science fairs, Student Council Campaign etc...

A Parent University is planned for this school year. Workshops assisting parents with parenting skills, resume writing, etc.. are being scheduled.

English classes for our ELL Parents are being planned on a weekly basis. These classes will assist our parents with real life conversational skills.

Parents are also encouraged to attend Parent Teacher Conferences twice a year when they can have individual conference with teachers and the collegial team members. Parents review their children's goals and discuss how they can support their children's learning at home.

Monthly Parents' Association meeting are scheduled and we are planning to incorporate parent workshops at the meetings. The workshops will be presented by school staff.

Additionally, all teachers have identified three prep periods a week when they are available to meet with parents during the school day.

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 conduct outreach to local Pre-K programs such as St. Martin of Tours and Belmont Day Care. Ongoing communication is maintained. A kindergarten orientation is scheduled for parents of incoming kindergarten students in June of the previous year. Kindergarten teachers share some tips about how parents can support their children's learning and they give parents an overview of the kindergarten curriculum. Additionally, Parent Orientations are held in Sept/Oct.

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

Teachers, collegial team members, parents and administrators regularly review student data to inform their teaching in order to meet the individual needs of children. If necessary, support systems are provided to help students progress. Additionally, the RTI (Response to Intervention) team meets on a wekkly basis to discuss the performance of our most "at risk" students. Teachers participate in RTI meetings, Collegial Team meetings, Grade conference meetings, Inquiry Team meetings, EPC's and meetings with parents.

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.

Once a child is identified as having difficulty mastering the proficient levels of academic achievement standards, they are recommended to our Response to Intervention Team and afforded a personalized plan of action. Appropriate intervention programs

are used to help the student with identified areas that need improvement. The plan of action is reviewed regularly to see if the child is closing the gap or if additional and/or new support is necessary. The extended day program is also available to students needing the support.

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.

Staff identified the need to strength positive student behavior as opposed to highlighting negative student behavior. We compiled an "Awesome Action" program that identifies a value of the month. This value of the month is related to our Book of the Month and directly associated with a Disposition of Learning (LCI). Parent letters are distributed monthly describing the value of the month with some suggested books to share with their children. Also, helpful hints with parenting suggestions are included. Students have the opportunity to earn points by demonstrating and "living" the value of the month. At the end of the month Students of the Month are selected and highlighted.

Breakfast and lunch is served daily. Students are encouraged to participate in the healthy food choices that are available. Parents are informed about the food program through the Monthly Parent newsletter. The physical education and science programs focus on nutrition and making good, healthy food choices. Parents are also informed via a letter about sending children to school with healthy snacks and lunches, if applicable.

The in house social action committee maintains a food pantry to support our families in times of need.

The Parent Coodinator provides information to all our parents about job training, vocational and technical education, and available pre-k and after school programs. She is well informed and is aware of many resources that families can take advantage of when necessary. She also provides families with information regarding health insurance. Respresentatives are invited to PA meetings and Parent Teacher conference days.

Our asthmatic children participate in the Open Airways program. They receive valuable information about asthma, preventative strategies and strategies to assist them in times of crisis. This program is provided by our nurse.

Fordham Tremont Mental Health Services is available on site. Their personnel are here two days per week and provide our most "at risk" students with ongoing counseling.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

Not applicable

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

Not applicable

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

Not applicable

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

Not applicable

c. Minimize removing children from the regular classroom during regular school hours;

Not applicable

4. Coordinate with and support the regular educational program;
Not applicable

5. Provide instruction by highly qualified teachers;
Not applicable

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
Not applicable

7. Provide strategies to increase parental involvement; and
Not applicable

8. Coordinate and integrate Federal, State and local services and programs.
Not applicable

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher's role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. Vertical alignment is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas horizontal alignment refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

-Gaps in the Written Curriculum. Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.

-Curriculum Maps. The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.

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

-ELA Materials. In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to 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.

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

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

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

Our school has engaged in various actions to obtain a relevant education program. Prior to the opening of school, a New Teacher Orientation is conducted by the Assistant Principals to disseminate information on the ELA Curriculum. New teachers also participate in a Mentor Program which qualifies them to meet with coaches/staff developers on a weekly basis. During these meetings new teachers are informed of the many resources available to support the ELA Curriculum and are given support in implementing this curriculum. Through weekly common grade planning and monthly grade conferences, units of study, curriculum maps and pacing calendars are created, revised and reflected upon. In addition, each staff member receives "A Monthly Instructional Focus" calendar outlining the units of study for grades K-5. These practices are highly effective in supporting our school's educational program. Articulation across grades often occurs during this time to share common language and best practices. Collegial Teams (classroom teachers and AIS providers) articulate on a weekly basis for common planning purposes and to discuss student progress. Reading Reform Consultant and outside professional development further enrich the ELA Curriculum.

The curriculum for our English Language Learners is coherent and consistent across the grades (K-5). Staff has been provided with clear objectives for the ELLs in our Transitional Bilingual, Self-Contained, and Freestanding ESL programs. The Learning Standards for English as a

Second Language is used to guide curriculum and assessment design for our students. Consultants (CEI) and outside professional development (BETAC) support our program.

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 Written Curriculum is aligned with state standards in terms of the range of topics covered and the depth of understanding required. The units of study address literacy competencies. Writing units of study are scaffolded vertically through the grades and horizontally across the curriculum. The pacing calendar or suggested time frame, is effectively used and frequently visited, reflected upon, and/or revised to meet the needs of the teachers and students.

Curriculum maps in writing address content, or genre studies with specific skills/strategies to be mastered. Student outcomes are also specifically defined. Curriculum maps in reading are in the form of a "Reading Scope and Sequence." Skills/strategies are aligned with state standards and are scaffolded vertically through the grades. Curriculum maps in content areas, i.e. science and social studies are aligned with state standards and impact student performance.

Throughout the grades, there is an in depth emphasis on writing. Writing genres are aligned to the state standards. Written products and spoken presentations are evident at the end of each unit of study. Throughout the grades, there is evidence of critical reading and thinking skills. The "Reading Scope and Sequence" is aligned with state standards and is used vertically through the grades. Blooms Taxonomy is evident in all guided reading lessons to develop critical thinking skills. Junior Great Books is implemented in selected classes to promote higher level thinking skills. The Resource Room contains leveled fiction and nonfiction texts, magazines and content area materials that are available for teacher use. Materials are continually updated according to the needs of the teachers, students and New York State standards.

ELA materials are available in the Resource Room on all grade levels and meet the needs of ELL learners, students with disabilities and struggling learners. These materials are available to all staff members.

ESL and Bilingual instructors differentiate the curriculum for their students. Their plans meet the state standards for English Language Learners. The ESL and bilingual teachers meet to articulate ELL goals and instructional planning. In addition, the ELL programs are aligned with content-area standards across the grade levels.

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

1B. Mathematics

Background

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

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (Everyday Mathematics [K–5] and Impact Mathematics [6–8]) are aligned with the New York state content strands except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the

1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state process strands for mathematics at all grade levels.

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

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

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

Classroom teachers, math coach and assistant principals collaborate in aligning the NYS Math Standards to the primary mathematics instructional materials for Grades K-5 (*Everyday Math*). The outcome of this process indicated a weak alignment to the NYS process and content strands. There is a lack of depth in what being taught in *Everyday Math* as compared to what is required by NYS standards. *Everyday Math* does not necessarily address all the skills that students in grades K-5 should know by the end of the school year.

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?

P. S. 205 adapts the *Everyday Math* program to meet the needs of the students and to comply with the standards by modifying each lesson. Teachers and math coach work collaboratively to examine each unit and lessons within the units in order to highlight the math concepts and/or skills. P. S. 205 also uses other resources to fill the gap and teach the remedial math necessary at each grade level as opposed to compensational math to address their needs. Time is devoted to each basic number sense and operations and to differentiate instruction to meet the needs of the children including challenging work for our accelerated students. A pacing calendar is generated monthly which includes modified lessons. Teachers and Math Coach also work collaboratively to review unit assessments and differentiate them as needed. In house professional development is provided during grade conference and common planning time to ensure depth in the curriculum.

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

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

Through learning walks, inter-visitations, labsites and formal and informal observations, we determined that this finding is not relevant to our school's educational program. Reviewing lesson plans, having conversations with teachers and looking at student work provided further evidence that these findings are not relevant to our program.

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

Applicable Not Applicable

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

Teachers analyze multiple sources of data to determine the needs of their students. Teachers along with students set long and short term goals. Instruction is differentiated and various learning styles are addressed. Grouping of students is flexible. Data is periodically reviewed, new groups are formed and instruction is modified. Students are actively engaged in the learning process. Inquiry based methods are implemented and accountable talk is promoted. Literacy Centers are interactive and include differentiated activities. Technology is integrated with the use of Laptops and the SmartBoard. Our research program encourages inquiry skills and Project Based Learning.

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

2B – Mathematics Instruction

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

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

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

Through learning walks, inter-visitations, labsites and formal and informal observations, we determined that this finding is not relevant to our school's education program. Reviewing lesson plans, having conversations with teachers and looking at student work provided further evidence that these findings are not relevant to our program. These practices ensure that hands-on learning is taking place in our school in order to facilitate students' learning.

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

Applicable Not Applicable

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

Our Everyday Mathematics program is modified when necessary in order to make it more interactive. Students continuously use manipulatives, games and computer software. The children are exposed to mental math challenges, interactive bulletin boards and estimation contests on a monthly basis. Technology in the classroom is integrated in our mathematics program through the use of laptops and SmartBoards. Every classroom in the school has a SmartBoard and access to a laptop cart. Our interactive programs allow students to explore different mathematical content strands such as: number sense and operations, statistic and probability, etc. In addition, the school has implemented special academic programs to enrich the math curriculum such as: Chelsa Bank, Stock Market Game, Game of 24, mental math activities, Everyday Math games and math centers.

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.

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

Teacher turnover was very low during the past two years. In fact, this year we had only one teacher transfer out and in using Open Hire. Fortunately, we have had strong teacher stability over the past few years.

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

Applicable Not Applicable

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

Presently, the turnover is mostly due to retirements. This year we only had three retirements and one teacher transfer on Open Hire. We only replaced one teacher from Open Hire due to budget cuts.

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT - ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

Bilingual, ESL staff and classroom teachers are encouraged to attend relevant workshops and institutes (on site and off site) which target ELL instruction. Attendees are then required to turn-key relevant information during common planning periods and professional development days. Presently, some staff members are participating in a BETAC study group, Writing Sense, working with a consultant on ELL strategies using Scaffolding Language, Scaffolding Learning by Pauline Gibbons, and attended a presentation by Robert Marzano on Academic Vocabulary.

To ensure that all language and content-area goals are aligned, ESL staff provides information sessions focused on the NYSESLAT, Annual Measurable Achievement Objectives (AMAO), and Learning Standards for English as a Second Language. The ESL staff also communicates the goals included in the Language Allocation Policy and discusses their relevance for each staff member. Each staff member receives a copy of the Language Allocation Policy and is explained the LAP during the initial grade conference.

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

Applicable Not Applicable

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

A portion of the school budget is allocated for professional development opportunities, including Quality Teaching for English Learners (QTEL), BETAC and the OELL institutes and workshops (Office of English Language Learners). Consultants from CEI and academic enrichment programs like Imagine Learning English provide workshops and training for all staff who work with ELLs.

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

KEY FINDING 5: DATA USE AND MONITORING - ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

The academic progress of ELLs is continually monitored. Results of ELL Periodic Assessments are distributed to teachers in a timely manner (online availability) and all teachers are provided with a list of NYSESLAT scores for each of their students. An initial grade conference is then held to discuss student proficiency in each of the language modalities. Teachers are encouraged to submit questions and concerns relevant to their ELLs for further support. The ESL staff then distributes resources which will allow classroom teachers and support staff to better address their students' needs. Additional common planning periods and grade level conferences are held to ensure that participating staff have the instructional and assessment tools necessary to scaffold instruction for our ELLs.

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

Applicable Not Applicable

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

We have a comprehensive tracking system to provide all staff with a clear picture of our ELLs' progress. Our ESL staff also works with the data specialist and Math and literacy coaches to analyze student progress. We compare the results of our General Education students and ELLs to determine the achievement gap and identify a target population. Once target groups are identified, the ESL staff works with classroom teachers to discuss the instructional program and possible interventions. The progress reports from the spring NYSESLAT scores provide an analysis of student performance in listening, reading, and writing. Reports are generated for each student that supports teachers in differentiating instruction and assessing their ELLs.

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT - SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

This statement is not relevant to our school's educational program. General Education teachers are mandated to attend and are active participants in all meetings where IEPs are developed (initial, triennial, and annuals reviews). The general education teacher helps the IEP Team determine appropriate behavioral interventions, strategies, supplementary aids and services and program modifications and supports needed for the student to participate to the fullest extent possible in the general education curriculum. Emphasis is placed on the student being placed in the Least Restrictive Environment and goals are based on the Grade-Specific Performance Indicators.

Regarding the statement "sufficient understanding to fully implement the range and type of instructional approaches that will help to increase access to general education curriculum," as a member of the IEP Team, General Education Teachers working with psychologist, social workers, related services providers, SETTTS, Physical Therapists, Hearing Education Services teachers, etc. are aware of the academic performance and learning characteristics of their student. Special Education professional development is ongoing. This includes: IEP Components, Least Restrictive Environment, Schools Attuned, and student assessment. On-line resources such as "Creating a Quality IEP" and a "Standard Operating Procedures Manual" are available to General Education teachers. Our school has an IEP Teacher who is available to assist in the implementation of the IEP and assist with any questions about instructional approaches. Our IEP Teacher utilizes the Schools Attuned Program to address student's unique learning profile of specific strengths and weaknesses.

Regarding the statement "many general education teachers remain unfamiliar with the content of the IEPs," the IEP is a collaboratively developed plan and the accommodations and modifications are decided on during team meetings. Any questions the general education teacher has, will be answered at this meeting. Also discussed are strategies or techniques used to assist the student in learning.

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?

In our school, every general education teacher (including cluster teachers) has copies of IEPs for students with disabilities in their general education classroom or that they service. Prior to distribution of IEPs, professional development material is given explaining that the IEP is the tool that ensures a student with a disability has access to the general education curriculum and is provided the appropriate learning opportunities, accommodations, adaptations, specialized services and supports needed to progress towards achieving the learning standards and to meet his or her unique needs related to his/her disability.

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.

This finding is not relevant to our school's education program. Regarding the statement "they do not consistently specify accommodations and/or modifications for the classroom environment (including instruction)," the process we use is general education teachers have copies of IEPs for all students in their classroom. Prior to distribution of IEPs, professional development is given to explain participation in assessment. If the student participates "with accommodations," they must be used consistently for all teacher developed, as well as standardized tests (extended time, directions read, etc.) General Education teachers are also aware of the modifications acknowledged in the IEP. Lessons are differentiated to ensure special education students are involved in the same theme/unit but provided different tasks and expectations. Strategies to assist in learning are also discussed (highlighting, visual cues, memory joggers, etc.)

Regarding the statement, "there appears to be lack of alignment between the goals, objectives and modified promotion criteria that are included in student IEPs," is not true for our school. General Education teachers meet with parents of special education students at least three times a year (report card conferences). At this time, they discuss the students' goals and objectives and the progress the student is making. Also, every special education student has a packet entitled "Grade Specific Performance Indicators." The Special Education providers complete this on an ongoing basis and share this with parents and general education teachers. On an ongoing basis, Academic Intervention Meetings are held for students who may not meet their standard or modified criteria.

Regarding the statement "IEPS do not regularly include behavior plans," is not true for our school. If a behavior intervention plan has been developed (page 4 of IEP), teachers are provided a copy of the Functional Behavioral Assessment and Behavior Intervention Plan is provided the classroom teacher. Classroom teachers are supported by our School Counselor and Special Education Counselor. Behavioral plans are also monitored by the Response to Intervention Team (RIT).

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

Applicable Not Applicable

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

General Education teachers are knowledgeable of all IEP requirements – accommodations, modifications, goals, objectives, modified promotion criteria and behavioral plans. They have copies of IEPs and support is given by Assistant Principal, IEP Teacher, Special Education teachers, School Counselor and Special Education Counselor. Our school has an Academic Intervention Team and an Instructional Support Team to assist General Education teachers and ensure all requirements of a student's IEP are met.

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

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

For Title I Schools

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

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

Description

As soon as the school is notified that a student resides in temporary housing, the pupil accounting secretary updates the student change of address and enters residency information for newly enrolled students in ATS. The child will be immediately enrolled as a new student. Every effort will be made to keep the student in the school of origin if the parent so desires. Outreach will be made to the DOE Family Assistant(s) at the temporary housing site to discuss the best interests of the student.

The student will be issued a metrocard to use for transportation.

Academic Intervention Services are provided as needed by the collegial teams. The student's academic progress will be monitored to determine if additional services are needed. The extended day program may be offered to the student, or dropped if it interferes with the student's transportation. Outreach to afterschool programs will be made on the student's behalf upon a request from parent/guardian.

The student's attendance will be monitored closely and meetings will be held with the attendance team and the parent/guardian to assure good attendance.

P.S. 205 has a Social Action Committee which will donate supplies, clothing and uniforms, if necessary. We also maintain a food pantry for families in need.

Additionally, guidance and counseling are provided for the student. Outreach and referrals to community based organizations are made on an as needed basis.

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.

N/A

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.