



**[P.S. 226 THE NADIA J. PAGAN SCHOOL]**

**2009-10  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: (10X 226)**  
**ADDRESS: 1910 SEDGWICK AVENUE**  
**TELEPHONE: 718 583-5560**  
**FAX: 718 583-5557**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 226      **SCHOOL NAME:** The Nadia J. Pagan School

**SCHOOL ADDRESS:** 1910 Sedgwick Avenue

**SCHOOL TELEPHONE:** 718 583-5560      **FAX:** 718 583-5557

**SCHOOL CONTACT PERSON:** Gloria Darden      **EMAIL:** GDarden@schools.ny.gov  
**ADDRESS:** \_\_\_\_\_

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Robert Romano

**PRINCIPAL:** Gloria Darden

**UFT CHAPTER LEADER:** Robert Romano

**PARENTS' ASSOCIATION PRESIDENT:** Jimmy Gonzalez

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

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

**DISTRICT:** 10      **SSO NAME:** Children's First Network 6

**SSO NETWORK LEADER:** Bob Cohen

**SUPERINTENDENT:** Sonia Menendez

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Gloria Darden	*Principal or Designee	
Robert Romano	*UFT Chapter Chairperson or Designee	
Jimmy Gonzalez	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Kilsia Montolio	Member/ ESL Teacher	
Gloria Burke	Member/Math Coach	
Rosalind Nieves	Member/Assistant Principal	
Danielle Jawski	Member/Assistant Principal IA	
	Member/	
	Member/	
	Member/	

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

\* Core (mandatory) SLT members.

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

## SECTION III: SCHOOL PROFILE

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

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

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P.S. 226 is a Pre-K-4<sup>th</sup> grade public school located in the University Heights section of the Bronx. Our school has approximately 429 students who come from diverse cultures. Many of our families come from the Dominican Republic, Puerto Rico, and Africa; 74.9% of our students are of Hispanic origin, 24.4% are African American.

In concert with our parents and community we want to empower every student to reach high standards to achieve academic success for lifelong learning. We are committed to fostering an attitude of caring with self respect, respect for other and their environment.

It is the vision of P.S. 226:

- \* That all students will attain academic success through strong individualized/differentiated instruction.
- \* To create a collegial learning community
- \* To enable all students to display appropriate social behavior through our school wide curriculum of Responsive Classroom
- \* To maintain a collaborative community of practice

Student success is intrinsically aligned to teacher development and knowledge of curriculum. Teachers meet on regular basis to review data, set goals and plan next steps to assist students to reach their academic potential. Teachers meet weekly to discuss curriculum units and review student work. In addition, monthly teacher organization days are utilized to analyze grade trends, review student portfolios and plan next steps for student support. Our Curriculum Team Leaders are the "glue" which holds the grades together. Curriculum Team Leaders meet with their teams weekly to discuss issues pertinent to their grades and with the administrative staff to discuss grade concerns, review professional articles, and monitor overall school improvement.

Intervention and enrichment programs are also important to the well rounded development of our students.

Our Tier I supports are small group instructional programs provided for students by their classroom teachers. Our Tier II supports (more strategic support) are Wilson, Reading Recovery, Voyager, ELL Vocabulary push in support, AIS group guided reading support, and an after school academic program for students in grades 3 and 4.

Our enrichment programs are: Chess-In-the-Schools, art, instrumental, choral music, and 2<sup>nd</sup> grade reading enrichment, the newspaper club, Peer mediators, and our 3<sup>rd</sup> and 4<sup>th</sup> grade student council.

Parents and outside community organizations are also important to our students' educational development. We are pleased to be partnered with the New York City Road Runners Club- "Mighty Milers", Ballet Tech, Horace Mann- Summer on the Hill. Our partnership with our Principal for a Day, through the PENCIL organization, John Dimurro, supports our families with our annual coat drive, Thanksgiving dinner and annual holiday festivities. We are also grateful to Ana and Ray Romano, for their on-going support of our students through the Fund for Public Schools.

Parents receive information monthly with our school calendar and they also have access to a parent library. Our parent library has a variety books for adults and students in English and Spanish for parents to borrow to read at home. We will also offer our second language parents the opportunity to learn English through the "My Reading Coach" linguistic computer program. Parents will have the same experience as our students who use this program during the day.

## SECTION III – Cont’d

### Part B. School Demographics and Accountability Snapshot

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

#### CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>		P.S. 226							
<b>District:</b>		10	<b>DBN:</b>	10X226	<b>School BEDS Code:</b>	321000010226			
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7		11		
	K	√	4	√	8		12		
	1	√	5		9		Ungraded		
	2	√	6		10				
Enrollment					Attendance - % of days students attended:				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	18	18	18		92.5	93.0	93.1		
Kindergarten	70	100	80						
Grade 1	82	83	102	Student Stability - % of Enrollment:					
Grade 2	101	77	77	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	90	68	79		89.5	88.5	90.1		
Grade 4	79	68	79	Poverty Rate - % of Enrollment:					
Grade 5	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 6	0	0	0		91.9	84.1	79.1		
Grade 7	0	0	0	Students in Temporary Housing - Total Number:					
Grade 8	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 9	0	0	0		9	42	55		
Grade 10	0	0	0	Recent Immigrants - Total Number:					
Grade 11	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 12	0	0	0		9	18	10		
Ungraded	1	0	0	Special Education Enrollment:					
Total	441	441	427	(As of October 31)	2006-07	2007-08	2008-09		
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
# in Self-Contained Classes	12	5	0	Principal Suspensions	6	2	3		
# in Collaborative Team Teaching (CTT) Classes	20	12	27	Superintendent Suspensions	0	0	2		
Number all others	15	15	26	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09		
				CTE Program Participants	0	0	0		
				Early College HS Program Participants	0	0	0		
English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:					
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09		
# in Transitional Bilingual Classes	61	73	42						
# in Dual Lang. Programs	0	0	0	Number of Teachers	28	35	37		
# receiving ESL services only	69	72	108						

**CEP Section III: School Profile**

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	1	6	6	Number of Administrators and Other Professionals	7	10	11
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	0	0
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2	5	7	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	17.6	31.7	43.5
				% more than 5 years teaching anywhere	23.5	24.4	23.9
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	74.0	63.0	63.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	99.1	100.0
American Indian or Alaska Native	0.6	0.5	0.5				
Black or African American	34.1	34.0	33.9				
Hispanic or Latino	64.0	64.0	63.7				
Asian or Native Hawaiian/Other Pacific Isl.	1.0	1.0	1.2				
White	0.4	0.5	0.7				
<b>Male</b>	46.1	43.5	46.1				
<b>Female</b>	53.9	56.5	53.9				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

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

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

Student Groups	Elementary/Middle Level			Secondary Level		Grad Rate
	ELA	Math	Science	ELA	Math	
<b>All Students</b>	√	√	√	√	√	-
<b>Ethnicity</b>						
American Indian or Alaska Native	-	-	-	-	-	
Black or African American	√	√	√	-	-	
Hispanic or Latino	√	√	√	√	√	
Asian or Native Hawaiian/Other Pacific Islander	-	-				
White	-	-	-			
<b>Other Groups</b>						
Students with Disabilities	X	√	-	-	-	
Limited English Proficient	-	-	-	-	-	
Economically Disadvantaged	√	√	√	√	√	
<b>Student groups making AYP in each subject</b>	<b>4</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>0</b>

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
<b>Overall Letter Grade:</b>	A/A	<b>Overall Evaluation:</b>	W
<b>Overall Score:</b>	99.0/101.7	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	W
School Environment:	8.7/ 10.9	Quality Statement 2: Plan and Set Goals	W
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	W
School Performance:	23.9/ 24.5	Quality Statement 4: Align Capacity Building to Goals	W
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	W
Student Progress:	58.9/ 57.3		
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:	7.5/ 9.0		

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

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

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

## SECTION IV: NEEDS ASSESSMENT

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

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

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

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As a school, P.S. 226 understands the benefit of analyzing and reviewing data to support academic achievement. Our various committees review student data on a regular basis, looking for grade and school wide trends. After review of data, teaching and resources are put in place to work through the challenges that our data reveals and to replicate the growth our data presents.

We have been a School in Need of Improvement year 2 in the area of ELA for our LEP and SWD population of students since 2008-2009. We continue to be a school in Needs of Improvement Year 2 with the subgroup of LEP student in English Language Arts.

### **Data highlights of P.S. 226:**

2007-2008- Accountability Report indicates that our school made our AYP targets in all 5 areas.  
2007-2008 Progress Report- overall score **62.8% Letter Grade B** (63.0 =letter grade A)  
2008-2009- Progress Report –Letter Grade B

**2007-** 40% of our students in testing grades met **performance** proficiency levels 3 and 4 in ELA

**2008-** 47% of our students in testing grades met **performance** proficiency levels 3 and 4 in ELA  
The comparison shows a 7% performance gain in ELA

**2009-** 61% of our students in testing grades met **performance** proficiency levels 3 and 4 in ELA  
The comparison shows a 14% performance gain in ELA

**2007 -60%** of our students in testing grades made at least **1 year of progress** in ELA

**2008- 75%** of our students in testing grades made at least **1 year of progress** in ELA, thus showing a **15% gain** in the area of ELA, giving P.S. 226 the largest number of students making 1 year of progress in Network 14.

**2009-** 80% of our students in testing grades made at least **1 year of progress** in ELA, thus showing a 5% gain from 2007.

**2009-80%** of students tested made 1 year of progress in ELA

**2007-67%** of our students in testing grades met performance proficiency levels 3 and 4 in mathematics

**2008- 76%** of our students in testing grades met performance proficiency levels 3 and 4 in mathematics, thus showing a 9% gain in the area of math performance

**2009- 90%** of our students in testing grades met performance proficiency levels 3 and 4 in mathematics, thus showing a 14% gain in the area of math performance

**2007- 60%** of our students in testing grades made at least **1 year of progress** in math

**2008- 44%** of our students in testing grades made at least **1 year of progress** in math, thus showing a **9% decrease** in the area of math progress

**2009- 56.5%** of our students in testing grades made at least **1 year of progress** in math, thus showing a **11.5% increase** in the area of math progress from 2008.

Our school accountability report **2007-2009** – our school is in Good Standing in the area of science.

As evidence by our school data our students are making strategic gains in the area of performance in ELA and mathematics. Our ELL students, which are a sub group population, are showing exemplary gains in math and ELA.

Using Title I and Title III budget allocations, support staff and after school programs are provided for our students. 2008-2009 every class room had an academic intervention support provider who worked with students in small group for literacy and mathematics assistance. We also introduced the use of our Wilson program for our lower level reading students in grades 2, 3 and 4. All Kindergarten classes utilized Wilson “Foundations” as the word study program. Our Title III after school program focused on ESL strategies through non fiction/social studies curriculum.

Our Extended Day program provided students 1<sup>st</sup>-2<sup>nd</sup> grade with an extra 30 minutes of literacy and math practice Monday-Thursday.

2007-2008 and 2008-2009 we continued the work of the previous year, with a strong emphasis on data analysis. As a school, we looked at data to provide intervention support to our students with the greatest needs. We are learning to analyzed data in a more strategic way, moving away from the collection of general data, but looking at data at the grain size and setting **SMART** goals for students, grades and the entire school. This is a major initiative, and we must emphasize the benefit that data is assisting to inform our practice as professional educators. The introduction of our Curriculum Team Leaders for every grade enabled our school to review our data and align curriculum to meet the needs of our students.

This school year we continued to align the Professional Teaching Standards to student achievement and teacher professional development needs. All teachers have received the PTS document along with professional development to help them plan lessons to meet the specific needs of our students.

Although our ELL students are making gains, they still tend to be the population with the greatest need. An analysis of our baseline data, Acuity Predictive continues to show that our ELL students in self contained Bilingual/ESL classes have the greatest need of intensive or strategic support in literacy. To increase achievement with our ELL population, we have created a monthly ELL Forum to review the trends specific to this sub group and create action plans of support. The ELL forum also monitors the growth of ELL students in monolingual classes, providing teachers with ELL strategies to support lesson planning and teacher development. We have utilized our funds such as Contracts for Excellence to create a team teaching class for our ELL students in testing grades, to provide push in small group support with an emphasis on vocabulary development. Technology is emphasized for all students, and the Orchard literacy program was purchased specifically for our ELL population. This technology software is a literacy based program, with an emphasis on vocabulary development. The program monitors students individual ability and growth; with progress monitoring for teachers.

The greatest barriers to our continuous improvement are:

- ◆ The lack of parental involvement
- ◆ Lack of a Parent Coordinator

- ◆ New admits entering the school mid year at least 2 years or more below level in literacy/math and not enough personnel to provide small group support. Students new to the country who must take the ELA test after 1 year of formal schooling in the United States.

As a school community, we know the challenges we face daily, but we continue to persevere. As evidence by our gains in literacy and math we continue to make incremental growth. We continue to reflect on our practice and make changes to improve our practice as professional educators. Our small class sizes are helpful, they allow teachers to spend more time with students, and we provide every classroom with some type of small group support provider. We continue have a need for more after school programs, which would assist our parents. Our academic after school programs can only support a specific number of students (approximately 120 students). With our Supplemental Educational Support (SES) programs they are an additional support to our students and parents with in school and at school assistance. We are looking to align with a community based organizations, which will be able to provide no/low cost after school support to our families.

## SECTION V: ANNUAL SCHOOL GOALS

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

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

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**Goal 1-** By June 2010 to show a 10% increase in the number of students meeting levels of proficiency on the 2009-2010 NYSESLAT exam.

**Goal 2-** By June 2010 to show a 5% increase in the number of students meeting levels of proficiency on the ELA exam. Thus showing at least 66% of students reading on level 3 or 4

**Goal 3-** By June 2010 to maintain at least 85% of our students meeting proficiency levels in the area of mathematics on the state math exam.

**Goal 4-** By June 2010 to show a 3% increase with the percentage of the school environment survey from 9% to 12%.

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**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary.

**Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Literacy (ELL Students)

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To show a 10% increase in the number of students meeting the level of proficiency by June/September on the 2009-2010 NYSESLAT exam</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Push in support with the ESL teacher rather than a pull out program-Sept-June</li> <li>• Daily small group academic intervention support in the area of literacy in all classes (including ESL, Bilingual and monolingual )with AIS providers-Sept-June</li> <li>• Extended Day support students are grouped homogenously based on their areas of need from the 2008-2009 NYSESLAT data Sept-June</li> <li>• Utilizing computer based programs-Orchard software-individualized program to meet the literacy and mathematic needs of students, which contains on-going progress monitoring. In addition “My Reading Coach” (MRC) which is scientifically based for newly arrived or low language leveled ELL students- Sept-June</li> <li>• Literacy Consultant to provide professional development to teachers in the area of the reading workshop model and guided reading</li> <li>• ELL Forum- Bi monthly meeting where teacher meet to discuss /review data to note the specific needs of ELL students ( Teachers/Administration)</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Fair Student Funding</li> <li>• C4E</li> <li>• EGCSR</li> <li>• Title 1</li> <li>• Training for teachers for Orchard/My Reading Coach ( before, during and after school)</li> <li>• Training for Fountas and Pinnell Assessments (before, during, and after school)</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Rigby / Fountas and Pinnell Reading Assessment</li> <li>• ECLAS/Acuity Assessments</li> <li>• Teacher Observation and running records</li> <li>• Orchard/My Reading Coach benchmark Assessments</li> <li>• AIS Support Progress review</li> </ul>

	<ul style="list-style-type: none"> <li>• Students showing growth at least 2 levels at interim assessment periods</li> <li>• AT least 16-20 students moving from the Advanced to the Proficiency level on the NYSESLAT</li> </ul>
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**Subject/Area (where relevant):** Literacy

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<b>To show a 5% increase in the number of students meeting benchmark levels in the area of ELA by June 2010</b>
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> <li>• Small group AIS providers will provide literacy support initially to all level 1 and 2 students and assess every 6-8 weeks</li> <li>• Review student data (Teachers/Administration) (on-going) individually/grade to look for trends. This review will include a review of running record, formative and summative assessments</li> <li>• Extended Day homogenously grouping of students providing pre and post test, review of data to note the specific areas of strength and improvement Sept-June</li> <li>• Implement after school, Supplemental Educational Services (SES), and Saturday Academy Programs Oct-June</li> <li>• Literacy Consultant to provide professional development to teachers in the area of the reading workshop model and guided reading Oct-May</li> </ul>
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<ul style="list-style-type: none"> <li>• Fair Student Funding</li> <li>• EGCSR</li> <li>• Title 1 School wide Program</li> </ul>
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> <li>• Rigby / Fountas and Pinnell Reading Assessment</li> <li>• ECLAS/Acuity Assessments</li> <li>• Teacher Observation and running records</li> <li>• Grade meetings to review and discuss individual and grade ELA data</li> <li>• Review Individual students progress reports</li> <li>• Students should show at least 1 year of progress ( 2 levels based on Rigby Reading Assessment)</li> </ul>

**Subject/Area (where relevant):** Mathematics

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2010 our students in the testing grades will maintain a school wide proficiency level of 85%-90%</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Provide small group AIS support based on data analysis of Everyday Math (EDM) end of unit assessments and error analysis of the state math exam Sept-June</li> <li>• Use of a math coach and consultant to provide professional development and class support Sept-June</li> <li>• Provide math support through Orchard software program (technology /classroom teachers) which is a researched based that supports students based on individual assessment data Sept-June</li> <li>• Review of math assessments and individual student progress (On-going) Teachers/Administration</li> <li>• Implement after school, Supplemental Educational Services (SES), Extended Day, and Saturday Academy Programs Sept-June</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Fair Student Funding</li> <li>• EGCSR</li> <li>• Title 1 SWP</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Review EDM end of unit data to check for understanding and progress</li> <li>• Review of Acuity Assessments – students to show growth over time at least an increase of 5%-10% on successive Acuity exams</li> <li>• Teacher Observations to note students progress</li> <li>• Grade meetings to review and discuss individual and grade math data- Class data to show a 5%-10% increase in overall grade percentage on successive Acuity exams</li> </ul>

Goal Number 1	
<p><b>Goal:</b> To increase the number of ELL students making progress on the NYSESLAT exam</p>	<p><b>Describe your goal.</b> To show a 10% increase in the number of students meeting the level of proficiency by June/September on the 2009-2010 NYSESLAT exam</p>
<p><b>Measurable Objective</b></p>	<p><b>Set the measurable target that will define whether you have met your goal.</b> To show a 10% increase in the number of students meeting the level of proficiency on the NYSESLAT exam, thereby giving the school an overall total of at least 14% ( 2008-2009 4% met proficiency levels)</p>

<b>Action Plan</b>	<p><b>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</b></p> <ul style="list-style-type: none"> <li>• Push in support with the ESL teacher rather than a pull out program</li> <li>• Daily small group academic intervention support in the area of literacy in all classes including ESL, Bilingual and monolingual with ELL students with AIS providers</li> <li>• Extended Day Support- students grouped homogenously based on their areas of need from the 2008-2009 NYSESLAT data</li> <li>• Utilizing computer based programs- Orchard software- individualized program to meet the literacy and mathematic needs of students, which contains on-going progress monitoring. In addition “My Reading Coach” which is scientifically based for newly arrived or low language leveled ELL students- (small group 10-20 students in total for MRC program)</li> <li>• Funding: Fair Student, C4F, and EGCSR</li> </ul>
<b>Evidence</b>	<p><b>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</b></p> <ul style="list-style-type: none"> <li>• Initial Baseline data assessments</li> <li>• 6-8 week goal setting meetings to review student progress</li> <li>• AIS support progress review</li> <li>• Literacy Assessments</li> <li>• Four part goals sheet to look for progress- students are identified in need of support as Intensive, strategic, Benchmark or Enrichment</li> <li>• Review classroom lesson plans for differentiated lesson plans</li> <li>• Review final projects for Raft activities- project based on the learning styles of students</li> <li>• Review of assessments from computer based programs - every 6-8 weeks</li> <li>• Review ELL forum/Inquiry Team to continue to assess the data of ELL students in the area of accountable talk to support vocabulary development.</li> </ul>

<b>Goal Number 2</b>	
<b>Goal</b>	<p><b>Describe your goal.</b></p> <p>To show an increase in the number of students reaching levels of proficiency by June 2010 on the English Language Arts Test (ELA)</p>
<b>Measurable Objective</b>	<p><b>Set the measurable target that will define whether you have met your goal.</b></p> <p>An overall 5% increase in the number of students meeting levels of proficiency in the area of ELA, thereby increasing the number of level 3s and decreasing the number of level 2s from the 2008-2009 ELA Exam.</p> <p>Our whole school 2008-2009 ELA data shows 60% of students at level 3 and 1% of students at level 4. Our goal is to decrease our level 2 students from 34% to 29% and increasing total level of proficiency to 66%.</p>
<b>Action Plan</b>	<p><b>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</b></p> <ul style="list-style-type: none"> <li>• Small group AIS providers will provide literacy support initially to all level 1 and level 2 students and assess students every 6- 8 weeks. .Provide Professional Development to ensure that teachers have an understanding of creating lessons to meet the individual needs of students to assist with students meeting goals.</li> <li>• Review student data every 6-8 weeks by grade to look for overall grade trends, sub group trends and the needs of individual students. This will include review of running records, and formal and summative assessments, such as ECLAS, Acuity data, Fountas and Pinnell, Rigby and EL SOL reading assessments</li> <li>• Extended Day homogenous grouping of students providing pre- and post-test, review of data to note the specific areas of strength and areas of improvement.</li> <li>• Review 2008-2009 data for general areas of reading improvement for each grade as outlined from network data.</li> <li>• Implement after school, SES and Saturday Academy programs to support all students.</li> <li>• Provide enrichment programs to support students meeting benchmark standards.</li> <li>• Funding: Fair Student Funding, EGCSR</li> </ul>
<b>Evidence</b>	<p><b>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</b></p> <ul style="list-style-type: none"> <li>• Grade meetings to review and discuss individual and grade ELA data</li> <li>• Review individual student progress reports</li> <li>• Set goals for the number of students to move from Intensive to Strategic, from Strategic to Benchmark, and from Benchmark to Enrichment.</li> <li>• Review grade Inquiry Team data to assess if students are meeting initial goals and make changes when necessary</li> <li>• Teacher meetings/observations to ensure that teachers are planning and delivering instruction to meet the needs of students</li> <li>• Review all interim assessments to monitor individual student improvement in the area of ELA</li> </ul>

<b>Goal Number 3</b>	
<b>Goal</b>	<p><b>Describe your goal.</b></p> <p><b>To maintain the number of students reaching levels of proficiency on the 2010 Math Exam</b></p>
<b>Measurable Objective</b>	<p><b>Set the measurable target that will define whether you have met your goal.</b>            By June 2010 our students will maintain a school wide proficiency level of <b><u>at least</u></b> 85% on the state math exam. Our 2008-2009 whole school math data shows 72% level 3 and 18% level 4.</p>
<b>Action Plan</b>	<p><b>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</b></p> <ul style="list-style-type: none"> <li>• Provide small group AIS support in the area of math</li> <li>• A Math Coach and AUSSIE Math Consultant (28 Days) will provide professional development and class support</li> <li>• Extended Day support with homogenous grouping based on 2008-2009 testing data, and EDM unit data</li> <li>• Review of math assessments and individual student progress every 6- 8 weeks.</li> <li>• Provide math support through Orchard Software program, which is a researched based program that supports students based on individual assessment data</li> <li>• Implement After school, SES, Extended Day and Saturday Academy programs</li> <li>• Funding: Fair Student Funding, Title I SWP, EGCS</li> </ul>
<b>Evidence</b>	<p><b>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</b></p> <ul style="list-style-type: none"> <li>• Review of monthly EDM end of unit data</li> <li>• Review of Acuity data</li> <li>• Review of student work at grade meetings with Coach and consultant</li> <li>• Review of weekly problem solving examples - are they based on the areas of improvement?</li> <li>• Review school wide data to note areas of improvement</li> <li>• AIS Reports provided to parents every 6-8 weeks</li> <li>• Review class and grade trends and provide support in specific areas</li> </ul>

<b>Goal Number 4</b>	
<b>Goal</b>	<p><b>Describe your goal.</b></p> <p>To show improvement in the area of School Environment on the 2009-2010 School Progress Report with the number of staff members and parents completing the survey</p>
<b>Measurable Objective</b>	<p><b>Set the measurable target that will define whether you have met your goal.</b></p> <p>To show at least a 3% increase in the overall percentage of the School Environment Survey to move from 9% to 12% by June 2010. Additionally, we will increase the number of teachers completing the survey from 41% (16) to at least 50%.</p>
<b>Action Plan</b>	<p><b>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</b></p> <ul style="list-style-type: none"> <li>• Stronger parent outreach and assisting parents with computers at the school to complete the survey</li> <li>• To provide common grade periods for teachers to complete the survey</li> <li>• To work with Curriculum Team Leaders to distribute the survey to the staff</li> <li>• To provide Parent workshops in English and Spanish to discuss the importance of the school survey</li> <li>• To work with teachers in the areas that need to show improvement based on survey results</li> </ul>
<b>Evidence</b>	<p><b>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</b></p> <ul style="list-style-type: none"> <li>• Increasing the number of teachers involved with school committees</li> <li>• Increasing the number of parents involved in whole school committees</li> <li>• Provide teachers with Clear Expectations at the beginning of the school year and provide them with meetings and follow up support</li> <li>• Discuss pertinent issues relevant to the environment survey at Common Grade meetings.</li> <li>• We still need to procure the support of a Parent Coordinator to assist with greater Parental Involvement</li> </ul>

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

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

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

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

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

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A	N/A		3	0
1	80	20	N/A	N/A			8	1
2	40	20	N/A	N/A			11	0
3	60	25	N/A	N/A			8	0
4	50	20	25	25			5	0
5								
6								
7								
8								
9								
10								
11								
12								

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

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

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

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p>An emphasis on balanced literacy and additional support by guided reading teachers, intervention support personnel, ESL intervention, and Reading Recovery. Writing Workshop will be on a daily basis with set publication/celebration dates for the writing Curriculum. Teachers will model writing strategies and expose students to a variety of writing genres. Students will participate in shared reading, independent reading and buddy reading. Intervention support is based upon assessment data in addition to what students need to know to meet the benchmark criteria for the grade. All classroom have at least on intervention support provider, each grade has one enrichment provider. We have SES programs until January, and we will begin our Title III ESL Saturday academy in November. All other AIS after school programs will focus on literacy, math, and science and will begin after December.</p>
<p><b>Mathematics:</b></p>	<p>The Everyday Mathematics Program will be utilized with Math Steps as a supplement. Teachers will model concepts and strategies from Everyday Math in conjunction with the New York State standards for math. The Math Coach together with the AUSSIE Math Consultant will provide support to classroom teachers to further their understanding when planning and developing differentiated math lessons. Students will participating in the Math Message, Mental Math activities, on-going learning and practice, group work, individualized instruction, and AIS (during school and after school, as well as Saturday Academy and Extended Day instruction).</p>
<p><b>Science:</b></p>	<p>Science taught by classroom teachers, in addition to the science teacher one cluster will be responsible to support science for 4<sup>th</sup> grade students in addition to the writing curriculum. Maintain science materials in all classrooms. All teachers will be responsible to create science assessments and project to ensure student understanding of each unit. All grades will participate in a science fair. Provide a minimum of three instructional periods per week. Science homework assigned weekly. Collaboration of planning by grade ( K-2 will use FOSS and 3-4 will use Hartcourt )</p>
<p><b>Social Studies:</b></p>	<p>Lesson planning with the grade. Curriculum unit mapping. Identifying and collecting resources, including guest speakers and field trips. Off site seminars and workshops at various institutions (ie: Wave Hill, Bronx Zoo, Museum of Natural History) All classes are familiar with the Social Studies Scope and Sequence to provide at risk students with RAFT projects. These projects will be based on student needs and interest levels.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>No Guidance Counselor- We have a Full time social worker and the Social Worker from the School Assessment Team</p>

<b>At-risk Services Provided by the School Psychologist:</b>	Ensure effective management of the evaluation process. Administer timely psycho-educational assessments. Facilitate IEP meetings. Conduct classroom observations. Determine the need for Psychological evaluation. Consult with school staff parents, and students regarding behavioral management issues and concerns. Serve on school-level committees, other related duties.
<b>At-risk Services Provided by the Social Worker:</b>	Obtain parental consent for evaluation. Explain due process right to parents. Determine guardianship and obtain surrogates if needed.. Conduct social histories, social history updates. Participate in IEP meeting as appropriate. Conduct classroom observation as needed. Provide consultative and support services to students, parents and school personnel, serve on school-level committee, provide ERSSA services, including counseling and at risk AIS.
<b>At-risk Health-related Services:</b>	Liaison between professional care provider and hospital at large. Refer students to appropriate healthcare professional, if anything is detected at school. Inform parents if child has seen by a school healthcare professional. Provides students First Aid and Health Education Programs such as Open Airway for schools. An asthma management program for students with asthma. Provide health information for the school community.

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

**NCLB/SED requirement for all schools**

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

**Language Allocation Policy (LAP)**

**School Year 2009-2010**

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**Network 14  
Network Leader  
Bob Cohen  
Region One  
Public School 226**

**Policy Team Composition**

**Principal  
Gloria Darden**

**Assistant Principals  
Rosalind Nieves  
Danielle Jawski-Nasti**

**Math Coach  
Gloria Burke**

**AIS Bilingual/ESL  
Enid Echevarria**

**AIS  
Donna Lopez**

**ESL Teacher  
Kilsia Montolio**

**Related Service Providers  
Amrit Batra, Special Education  
Cara Sherman, Speech**

**Social Worker  
Deborah Rosenhaus**

**Data Analyst  
Robert Romano**

**PA President  
Jimmy Gonzalez**

**Bilingual Teachers  
Eudobia Bello  
Valeri Rivera  
Cristina Larrea  
Adalberto Ortiz  
Carmen Infante**

## **Part I: School ELL Profile**

### **B. School Demographics**

There are approximately 422 students at P. S. 226 school community. We have students from different ethnic backgrounds: Afro-Americans, Africans, Jamaicans, etc. However, we have a great influx of students who come from different Hispanic backgrounds (The Dominican Republic, Puerto Rico, Mexico, Ecuador, etc). Out of the 422 students in the school, we have about 160 active English Language Learners (ELLs), variably at different English language proficiency levels based on the Language Assessment Battery Revised (LAB-R) and NYSESLAT tests (Beginning, Intermediate, and Advance). Therefore, since the school has a great influx of students whose primary language is not English, the school offers programs such as Transitional Bilingual Education in Spanish, ESL Pull-Out, ESL Push-In, ESL Self-Contained, and Bilingual and Mono CTT classes for general and special education students.

## **Part II: ELL Identification Process**

For the past few years, P. S. 226 school community has been having a great influx of students from different ethnic backgrounds, mainly parents whose children are from Hispanic backgrounds. These students tend to be new to the country or either born in The United States. Our ELL initial identification process begins at time of registration with the Home Language Identification Survey (HLIS) and responses, and an oral interview, in which our ESL trained state certified provider is highly involved to support this procedure in order to determine eligibility for our English language Bilingual and ESL services offered at the school. Our goal as a school is to identify those students who are entitled to ELL services and align parents' program selection with programs available at the school and provide information on other program choices offered in New York City schools.

The following screening and assessment instruments are in place in our school:

- First, when parents enroll their child at P. S. 226 school community, it becomes our responsibility to conduct an oral interview in English and in the Native language (mostly in Spanish) to obtain a more holistic and comprehensive picture on the child and parent home language background. This procedure includes a set of questions that mostly come from the Home Language Identification Survey (HLIS), in which the parent and child demonstrate fluency of both languages and how often these languages may be used at home, with siblings, and other caregivers. Throughout the interview parents are also provided with important information about the purpose of the assessment and their input as active participants in their child's education at school.
- As school we maintain active engagement with the parents during the home language identification process and responses to the survey. Based on these responses we monitor very closely whether or not there is another language at home other than English and what language the child uses the most. To support this process, P. S. 226 also provides parents who speak other languages with translated versions of the home language, parent brochures, and notification documents, which are excellent resources to keep parents informed and the role they play in their child's education.

- Furthermore, based on the responses to the Home Language Identification Survey (questions 1-4 and questions 5-8), and results from the oral interview parents and their child that a language other than English is spoken in the child's home, our responsibility as a school is to administer the Language Assessment Battery-Revised (LAB-R) in order to find out the child's English proficiency level and program placement. Furthermore, to be in compliance with New York State regulations, P. S. 226 trained and qualified ESL provider who possesses a valid New York City license in Bilingual Education and ESL methodology administers the LAB-R English version. The Spanish LAB is administered to those students who speak Spanish at home and score at or below proficiency on the LAB-R to determine the language of dominance. Our next step as a school consists in utilizing these test results to notify parents on their child's eligibility for services, and a well organized list on the number of students who are eligible for bilingual/ESL services is kept in order to develop programs suitable for our ELL population. Additionally we also provide information on program options (Transitional Bilingual, Dual Language, and Freestanding ESL), program forms, and program placement, in which parents also have the opportunity to ask questions, view the parent orientation video on ELL information, and at the same time get more acquainted with the program of their choice. To facilitate the process of our ELL identification, at P S 226 we utilize the ELL Parent Information Case (EPIC), which is provided by The New York City Department of Education Office of English Language Learners. To keep us updated in the process of enrollment and LEP identification process, we utilize the Assessment Memorandum, which is provided every year by New York State. On this form of assessment we as a school follow the steps in order to identify our ELL students and place them in appropriate programs.
- For ELL students with IEPs, the School Based Support Team makes the recommendations for program placement. In order to best service our ELL students with special needs, it is the IEP that is followed, which is revised by our IEP provider in collaboration with the School Based Support Team. In our meetings, we discuss appropriate assessment services, in which the School Based Support Team (SBST) considers all variables as they make the decisions regarding appropriate service language and program placement. These variables may include experiential background and education, language proficiency, cultural experiences, cultural experiences, and learning characteristics.
- Throughout the school year P. S. 226 keeps on going communication with the parents. This is done in a number of ways, including one on-one consultation with the ESL teacher and bilingual coordinator, principal, bilingual/ESL teachers, phone conversations, and a number of organized parent orientations and events that are offered throughout the school year by our ESL teacher.
- In order to keep track of parents program choices, notification resources, and students entitlement, our school binder provides parents with documents such as parent survey, program selection, placement letter, continued entitlement letters, etc. Assessment binders and ELL data is also kept every year to monitor student's progress, and program placement.
- Additionally, during our ESL/Bilingual Orientation process parents receive information about the New York State English as a Second Language Achievement Test (NYSESLAT) to further determine English proficiency and whether or not the student continues to qualify for ELL services at the school. We make sure our teachers are provided with the NYSESLAT data analysis to determine progress of our ELL students and at the same help them focus and plan areas of academic needs and further ESL instructional approaches.
- To annually evaluate our ELL population, we utilize the NYSESLAT data results and sub-areas in listening, speaking, reading, and writing to accommodate student's language needs, develop instructional lessons, and utilize the English proficiency levels to determine the mandated units of service students need to receive as it is stated by CR Part 154. At P. S. 226, part of our on-going assessment process is to implement the NYSESLAT practice test, which is done as an interim school wide test to find out more in depth our student's language skills and performance and determine further academic intervention services we need to address in terms of their strengths and weaknesses of

the students we serve. The main focus of our school is to use the results from the assessment to drive instruction and plan accordingly. In addition, we utilize the city wide mid year interim periodic NYSESLAT assessment test results and the combined modalities (listening/speaking, reading/writing) to align instructional ELL intervention services and programs as well as for grouping and differentiated instruction.

There are some families that have children born in the U. S., who may opt for bilingual instruction, especially in the lower grades, if the children have been exposed mainly to the native language. On the other hand, other parents whose children have been born in the United States and have a strong background in English, have been choosing ESL as a result of the LAB-R and informed program choices during parent orientation.

Bilingual and ESL Program models are developed to suit the needs of our students. At P. S. 226, these English as a Second Language Models are also developed based on the number of ELLs and parents program selection. To ensure greater parent alignment with our bilingual programs, we will continue to review trends and parents request, establish a committee to determine and discuss which bilingual program models can be more effective for our students. Part of the steps we are taking to ensure greater parent alignment, is to continue offering bilingual parent orientation, carefully review our entitlement binder, parent choice and program selection forms.

Consistently, at time of orientation, parents are provided with substantial information and forms in the language they can read and write on the bilingual programs offered through out New York City. Through these forms, the ESL provider supports parents in carefully examining their program choice in order of preference. Our on going process in reviewing parent choice forms consists in finding out how many parents have chosen the bilingual model in order for the school to make projections for the next school year. We will continue the process of reviewing our entitlement binder, which will be done through our committee that includes the principal, the ESL provider, the bilingual coordinator, teachers, and assistant principals.

There are several key elements that as a school we will continue to address in the Bilingual Model in order to maximize our ELLs content and language learning at P. S. 226. First, we will continue to validate the importance of our students' first language as a building foundation in making the transition into the second language. Through more parental involvement, as a school we will continue provide more information to parents about the importance of Bilingual Education, the benefits of learning the curriculum and language at the same time. To generate more input from the parents, we will continue invite them to our Bilingual Transitional Model and provide that support they need to see how students interact, learn the curriculum in the first and second language while acquiring language skills and be academically successful at school.

### **Part III: ELL Demographics**

**Programming and Scheduling Information**

**SAMPLE STUDENT SCHEDULE 2009-10 (ESL)**

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

School District:     10                      School Building: 226X

**ESL Push-In/ Pull-Out Schedule 2009-2010** 

Teacher: **Mrs. Montolio/ESL Provider**      Grades: **K-4**

Day of The Week/Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30	Group Advance 2	Group Advance 2	Group Advance 2	Group Advance 2	Group Beginning/ Intermediate
9:24	Group Beginning Push-In  K-108	Group Beginning Push-In  K-108	Group Beginning Push-In  K-108	Group Beginning Push-In  K-108	30 Mins. Prep.
10:18	Group Advance 1	Group Advance 1	Group Advance 1	Group Advance 1	LAB-R TEST/DATA
11:12	Group Beginning Push-In  K-108	Group Beginning Push-In  K-108	Group Beginning Push-In  K-108	Group Beginning Push-In  K-108	ESL Support K-106
12:06	Lunch	Lunch	Lunch	Lunch	Lunch
1:00	Group	Group	Group	Group	Group

	<b>Beginning/ Intermediate</b>	<b>Beginning/ Intermediate</b>	<b>Beginning/ Intermediate</b>	<b>Beginning/ Intermediate</b>	<b>Beginning/ Intermediate</b>
<b>2:00</b>	<b>Prep.</b>	<b>Prep.</b>	<b>Prep.</b>	<b>Prep.</b>	<b>Prep.</b>
<b>2:50-3:40 EXT. DAY Tues. Thurs.</b>		<b>ESL Group ¾-206</b>	<b>ESL Group ¾-206</b>	<b>ESL Group ¾-206</b>	

**SAMPLE STUDENT SCHEDULE 2009-10 (Bilingual)**

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

School District: **10**                    School Building: **226X**

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:30 To: 9:20	Subject (Specify) LITERACY ESL FOCUS				
2	From: 9:24 To: 10:14	Subject (Specify) Reading Native Language				
3	From: 10:18 To: 11:08	Subject (Specify) Writing Native Language	Subject (Specify) Writing Native Language	Subject (Specify) Music Prep English	Subject (Specify) Science Prep English	Subject (Specify) Writing Native Language
4	From: 11:12 To: 12:02	Subject (Specify) Guided Reading Native Language				
5	From: 12:06 To: 12:56	Subject (Specify) LUNCH				
6	From: 1:00 To: 1:50	Subject (Specify) Math Native Language	Subject (Specify) ART PREP ENGLISH	Subject (Specify) Writing Native Language	Subject (Specify) Math Native Language	Subject (Specify) SCIENCE PREP ENGLISH
7	From: 1:54 To: 2::44	Subject (Specify) TECHNOLOGY PREP ENGLISH	Subject (Specify) Math Native Language	Subject (Specify) Math Native Language	Subject (Specify) Writing Native Language	Subject (Specify) Math Native Language
8	From: 2:50 To: 3:40	Subject (Specify)	Subject (Specify) EXTENDED DAY ESL PROGRAM	Subject (Specify) EXTENDED DAY ESL PROGRAM	Subject (Specify) EXTENDED DAY ESL PROGRAM	
9	From:					Subject (Specify)
10	From: To:	Subject (Specify)				

**SAMPLE STUDENT SCHEDULE 2009-10 (Bilingual)**

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

School District: 10 School Building: 226

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:30 To: 9:20	Subject (Specify) LITERACY ESL FOCUS	Subject (Specify) LITERACY ESL FOCUS	Subject (Specify) LITERACY ESL FOCUS	Subject (Specify) LITERACY ESL FOCUS	Subject (Specify) LITERACY ESL FOCUS
2	From: 9:24 To: 10:14	Subject (Specify) Reading Native Language	Subject (Specify) Reading Native Language	Subject (Specify) Reading Native Language	Subject (Specify) Reading ESL FOCUS	Subject (Specify) Reading ESL FOCUS
3	From: 10:18 To: 11:08	Subject (Specify) Writing Native Language	Subject (Specify) Writing Native Language	Subject (Specify) PREP MUSIC ENGLISH	Subject (Specify) PREP SCIENCE ENGLISH	Subject (Specify) Writing CONTENT AREA ESL FOCUS
4	From: 11:12 To: 12:02	Subject (Specify) Guided Reading Native Language	Subject (Specify) Guided Reading Native Language	Subject (Specify) Guided Reading Native Language	Subject (Specify) Guided Reading ESL FOCUS	Subject (Specify) Guided Reading ESL FOCUS
5	From: 12:06 To: 12:56	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH
6	From: 1:00 To: 1:50	Subject (Specify) Math Native Language	Subject (Specify) ART PREP ENGLISH	Subject (Specify) Writing Native Language	Subject (Specify) Math Native Language	Subject (Specify) SCIENCE PREP ENGLISH
7	From: 1:54 To: 2:44	Subject (Specify) TECHNOLOGY PREP ENGLISH	Subject (Specify) Math Native Language	Subject (Specify) Math Native Language	Subject (Specify) Writing CONTENT AREA ESL FOCUS	Subject (Specify) Math Native Language
8	From: 2:50 To: 3:40	Subject (Specify)	Subject (Specify) EXTENDED DAY ESL PROGRAM	Subject (Specify) EXTENDED DAY ESL PROGRAM	Subject (Specify) EXTENDED DAY ESL PROGRAM	
9	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
10	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

**SAMPLE STUDENT SCHEDULE 2009-10 (Bilingual)**

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

School District: 10 School Building: 226

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:30 To: 9:20	Subject (Specify) LITERACY ESL FOCUS	Subject (Specify) LITERACY ESL FOCUS	Subject (Specify) LITERACY ESL FOCUS	Subject (Specify) LITERACY ESL FOCUS	Subject (Specify) LITERACY ESL FOCUS
2	From: 9:24 To: 10:14	Subject (Specify) Reading Native Language	Subject (Specify) Reading Native Language	Subject (Specify) Reading Native Language	Subject (Specify) Reading ESL FOCUS	Subject (Specify) Reading ESL FOCUS
3	From: 10:18 To: 11:08	Subject (Specify) Writing Native Language	Subject (Specify) Writing Native Language	Subject (Specify) PREP MUSIC ENGLISH	Subject (Specify) PREP SCIENCE ENGLISH	Subject (Specify) Writing CONTENT AREA ESL FOCUS
4	From: 11:12 To: 12:02	Subject (Specify) Guided Reading Native Language	Subject (Specify) Guided Reading Native Language	Subject (Specify) Guided Reading Native Language	Subject (Specify) Guided Reading ESL FOCUS	Subject (Specify) Guided Reading ESL FOCUS
5	From: 12:06 To: 12:56	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH
6	From: 1:00 To: 1:50	Subject (Specify) Math Native Language	Subject (Specify) ART PREP ENGLISH	Subject (Specify) Writing Native Language	Subject (Specify) Math Native Language	Subject (Specify) SCIENCE PREP ENGLISH
7	From: 1:54 To: 2:44	Subject (Specify) TECHNOLOGY PREP ENGLISH	Subject (Specify) Math Native Language	Subject (Specify) Math Native Language	Subject (Specify) Writing CONTENT AREA ESL FOCUS	Subject (Specify) Math Native Language
8	From: 2:50 To: 3:40	Subject (Specify)	Subject (Specify) EXTENDED DAY ESL PROGRAM	Subject (Specify) EXTENDED DAY ESL PROGRAM	Subject (Specify) EXTENDED DAY ESL PROGRAM	
9	From	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
10	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

	To:					
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**SAMPLE STUDENT SCHEDULE 2009-10 (Bilingual)**

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

School District: 10                    School Building: 226

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:30 To: 9:20	Subject (Specify) LITERACY ESL FOCUS	Subject (Specify) LITERACY Native Language Art	Subject (Specify) LITERACY ESL FOCUS	Subject (Specify) LITERACY ESL FOCUS	Subject (Specify) LITERACY ESL FOCUS
2	From: 9:24 To: 10:14	Subject (Specify) Reading with ESL Strategies	Subject (Specify) Reading with ESL Strategies	Subject (Specify) Reading Native Language/Indepen dent Reading	Subject (Specify) Reading ESL FOCUS	Subject (Specify) Reading Native Language Art
3	From: 10:18 To: 11:08	Subject (Specify) Writing ESL Focus and Mini Lesson	Subject (Specify) Writing ESL Focus and Mini Lesson	Subject (Specify) PREP MUSIC ENGLISH	Subject (Specify) PREP SCIENCE ENGLISH	Subject (Specify) Writing CONTENT AREA ESL FOCUS
4	From: 11:12 To: 12:02	Subject (Specify) Guided Reading/ESL	Subject (Specify) Guided Reading/ESL	Subject (Specify) Guided Reading/ESL	Subject (Specify) Guided Reading ESL FOCUS	Subject (Specify) Guided Reading ESL FOCUS
5	From: 12:06 To: 12:56	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH
6	From: 1:00 To: 1:50	Subject (Specify) Math/ESL	Subject (Specify) ART PREP ENGLISH	Subject (Specify) Writing Native Language	Subject (Specify) Math/ESL	Subject (Specify) SCIENCE PREP ENGLISH
7	From: 1:54 To: 2::44	Subject (Specify) TECHNOLOGY PREP ENGLISH	Subject (Specify) Math/ESL	Subject (Specify) Math/ESL	Subject (Specify) Writing CONTENT AREA ESL FOCUS	Subject (Specify) Math/ESL
8	From: 2:50	Subject (Specify)	Subject (Specify) EXTENDED DAY	Subject (Specify) EXTENDED DAY	Subject (Specify) EXTENDED DAY	

	To: 3:40		ESL PROGRAM	ESL PROGRAM	ESL PROGRAM	
<b>9</b>	From:	Subject (Specify)				
<b>10</b>	From:	Subject (Specify)				
	To:					

**SAMPLE STUDENT SCHEDULE 2009-2010 (ESL)**

Bilingual Program Type: :  Free-Standing/Self Contained  Push-in  Pull-out

Indicate Proficiency Level:  Beginning  Intermediate  Advanced

School District: 10

School Building: 226X

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:30 To: 9:20	Subject (Specify) LITERACY ESL FOCUS	Subject (Specify) LITERACY ESL FOCUS	Subject (Specify) LITERACY ESL FOCUS	Subject (Specify) LITERACY ESL FOCUS	Subject (Specify) LITERACY ESL FOCUS
2	From: 9:24 To: 10:14	Subject (Specify) Guided Reading ESL Strategies	Subject (Specify) Guided Reading ESL Strategies	Subject (Specify) Independent Reading	Subject (Specify) Guided Reading ESL Strategies	Subject (Specify) Guided Reading ESL Strategies
3	From: 10:18 To: 11:08	Subject (Specify) Word Study- Vocabulary Development	Subject (Specify) Word Study- Vocabulary Development	Subject (Specify) PREP CHESS	Subject (Specify) Word Study- Vocabulary Development	Subject (Specify) Word Study- Vocabulary Development
4	From: 11:12 To: 12:02	Subject (Specify) Writing Workshop ESL Focus	Subject (Specify) Writing Workshop ESL Focus	Subject (Specify) Guided Reading ESL STRATEGIES	Subject (Specify) Writing Workshop ESL Focus	Subject (Specify) Guided Reading ESL STRATEGIES
5	From: 12:06 To: 12:56	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH	Subject (Specify) LUNCH
6	From: 1:00 To: 1:50	Subject (Specify) MATH WORKSHOP ESL FOCUS	Subject (Specify) TECHNOLOGY PREP	Subject (Specify) VOCABULARY DEVELOPMENT	Subject (Specify) PREP SCIENCE	Subject (Specify) WRITING WORKSHOP ESL FOCUS
7	From: 1:54 To: 2:44	Subject (Specify) PREP MUSIC	Subject (Specify) MATH WORKSHOP ESL FOCUS	Subject (Specify) MATH WORKSHOP ESL FOCUS	Subject (Specify) MATH WORKSHOP ESL FOCUS	Subject (Specify) MATH WORKSHOP ESL FOCUS
8	From: 2:50 To: 3:40	Subject (Specify)	Subject (Specify) EXTENDED DAY ESL PROGRAM	Subject (Specify) EXTENDED DAY ESL PROGRAM	Subject (Specify) EXTENDED DAY ESL PROGRAM	
9	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
10	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

	To:					
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## **Program Model Description/Instruction**

P S 226 school community offers three English as a Second Language organization models: Bilingual Education, ESL Self-Contained, and ESL Pull-out. The structure of our Literacy Program incorporates strategies and teaching points which enable students to actively participate and clarify meaningful ideas cooperatively. Our ELL students are placed in the Transitional Bilingual Program, in a self-contained ESL class or serviced by our ESL pull-out teacher after carefully evaluating the Parent's Choice forms. To promote language development for our ELLs, teachers adjust the language demands of the lessons, by paraphrasing, repeating key words, using context clues, making extensive use of modeling specific strategies and by directing instruction of grammar and vocabulary in context.

As it is determined by the NYSESLAT scores, students at the beginning and intermediate levels of the English language receive 360 minutes of ESL instruction per week. At the advance level, students receive 180 minutes of ESL instruction in content areas per week. Teachers utilize the NYSESLAT scores as well as other types of formal and informal assessment within the four literacy modalities (listening, speaking, reading and writing) to guide instruction and plan lessons effectively. ESL and Bilingual teachers meet on a weekly basis to discuss student's performance and at the same time, highly address the needs of each individual student. Our entire staff is trained throughout the year in ESL methodology offered during staff developments and bilingual workshops. Our goal as a school is to ensure that all our ELL students acquire English proficiency in three years as mandated by the state, and continue enhancing their knowledge to enable them to be productive members of our society.

Based on the LAB-R and the NYSESLAT assessment results, P. S. 226 Language Allocation Policy accommodates our ELL population at all English language proficiency levels by providing students various opportunities to acquire content language and vocabulary in a comfortable, secure and collaborative environment. We are extensively working on making sure that our ELL population at our school is being given meaningful access to rigorous language and academic work to address the diverse needs of our bilingual students and to ensure they achieve high academic instruction in Spanish and English for all subject areas. Language Allocation is **60/40** at the Beginning Level, **50/50** at the Intermediate Level and **75/25** at the Advanced Level in the Bilingual Transitional Program. Furthermore, our Transitional Bilingual Program provides support in vocabulary development, scaffold strategies to make lessons comprehensible, and implement ESL methodologies to teach content areas to our students. Native Language Arts instruction is 90 minutes daily for students at the beginning and intermediate levels of language development and acquisition, 45 minutes for students at the advance level.

## **Transitional Bilingual Program**

At P.S. 226, we support the linguistic needs of ELL's in the bilingual classes by providing instruction in Spanish and English. The teachers incorporate language development strategies in Spanish as well in English through ESL methodologies. In order to support the native language acquisition, content knowledge and skills, we use Rigby in Spanish to teach guided reading in small group settings, big books for shared reading and learn vocabulary and language structures. Since most of our students in the early grades are mostly beginners of the English language, our main focus of instruction is 60/40 based on CR Part 154, where students learn to read and write in the native language (Spanish) and content areas are taught interdisciplinary to foster more English development. "El Cancionero" a poetry collection by Lada Josefa Kratky and Sube by Agnes Chavez, a learning Spanish tool for Art, Music, are used to further support students with more language skills in reading, phonemic awareness, and vocabulary development. We also implement thematic units in both languages to enhance social skills and everyday language functions. The skills for more advanced readers are strengthened through activities such as self-directed questioning, and

semantic mapping. To support vocabulary and language development in English, we use as supplement a complete ESL Program, Avenues by Hampton Brown, Scott Foresman content area books, Rigby in my Pocket, Reading Focus ( a content area unit in Science and Social Studies) which provides students with activities workbooks and grammar and reading lessons. The writing component incorporates strategies to support the process of the second language such as grammar development in context, and structures and patterns that may be similar or different to the English language. Teachers adjust the writing curriculum and plan monthly the genres they need to address according to the grade level. Through the writing process, students begin to gather information step by step, giving them an opportunity to work at their own pace and in groups. Center activities are prepared to support content and social language development. In addition, the ESL instructional program is developed through content area skills in the areas of Science, Social Studies, Art, and Music. Mathematics is introduced in Native language in Kindergarten and First Grade and then transitioned to English in the ESL Self-Contained classes.

### **Self Contained ESL/Push-In/Pull-Out Model**

Entitled students in the Self-Contained model receive all academic and language of instruction in English, in which all lessons are taught interdisciplinary with a lot of emphasis on learning content and language concepts with the implementation of a lot of ESL strategies. Students are also taught according to the NYSESLAT levels of the English proficiency language, where the teacher promotes center activities to differentiate instruction, presents lessons to students using visual aids, and provides them ample amount of time to practice language skills cooperatively. The primary goal of the program is to promote acquisition of English Language Skills and communicative competence through participation in an enriched environment, which supports achievement of national, state and ESL performance standards in the content areas and NYSESLAT levels, which include the performance indicators for teaching language development. Our lesson focus consists mainly in developing language activities around non-fiction content area materials. Other goals of the program model include the incorporation of grade content material while teaching vocabulary development in order to achieve higher standards and attain proficiency in English. We currently have a first grade Self Contained ESL class, a 2/3 bridge Self-Contained ESL class, and 3/4 bridge Self-Contained ESL. These three classes are instructed in English and with a lot of ESL strategies and vocabulary development in all content areas. We provide an instructional program to develop English literacy skills while developing content area skills through ESL instruction and through scaffolding in all content areas. The development of English literacy skills is also supported through the implementation of the Citywide Balance Literacy Curriculum. One of the programs we use in our school is "Avenues" by Hampton Brown, and Time for Kids. The program's curriculum is presented thematically to provide the basis for language learning and vocabulary support. The activities are presented for students to develop oral, listening, reading, and writing skills with a lot of emphasis on activities that promote the linguistics of the English language. To reinforce listening and reading skills, our school also implements the "Leap Frog Program", which allows our students to listen to stories and follow instructions. Through cooperative learning activities, teachers provide students with the opportunity to negotiate authentic and meaningful language in a non-threatened environment. The ESL support for newcomers and SIFE students is provided by using materials which contain a lot of visual aids, patterned language, hands-on activities and language and strategies that can be comprehensible to them. Since these students are mainly from Hispanic backgrounds, we also support them by providing native language instruction in reading and writing. For emergent readers, for example, literacy skills are developed through strategies appropriate to students' stage of language proficiency. Some of the strategies used to build vocabulary are TPR (Total Physical Response), role play, rebus sentences and matching words to pictures and sentence building. In addition, the program Phonics and Friends is used to focus on Phonemic awareness and the development of students' listening skills. In our ESL Pull-Out Program, the ESL provider implements shared reading lessons to foster comprehensible input, social and academic language. These resources are also utilized to provide our students with the reading strategies and language structures they need to become good readers and writers. Within this Model, students receive 360 minutes of English instruction at the beginning and intermediate level, and

180 minutes per week at the advance level of the NYSESLAT test and according to Part 154. Since we have a variety of grade and proficiency levels as well as numerous NYSESLAT modalities within the ESL Pull-Out Program, our ESL provider integrates appropriate grade content area material, activities and thematic units connected to the school curriculum, which incorporate the four literacy skills necessary to become proficient in English. Other components of this program are read aloud to enhance vocabulary development and comprehension skills, hands on projects to make connections to the functions of the language, reader's theater to assist students in responding to literature and facilitate learning the structure of the English language in a non-threatening environment. As a school, we are making greater efforts and plans to develop more ESL Push-In Model classes. We are closely monitoring patterns and trends of incoming students at P S 226 as well as looking at student's similar NYSESLAT levels and areas of language needs in order to determine more Self-Contained ESL Models for our population. Based on these patterns on NYSESLAT levels and areas of need, we will be more able to generate more flexible scheduling that can be aligned with the students grade curriculum. In addition, we are utilizing more accurately the LAB-R results and placement test to form more English as a Second Language classes or Push-In Models, so that our students can spend more time learning language across the different subject areas in the classroom.

Currently, we have a Kindergarten ESL Push-In Model class. Students at the beginning level of the English language receive two units of English language instruction per day, equivalent to 360 minutes of rigorous academic language support in listening, speaking, reading and writing in accordance with CR Part 154. Through this model, teachers are provided with ESL instructional approaches to support the students and lessons, in which the ESL teacher supports this process by presenting lessons that address the needs of our ELL students, such as the development of comprehensible input, vocabulary development, and strategies on how to best support language and learning. To further support our students, we make good use of center activities to differentiate instruction, language, and learning styles. During the Push-In, all teachers including the ESL provider and assistant teacher work in small group instruction to facilitate learning and address the individual needs of the students. For more group time and individualization, we utilize Shared Reading Extensions to reinforce vocabulary, structures, and enhance in the areas of listening and speaking by engaging students in Accountable Talk activities. Part of our on-going conversation with classroom teachers includes how to strategize for our ELL population, the importance of scaffolding for all academic areas. Through our daily lessons and ESL instruction, teachers scaffold language learning by making connections to prior knowledge, having a clear focus in their lessons, using a variety of hands on learning and visual aids, such as poems with large prints, puppets to facilitate more accountable talk, chants for the development of listening skills and fluency, graphic organizers to visually represent information, dioramas to construct and build on knowledge and create scenes.

To provide our students with additional support, high achievement for both ELL and IEP students is promoted through initiatives designed to assure access to academic curricula, materials, technology, extra curricular services and to foster self-esteem. These include coordination of bilingual and mainstream curricula, development of materials (hands on learning, picture cards, listening to chants, songs, access to technology and projects) developing programs and services, which address ELLs language needs. Language development is further developed during the Extended Day Program, and The After School Program (SES), which integrates school day instruction and enhances reading and writing curricula supporting vocabulary development, and instruction in Mathematics and other content areas.

- The ESL support for newcomers and Students with Interrupted Formal Education (SIFE) is provided by using materials which contain a lot of visual aids, patterned language, hands-on activities and language and strategies that can be comprehensible to them in order for them to become independent readers and writers while learning the curriculum. This year we are implementing new ways to identify and serve these struggling students. To best service this population, at time of registration we as a school take the opportunity to conduct

an interview on the child's educational background and experience in order to identify needs and program of instruction. Our SIFE initiative and program development main focus is to provide these students with small group instruction, especially based on data analysis and in the area of literacy. Therefore, P. S. 226 is implementing a Saturday Academic Intervention Program to enrich and foster more literacy development, funded by our Title III Program, in which students are acquiring more strategies, academic language, best practices to become proficient in English, materials and curricula to strengthen literacy skills.

- All our ELL students that are identified as having special needs, especially in reading and writing including SIFE students are also mandated to participate in our After School Program, which provides literacy development skills through content material, evaluates students' performance, and analyzes data to drive instruction. In the After School Program (SES), students are highly engaged in literacy skills that enhance the development of vocabulary, reading and writing, test prep strategies, and accountable talk in order to continue improving in the areas of listening and speaking. Technology is used to incorporate literacy, and accelerate academic language in the second language of instruction (ESL). Furthermore, our Extension of Service Program is supported through strong planning based on the standards and performance indicators, data analysis of the NYSESLAT and student work, setting goals in all academic areas, on-going formal and informal evaluations, in which ELL students are closely observed to determine further instruction and academic intervention services.
- Our action plan for ELLs receiving service four to six years is to continue service them according to informed data analyzes, which include the different modalities of the NYSESLAT test, Rigby reading data, students' writing samples and performance in all academic areas of instruction in order to develop suitable programs and target specific needs. Our Academic Intervention Program provides student with guided reading in small group instruction, implemented by our AIS provider on a daily basis. Additionally, our Math Coach also provides students with instructional math strategies and rigorous academic work in small group settings. To further support our ELL students, and specially Long Term ELLs, our school utilizes the RLER Report, which provides information on the years of service. Furthermore, we utilize this information to determine effectiveness of program placement and to determine any other academic intervention support the students can be provided with to meet standards and become English proficient. As a school team, we present the data analysis and students' accomplishments to our School Based Support Team to further support our ELL population. We discuss programs in which students can participate for about six weeks, pinpoint strategies and areas of strength on the student, and reconvene to evaluate student's performance and further academic support.
- Since our students (SIFE) are mainly from Hispanic backgrounds, we are also supporting them by providing native language instruction in reading and writing in Spanish. For emergent readers, for example, literacy skills are developed through strategies appropriate to students' stage of language proficiency. Some of the strategies used to build vocabulary are TPR (Total Physical Response), role play, rebus sentences and matching words to pictures and sentence building. In addition, the program Phonics and Friends is used to focus on Phonemic awareness and the development of students' listening skills.

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, K-4**

**Native Language Arts and Native Language Support**

**Transitional Bilingual Program (TBE)  
GRADES K-1**

<b>60/40</b>	<b>50/50</b>	<b>25/75</b>
<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>

**Freestanding ESL  
Grades K-4**

	<b>Per Week</b>	<b>Per Week</b>	<b>Per Week</b>
<b>2 units= 360 mins.</b>	<b>2 units= 360 mins.</b>	<b>1 unit= 180</b>	
<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>	

**Professional Development and Support for School Staff**

- Bilingual and ESL staff, as well as Monolingual staff servicing ELL students will participate in a number of professional development activities, provided Bilingual/ESL Resource Specialists, Literacy and Math consultants, Regional Instructional Specialist and School Administrators through our ELL Forum.
- The focus of our ELL Forum is to provide support to teachers having entitled ELL students, as well as how to scaffold language and learning for all our students. These scaffolds include research and strategies on ESL methodology and Bilingual Education, such as discussing characteristics of learning two languages, the different levels of the NYSESLAT and levels of language of acquisition,

questioning techniques for beginning level, intermediate, and advanced students, enrichment of vocabulary development focusing on context clues, accountable talk, setting goals and differentiated instruction, using cognates to foster in the area of comprehension.

- The Staff Development for Bilingual and ESL teachers in addition, will continue to focus on facilitating English Literacy Development through improved Bilingual/ESL teaching methods and Language awareness. All training activities are designed to support teachers to implement an effective Transitional Bilingual and ESL Program and ensure that all students are challenged to achieve high standards.
- Bilingual/ESL teachers have a common Prep to plan and discuss instructional skills needed to make the program succeed.
- The teachers in addition, participate in all professional Development Workshops presented at the school and region.
- Monthly ELL Forum which looks at our ELL population's language development more closely to identify needs in order to plan next steps.
- In addition, as a school we will continue to encourage our staff to participate in a number of professional developments outside the school such as workshops and trainings provided by the Bilingual Education Technical Assistance Center (BETAC), network monthly events on ESL strategies and methodology, and other bilingual workshops that are offered through the New York City Department of Education.

## **Parental Involvement**

- There are several school-wide events held through-out the school year that families of ELL students' are encouraged to participate. Parent orientations are conducted at the beginning of the school year to give parents an overview of the curriculum and expectations for the students' academic achievement as well as throughout the year to help them have an input in program selections. Many parents volunteer to work with students in small group instruction in the school and their effort is validated by acknowledging them with certificates for the input they have in the school and great effort. Workshops in the areas of Literacy, ESL and Mathematics are also conducted and a number of thematic units, which are done during the writing workshop. Parents outreach are conducted to engage parents in opportunities to participate in their child's instruction through phone calls, flyers, and the distribution of a monthly calendar to inform parents of monthly school events.
- Other family involvement activities offered at PS 226 are made possible through established committees such as the Parent Association Committee, School Leadership, where parents discuss important issues related to the entire school, which helps them to take part in the whole process of making decisions that impact their children education. (LINC) involves the parents and students in becoming buddy-readers and holds an annual "Together In Getting Everyone Reading" (TIGER) Literacy Day as well as thematic unit celebrations, where parents are invited to the classroom and see their children progress and effort in writing. The school also provides two annual health fairs: a science and literacy fair. In addition, the school offers an adult ESL program sponsored by Title III funds.
- All letters pertaining to school related information is distributed to the families in English and Spanish.

## **Part IV: Assessment Analysis**

### **How are ELL's performing in the Target Content Areas?**

### **What are the implications for the LAP and instruction?**

After reviewing and conducting an analysis of our third and fourth grade students city-wide Math Test, 32 out of 39 ELL students demonstrated significant progress in this area and are meeting promotional criterion standards. We will continue to provide services in content vocabulary development, and facilitate more math strategies to those individual students who are approaching standards, but did not meet city and state mandated standards. We will also continue to provide enrichment of language acquisition in mathematics through the use of ESL methodology and hands on learning. Additionally, the bilingual and ESL teachers will continue analyzing our ELL's performance in math by meeting weekly with teachers, the math coach and administrators to discuss our students' progress and further differentiate mathematic instruction in the classroom, through homework, and through our small group instruction.

Thirty-seven students in grade three and four were administered the ELA 2008-2009 state wide test and out of the 37 ELL students 16 are meeting standards in English Language Arts. To further support our ELL students in level one and two, we will continue scaffold ways to improve in the areas of reading and writing. We will continue to increase more time in literacy engagement, where students can discuss strategies for comprehending texts, clarify ideas on language structures and vocabulary development. Our next step as school is to continue forming heterogeneous groups based on needs and levels and provide them with more support through AIS, in which they can continue to enhance learning about grade appropriate curriculum material and strategies for learning. They will continue to participate in our After School Program and our Saturday Academic Program, where they can have more opportunities to engage in reading various content area materials. Additionally, we will also increase Guided Reading, small group instruction, and implement more running record analysis to determine areas of need. We will expose our students to more "Read Aloud" and Accountable Talk, as well as to increase vocabulary skills in context, word study and differentiate activities during the reading block. We will continue supporting teachers with professional development to support planning activities and scaffold the language demands of the lessons. The teachers will plan activities that would modify speech rate, incorporate more reading strategies, and plan lessons to meet individual needs in reading such as context clues, story telling, synthesizing information, word/sentence comprehension. Furthermore, we will continue reinforcing and implementing ESL strategies that will foster language concepts and grammar, through the use of the four language modalities (reading, writing, speaking and listening). Additionally, teachers will use their common planning time to develop an action plan that will include areas of focus, strategies for learning new information, goal settings and time frame, assessments and next steps to further intervene with this target ELL population.

Our NYSESLAT score data shows that our students need more support in the areas of reading and writing. Therefore our plan highly consists on implementing reading and writing strategies through the use of good literature. From the data, we can also determine that most of our students are at the advance level in the modalities of listening and speaking. As a school, we need to continue provide support to our students in these two areas of the NYSESLAT. To further support our teachers and ELL population in the classroom, we need to foster and implement in our lessons of instruction specific strategies during the reading and writer's workshop, especially in the lower grades. To help them become

proficient in the area of listening and speaking, we need to continue facilitating activities that reinforce the development of these two literacy areas, such as listening to stories and discriminating information, read aloud, dictations, following commands and instructions. Our reading components are: read aloud, shared reading, independent reading, guided reading, and literature circles. Through these reading components, students are taught comprehensible input and language skills that are necessary for them in order to become independent readers. To further differentiate instruction and provide more support in the area of reading, our students will work on small group settings to develop more vocabulary, comprehension, and decoding skills in context through the implementation of the Wilson Reading Program, Orchard Software, Reading Coach, and the Fundation Reading Program, and our Saturday Academy that provides students with more literacy development and ESL skills..

Patterns and trends across the different modality levels of the NYSESLAT reveal that a high percentage of our students moved at least to one level of proficiency of the English language in the areas of reading and writing. Teachers will continue using ESL methodology and instructional materials that will move them to proficiency level. Through the ELL Periodic Assessment, we will focus on strengths and weaknesses to further support our ELL population in the four literacy skills of the NYSESLAT test. We are utilizing the results from the Periodic Assessment in order to develop an action plan and drive instruction.

In the area of writing, students learn strategies that will help them to become independent writers, through the use of the writing process and a variety of genres. During the writing process, our ELL students focus on learning specific writing skills and the structure of the English language. Consistently, teachers model these language skills by analyzing children's writing work and at the same time making good use of the writing rubrics, standards and performance indicators.

Additionally, our ELL population will receive extra ESL services through AIS personnel at the school, in small group settings, where the use of reading and writing skills are highly promoted and reinforced. ESL lessons are geared to support the language levels of the students (Beginning, Intermediate, and Advance). At the beginning level, students are more engaged in hands on activities, visual aids in order to support comprehensible input. The goal of our small group instruction service is to provide our second language learners with the tools to learn language skills and content. Our intermediate and advance students are immersed in literacy activities that promote vocabulary and language structures of the English language. In addition, the students are engaged in Accountable Talk and writing activities where they learn to negotiate ideas and enhance their oral language skills, grammar functions, and academic language in order to achieve goals to meet higher standards and attain proficiency in English. Part of our Academic Intervention Services at the school, our ELL population are grouped according to the areas of needs, which is based on the combined modalities of the NYSESLAT (listening/speaking and reading/writing) in order to develop a more suitable program that meets the needs of our population during our ESL Extended Day Program as well as our After School Program, which is supported by Title III. Our 50 minutes of extended day services is used to support second language instruction in vocabulary development, reading and writing strategies through read aloud, Leap Track, and Leap Frog (listening and reading components) where students build on their academic language proficiency.

In the After School Program (SES), students are highly engaged in literacy skills that enhance the development of vocabulary, reading and writing, test prep strategies, and Accountable Talk in order to continue improving in the areas of listening and speaking. Technology is used to incorporate literacy, and accelerate academic language in the second language of instruction (ESL). Furthermore, our Extension of Service Program is supported through strong planning based on the standards and performance indicators, data analysis of the NYSESLAT and student work, setting goals in all academic areas, on-going formal and informal evaluations, in which ELL students are closely observed to determine further instruction and academic intervention services.

For our Summer Program this target population is recommended to participate in our remediation program (Title III) based on the ELA Performance Score, in which an education plan is prepared to support the students.

Professional development activities are done through our common ESL/Bilingual prep and the ELL Forum, in which we discuss ESL methodologies, student's need in terms of academic language and content, scaffold strategies and best practice in the four literacy skills. The ESL Forum is conducted every other month, in which we provide support to our bilingual and monolingual teachers in scaffolding language and content learning through modeling ESL, analyze students language and data, provide support to our staff (curriculum team leaders, AIS providers, bilingual/ESL teachers, and administrators) on lessons to develop ESL strategies, and ways to scaffold academic language and enhance comprehensible input.

In addition to the NYSESLAT and the ELL Periodic Assessments, we measure the progress of our ELL population by utilizing various methods and modes of continue achievement. Our Inquiry Team looks very closely at students' data and individual skills. This information is used to support teachers and academic instruction. As a school, we are continuously gathering information to assess progress toward established goals, and measuring how strategies are working. Therefore, our evaluation consists on focusing on program goals, selecting indicators of students' achievement and program, collecting information and analyzing it for continuous program improvement. As a result, P. S. 226 uses varied perspectives to examine programs and activities, which include attendance, test results in all academic areas, formal and informal evaluations in order to place students in appropriate instructional programs and to determine the effectiveness of the same. Additionally, the effectiveness of our program development consists in training staff, providing quality instruction, developing English language skills, notifying parents of program options and activities, identifying program weaknesses and strengths which are done through our monthly ESL Forum.

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

SSO/District <b>Region 1 District 10</b>	School <b>PS226</b>
Principal <b>Gloria Darden</b>	Assistant Principal <b>R. Nieves, D. Jawski</b>
Coach	Coach <b>Math: G. Burke</b>
ESL Teacher <b>Kilsia Montolio</b>	Guidance Counselor <b>D. Rosenhaus Social Worker</b>
Teacher/Subject Area <b>Enid Echevarria</b>	Parent <b>Jimmy Gonzalez</b>
Teacher/Subject Area <b>Donna Lopez AIS</b>	Parent Coordinator
Related Service Provider <b>Amrit Batra SETTS Provider</b>	SAF <b>type here</b>
Network Leader <b>Bob Cohen</b>	Other <b>R. Romano Data Specialist</b>

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>2</b>	Number of Certified Bilingual Teachers	<b>4</b>	Number of Certified NLA/FL Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>1</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	

### C. School Demographics

Total Number of Students in School	<b>422</b>	Total Number of ELLs	<b>160</b>	ELLs as Share of Total Student Population (%)	<b>37.91%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.



Number of ELLs in a TBE program who are in alternate placement: 4

### 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	18	25								43
Chinese	0									0
Russian	0									0
Bengali	0									0
Urdu	0									0
Arabic	0									0
Haitian Creole	0									0
French	0									0
Korean	0									0
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
<b>TOTAL</b>	<b>18</b>	<b>25</b>	<b>0</b>	<b>43</b>						

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both

Number of third language speakers:

languages): ____	
Ethnic breakdown of EPs (Number)	
African-American: ____	Asian: ____
Hispanic/Latino: ____	
Native American: ____	White (Non-Hispanic/Latino): ____
Other: ____	

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	10	22	40	19	21					112
Chinese										0
Russian										0
Bengali	1									1
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Other	1	1	1							3

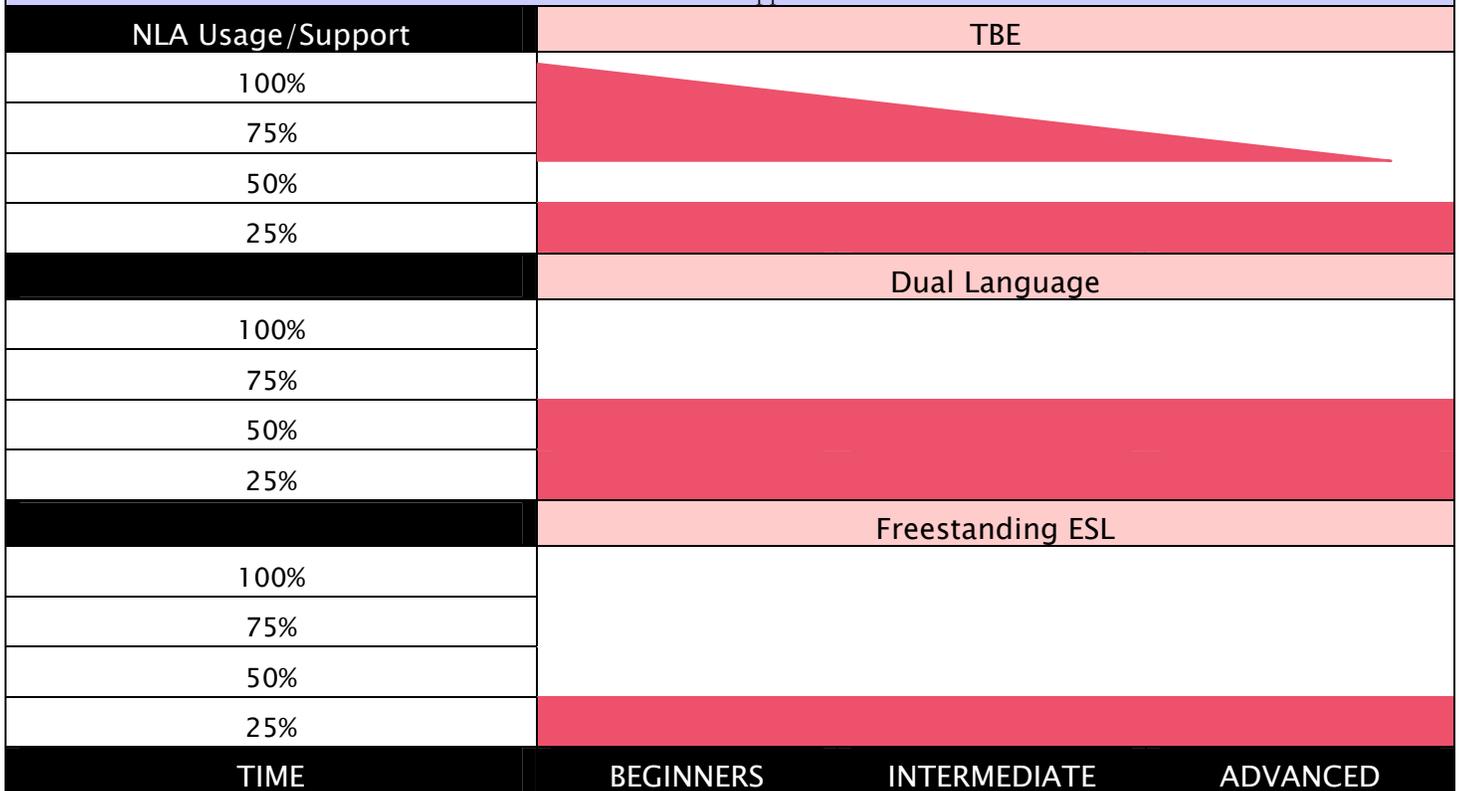
Programming and Scheduling Information										
<p>1. How is instruction delivered?</p> <ol style="list-style-type: none"> <li>What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? If pull-out, specify the length of time, group, and plans for moving these students into a push-in model.</li> <li>What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?</li> </ol> <p>2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?</p> <ol style="list-style-type: none"> <li>How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?</li> </ol> <p>3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.</p> <p>4. How do you differentiate instruction for ELL subgroups?</p> <ol style="list-style-type: none"> <li>Describe your instructional plan for SIFE.</li> <li>Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.</li> <li>Describe your plan for ELLs receiving service 4 to 6 years.</li> <li>Describe your plan for Long-Term ELLs (completed 6 years).</li> <li>Describe your plan for ELLs identified as having special needs.</li> </ol>										
<b>TOTAL</b>	<b>12</b>	<b>23</b>	<b>41</b>	<b>19</b>	<b>21</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>116</b>

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
<b>FOR ALL PROGRAM MODELS</b>			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS</b>			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day

**Native Language Arts and Native Language Support**

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models.  
Please note that NLA support is never zero.



## Programming and Scheduling Information--Continued

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

## Schools with Dual Language Programs

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

## Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per Jose P.

## Parental Involvement

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

# Part IV: Assessment Analysis

## A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality. 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)	28	44	10	1	1					84
Intermediate(I)	0	4	12	4	10					30
Advanced (A)	0	1	21	10	14					46
Total Tested	28	49	43	15	25	0	0	0	0	160



4									0
8									0
NYSAA Bilingual Spe Ed									0

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

ECLAS-2							
	Level I	Level II	Level III	Level IV	Level V	Level VI	
K	0	0					
1	23	11					
2	6	1	3	34			
3	5	0	0	2	6		12

EL SOL						
	Level I	Level II	Level III	Level IV	Level V	Level VI
K	4	4	9	8		
1	4	1	7	6		
2						
3						

NATIVE LANGUAGE READING TESTS		
	Percent of ELLs Passing Test (based on number of ELLs tested)	(For Dual Language) Percent of EPs Passing Test (based on number of EPs tested)
ELE (Spanish Reading Test)	%	%
Chinese Reading Test	%	%

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

1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
3. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
4. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
5. Describe how you evaluate the success of your programs for ELLs.

## Part V: LAP Team Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
R. Nieves, D. Jawski	Assistant Principal		
	Parent Coordinator		
K. Montolio	ESL Teacher		
J. Gonzalez	Parent		
Enid Echevarria Bilingual AIS	Teacher/Subject Area		
Donna Lopez AIS	Teacher/Subject Area		
Gloria Burke	Coach		
	Coach		
D. Rosenhaus (Social Worker)	Guidance Counselor		
	School Achievement Facilitator		
B. Cohen	Network Leader		
R. Romano Data Specialist	Other		

A. Batra (SETTS Provider)	Other		
Signatures			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

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

**Form TIII – A (1)(a)**

**Grade Level(s)** 1-4      **Number of Students to be Served:** 60 **LEP** X **Non-LEP**

**Number of Teachers** 5 teachers **Other Staff (Specify)** ESL Adult Program  
**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.

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**Goals**

The *Title III Saturday Academy Program* will enhance the English proficiency level of our ELL population in the school. The students will continue to have additional opportunities to engage in reading in various content area materials. Teachers will expose the students to more “Read Aloud” and Accountable Talk, as well as activities to increase vocabulary skills in context, word study and differentiate activities during the reading block. The teachers will plan activities that will modify speech rate, and incorporate more reading strategies. The lessons to meet individual needs in reading will include context clues activities, story telling, synthesizing information, word/sentence comprehension. Furthermore, we will reinforce and implement ESL strategies that will foster language concepts and grammar, through the use of the four language modalities (reading, writing, speaking and listening).

The goal of the Title III Saturday Academy is to assist our Second Language Learners to become independent learners and successful in the second language acquisition. In addition, enhance the participation of parent in school projects with their children.

The composition of the program will be: 1 second grade group, 2 third grade groups and 1 fourth grade group.

**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.

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**Staff Development (2009-2010) Activities**

- Bilingual and ESL staff, as well as Monolingual staff servicing ELL students participate in a number of professional development activities, provided by the ESL Specialist, Bilingual/ESL Resource Specialist, Literacy and Math consultants, Regional Instructional Specialist and School Administrators.
- The Staff Development for Bilingual ESL teachers in addition, will continue to focus on facilitating English Literacy Development through improved Bilingual/ESL teaching methods and Language awareness. All training activities are designed to support teachers to implement an effective Transitional Bilingual and ESL Program and ensure that all students are challenged to achieve high standards.
- Bilingual/ESL teachers have a common Prep to plan and discuss instructional skills needed to make the program succeed.
- The teachers in addition, participate in all professional Development Workshops presented at the school and region.
- Monthly ELL Forum which looks at our Ell population’s needs more closely to identify needs in order to plan next steps.
- Differentiated Instruction for Second Language Learners
- Teaching and modeling ESL strategies

**Form TIII – A (1) (b)**

**School: PS 226 Bronx**

**BEDS Code: 321000010226**

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

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Expenditure in this category as it relates to the program narrative for this title.</b>
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	65% 15,605.00 15% 3,605.00	Per-session for ESL and other teachers to support ELL Students: 5 teachers 313 hours X 49.89 = 15,605.00 Professional Development /Data Analysis <ul style="list-style-type: none"> <li>• Technology to Supporting English Language Learners</li> <li>• Teaching ESL Strategies/Modeling the Strategies</li> <li>• Differentiating Instructions for Second Language Learners</li> <li>• Getting Ready for NYSESLAT</li> </ul>

		<ul style="list-style-type: none"> <li>Looking at the NYSESLAT Score to Drive Instruction</li> </ul>
Purchased services such as curriculum and staff development contracts		
Supplies and materials	10%      2,445.00	Instructional Materials: ESL books, consumable materials,
Travel		
Other	10%      2,445.00	Parental Involvement: Interactive Parent Activities <input type="checkbox"/> Arts Horizon <input type="checkbox"/> Flame Company
<b>TOTAL</b>	100%      24,100.00	

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**  
**SCHOOL YEAR 2009-2010**

*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.*

The following information and data is used to provide parents with appropriate and timely information:

- Home Language Surveys- detailing the language parent speak at home
- ATS information- language spoken by the children
- Parent and teacher request

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

All school correspondence and monthly calendars are written in English and Spanish based on the evidence of our Home language Surveys. In addition, our office staff members are fully bilingual in English and Spanish and are available to support parents. All findings are reported to the members of the School Leadership Team. Parents who participate on our SLT report the information during their monthly parent meetings. Reports cards are given to parents in the language spoken at home, even if the students are in a monolingual class.

**Part B: Strategies and Activities**

*1. Describe the written translation services the school will, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.*

All written translation services are in English and Spanish, because and are provided by a school staff member (Bilingual Teacher). Other languages that may be in need of translation in other languages will be submitted to the translation Service Unit.

We have a parent library which contains books and materials in English and Spanish to support our school population. The books will support parents to help their children with homework and class work.

*2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.*

Oral interpretation services provided are:

- Office staff is Bilingual and provide translation for parents

- Bilingual Staff Developer and ESL teacher provides translation services for monolingual teachers
- Administration ( 1 Assistant Principals) is bilingual
- For Parents who speak an African dialect- we will use outside vendors to support for Parent Teacher conference if the need arises.

*Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services.*

All parents will receive Chancellor's Regulations A-663 regarding parental notification at our Parent Teacher Conferences, parent meetings, and through general distribution.

The telephone number for the Department of Education Translation Service is posted at the School Safety Agent's desk for parent reference

**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:	\$550,508	\$ 93,821	\$644,329
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 4,657		\$ 4,657
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$ 1,018	\$ 1,018
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 22,835		\$ 22,835
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$ 4,691	\$ 4,691
6. Enter the anticipated 10% set-aside for Professional Development:	\$ 55,050		\$ 55,050
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$ 65,268	\$ 65,268

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 97%

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.

The school budget paid for additional educational credits and professional development in order for teacher to become highly qualified.

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

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

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

**School wide policy statement addressing the school's Parent Involvement Policy and Goals.**

Parents are the first educators of their children and indispensable partners with the school in meeting its goals for the academic, social, and emotional welfare of all children. PS 226 supports parental involvement by encouraging meaningful participation in the life of the school through active involvement with the Parent Association, School Leadership Team, Orientation Day, Parent Teacher Conferences, and all school events.

**How our plan will ensure that all parents including working parents and parents of students with special needs will be afforded the opportunity to participate.**

Holding monthly PA meetings, SLT and all sub-committees of all these bodies, Parent Teacher conferences, Movie Night, orientation meeting for incoming Kindergarten families, workshops, and developing a parent resource center. Our procedures for informing parents in a timely fashion of meetings, workshops, and other opportunities available to parents are the following: monthly calendars sent home with students, notices sent home regularly, Parent Bulletin Board, and our school website, [www.ps226.org](http://www.ps226.org). In addition to the above-mentioned available parent meetings, the administration regularly distributes to every child all bulletins from the district in English and Spanish when available to take home to parents. The PA also prepares bulletins and the school arranges for the distribution of these flyers to every child. Full school mailings are conducted at various times during the year.

**How parents are involved in a decision-making capacity including how many parents are involved in the school leadership team and how they were selected.**

PS 226 will conduct new PA and SLT elections to be held in early October to elect a new board for both. The PA Executive Board and School Leadership Team members will meet with Principal at regular monthly meetings. After a ten day notice of election, a general meeting is convened. Parents interested in being elected to the School Leadership Team address the association. A balloted vote is held and the parents with the most votes gain seats on the team. In addition, the PA President is a mandatory member of the team. The School Leadership Team is involved in many vital areas of decision making for the school. The members of the Parent Executive Board are asked to sign off on the School/Parent Compact and the Title I budget modifications as necessary. Further, they sign off on the school parent involvement plan which is the culmination of discussions with all constituencies.

**How we will assess the efficacy of our involvement plan.**

This is addressed by monitoring the attendance of parents at all school functions and by asking for feedback from the parents. A Needs Assessment Survey is distributed at the beginning of the year.

**How we will involve parents in the development and approval of the School/Parent Compact.**

The Compact is developed after consultation with the parents and the administration. A general Parent Association meeting is held to elect a new executive board. The first PA meeting each year is an opportunity to meet with school's administrative cabinet where parents are encouraged to voice their issues. There is another general meeting and open forum for parents and the parent members of the School Leadership Team are elected.

**How we will involve parents in the development and approval of the School/Parent Involvement Plan.**

The School/Parent Involvement Plan evolves in the same manner as the School/Parent Compact, through a series of general and executive board meeting wherein the parents' voices are heard.

**Description of How School will Implement Required Parental Involvement Policy Components**

1. PS 226 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

- Hold Monthly Parent Association meetings
- Hold Monthly School Leadership Team Meetings and invite parents that are not part of the board to sit in on all meetings

2. PS 226 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- Whenever available, parents are invited to participate in school-wide events like book fairs, health fairs etc. in order to promote a family environment with staff and parents.

3. PS 226 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:

- Monthly workshops are provided on a variety of topics like ELA, Science, Social Studies, Math, Exam preparation, and computer workshop to help parents stay informed.

4. PS 226 will coordinate and integrate Title I parental involvement strategies under the following other programs: Cornell Coop, ESL My Reading Coach.

5. PS 226 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.

6. PS 226 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:

- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following:
  - 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, how to monitor their child's progress, and how to work with educators: ARIS Parent Link workshop, and workshops on the specific assessments including the NYSESLAT, ELA and NYS Math Exam.
  
- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: ESL workshops, technology workshops
  
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
  - Parent Association President will serve as a liaison between parents, school and the district. Responsibilities will include workshops, school-wide events i.e. book fairs and health fairs.
  - PA President to collaborate with teachers to help promote any school events to parents. This will promote a family environment within the school community.
  
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
  
- e. The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other request, and, to the extent practicable, in a language the parents can understand:
  - Monthly calendars are distributed to students and posted on the school website for parents. Regular mailings include: school calendar, dates-to-remember, any/all information sent from the district office and more.
  - Information is given out in English and Spanish but translations for other materials are requested from the Translation and Interpretation Department provided by the Department of Education.

### **III. Discretionary School Parental Involvement Policy Components**

The school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, the following discretionary activities listed under section 1118(e) of the ESEA:

- paying reasonable and necessary expenses associated with parental involvement activities, including child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- arranging school meetings at a variety of times in order to maximize parental involvement and participation in the children's education;
- developing appropriate roles for community-based organizations and businesses in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

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

P.S. 226, parents and students participating in school activities, services and programs funded by Title 1 (participating children); agree that students, parents and staff participating in the Title 1 programs 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 2009-2010.

#### **P.S. 226 will:**

- Provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables all participating children meet the State's academic achievement standards.
- Hold parent-teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

Parent teacher conferences are held twice annually.

- Provide parents with frequent reports on their children's progress. Specifically, the school will be provide reports as follows:

Student report cards are distributed three times a year and student promotion in doubt letters are sent home a minimum of twice a year.

- provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Teachers are available for parents at two parent teacher conferences each year. Teachers are also available to meet with parents during professional time on a daily basis with an appointment.

- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

The PA will host a number of events each year that allow parents the opportunity to be involved directly in school activities.

### **Parent Responsibilities**

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

- Supporting my child's learning by making education a priority in our home by:
  - making sure my child is on time and prepared everyday for school
  - monitoring attendance;
  - talking with my child about his/her school activities everyday;
  - scheduling daily homework time;
  - providing an environment conducive for study;
  - making sure that homework is completed;
  - monitoring the amount of television my children watch;
- participating, as appropriate, in decisions relating to my children education;
- promoting positive use of my child's extracurricular time;
- participating in school activities on a regular basis;
- staying informed about my child's education and communicating with school by promptly reading all notices from the school or school district received by my child or by mail and responding, as appropriate;
- reading together with my child every day;
- providing my child with a library card;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;
- helping my child accepts consequences for negative behavior;
- being aware of and following the rules and regulations of the school district;
- supporting the school discipline policy;
- express high expectations and offer praise and encouragement or achievement;

### **Student Responsibilities**

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

- come to school ready to do our best and be the best;
- come to school with all the necessary tools of learning-pens, pencils, books etc.

- listen and follow directions;
- participate in class discussions and activities;
- be honest and respect the rights of others;
- follow the school's/class' rules of conduct;
- follow the school's dress code;
- ask for help when we don't understand;
- do our homework every day and ask for help when we need to;
- study for test and assignments;
- read at least 30 minutes every day outside of school time;
- get adequate rest every night;
- use the library to get information and to find books that we enjoy reading;
- give to our parents or the adult who is responsible for our welfare, all notices and information we receive at school every day.

**P.S. 226 will:**

- involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- involve parents to the joint development of any school-wide program plan, in an organized, ongoing, and timely way.
- hold an annual meeting to inform parents of the school's participation in Title 1, Part A programs requirements, and to explain the Title 1 Part A programs. The school will convene the meeting at a convenient time to parents, and will offer flexible number of additional parent involvement meetings, such as 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 1 Part A programs and will encourage them to attend;
- 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 practical, in a language that parents can understand;
- provide parents of participating children information in a timely manner about Title 1, Part A programs that includes a description and explanation about the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet;
- at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
- provide to parents an individual student report about the performance of their child on the State assessment in at least English language arts, and mathematics; and

- 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 not highly qualified within the meaning of the term in Section 200.56 1 Final Regulation (67 Fed. Reg. 71710, December 2, 2002).

### **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.
  - A school wide needs assessment was completed after looking at assessment data from 2008-2009. The needs assessment helps to focus our differentiated instruction model to meet the needs of students and provide Professional Development for teachers. In addition a needs assessment/survey was provided for parents to gain an understanding of their specific needs.
2. School wide reform strategies that:
  - Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
    - a. We provide over 300 students with Extended Day academic and enrichment programs. These programs are based on student needs in the area of Literacy, Math, ESL, Music, Art and Chess.
    - b. In addition, we offer before school support for our Intermediate and Advance English as a Second Language students to assist them to move at least 1 level on the New York State English as a Second Language Assessment Test.
    - c. We have a summer school program/After school for our first and second grade students to move students from Levels 2 and 3 to Levels 3 and 4.
    - d. After careful review of student assessment data students from first and second grades who are Level 2 and 3 in either Literacy or Math are invited to attend our Title 1 Summer School Program.
    - e. All of our Limited English Proficient students receive Academic Intervention Support through small group Or technology based programs: Orchard and My Reading Coach.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.
    - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services. Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
  - All of our classroom teachers are certified and receive on-going professional development to meet the needs of the students.
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 staff participates in a wide variety of professional development offerings. Staff participates in Integrated Service Centers in each borough (ISC) and school wide professional development. We have Literacy and Math Consultants who support teachers and conduct workshops too.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
  - The administrative team participates in Teacher Hiring Fairs, NYC Teaching Fellows, Teach for America. We invite perspective teachers to visit the school. We offer intensive new teacher support to perspective teachers.
6. Strategies to increase parental involvement through means such as family literacy services.
  - We have a number of family "Curriculum Days/Nights" to inform parents about the instruction in the classrooms. We also offer parents support with how to help your child in all curriculum areas. All administrative teams support parents with meetings, classroom celebrations, parent workshops, and ESL classes.
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 keep Kindergarten classes small and each class includes a half day Educational Assistant. Parents are invited to participate in school/class programs to help their child to transition from pre-K programs. We have one Pre-K program and many of our students remain in our Kindergarten classes.
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.

Through the School Leadership Team membership, information is disseminated and teachers have the opportunity to discuss the benefits or hindrance of particular assessments. Teachers also participate on their grade Inquiry Team projects, making the decision based on data what they would like to study. All grades receive an allocation to purchase materials for the benefit of the needs of their students.

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.
- All Academic Intervention Support programs must assess the academic growth of all students. Progress Reports are given to parents twice per year.
  - All students are monitored by their classroom teachers. Additionally, whole school data is monitored by the administrative staff with the Academic Support providers to insure that students are meeting the goals of all support and classroom programs. This includes our targeted population of Limited English Proficiency students.
  - Monitoring assessment helps us to provide our students with enrichment and intervention activities. Assessments are monitored on a 6-week basis to review if student's needs are being met and to plan next steps.
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.
- We have a Wellness Committee
  - SAPIS Worker
  - Peer Mediators
  - Parent ESL classes
  - Parent Library in English and Spanish – with titles on How to Support Their Children in all Academic Areas.
  - A Social Worker for at risk students to work with groups of students who are in need of at risk counseling services.

#### **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

**NCLB/SED Status:** SINI Year 2 **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. **For the 2008-2009 school year, we met all areas of our AYP. We will continue to work with the subgroup population of ELL in the area ELA to sustain their progress with the support outlined throughout this document.**
  
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. **Please Review Goal Section of the Document**

### **Part B: For Title I Schools Identified for Improvement**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
  
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
  - Our Teacher-Mentoring program is based on the model of the Teachers College/Columbia University New Teacher Academy. The program provides teachers with 18 sessions with topics such as Building Community, Meeting Individual Needs, Differentiating

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<sup>1</sup> School Under Registration Review (SURR)

Instruction, Reflecting on My Practices, etc. P.S. 226 has one Mentor on staff who provides new and first year teachers (if needed) with assistance during the day and after school.

- Teachers and mentors articulate weekly to discuss modeling, peer observations, feedback and any ongoing instructional needs. The Santa Cruz Collaboration model is followed by our two Mentors. Our mentors are also Academic Intervention support providers who assist teachers with monitoring the academic progress of their students.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.
- Parents have been notified about our school status and our first Parent Meeting "Meet the Teacher" in September. Parents are also made aware of our status through letters sent home with students. All letters are translated in Spanish for our Bilingual population.

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

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

**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.

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

***1A. English Language Arts***

**Background**

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

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

### ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

- PS 226 formed an ELL Forum to assess and best monitor ELL student's performance and progress. The committee met once a month last school year (2008-2009), to facilitate the creation of an Action Plan. The goal of the plan was to identify the proficiency levels of the ELL population and create appropriate next steps. In addition, we looked at the needs of the teachers in order to accomplish the goal. Part of the task was to review and train new staff on how to use ESL standards and performance indicators as well as understanding the NYSESLAT levels, looking at the ELA Standards and considerations for ELLs while planning curriculum, for classroom activities and assessing progress. This school year, we are meeting every other month to continue looking at the curriculum and ways to ensure that our ELL population continues to acquire the second language in order to meet the standards

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

Applicable    Not Applicable

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

- The school does look closely at the specific needs of our Second Language Learners by looking at the NYSESLAT scores and sub-scores, using a spread-sheet that will help the teachers see where the student is in the areas of speaking, listening, reading, writing, math and NYSESLAT sub-groups to drive instruction. Teachers are in addition, supplied with ESL strategy charts and NYSESLAT sub-scores to differentiate instruction. We are in the process of developing an ESL Handbook that will entail the characteristics and strategies of our Second Language Learners according to their proficiency English language levels. Furthermore, it will provide teachers with an additional tool to support the teaching of ELL students at PS 226, and at the

same time, it will enable them to scaffold in vocabulary development, strategies for learning language skills, and in content areas.

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.

- We will continue to reflect on the need of our ELL population, review our curriculum to ensure that the lessons are standards based.
- Provide all our students with literature and instruction that will support their development to meet benchmark reading and writing standards.

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## **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.

- The administrative team, our AUSSIE math consultant, our math coach, and the school leadership team have reviewed our school data and our instructional program, including instructional materials used, to assess whether this finding is relevant to our school's instructional program.

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?

- The instructional design of Everyday Mathematics, the program we use, includes multiple methods and strategies for problem solving, dynamic cross-curricular applications and connections, collaborative learning in partner and small –group activity, thus fostering communication among students, and multiple representations of mathematical ideas. All teachers receive a standards document to know what standards are grade specific and this is inherent in the program design of Everyday Math. Our math data is reviewed by specific skills analysis to gain an awareness of the strengths and weakness of the total school population.

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

- We will address the relevant issues through grade-specific professional development on the process standards offered by our math coach and by our AUSSIE math consultant. We will not need additional support from central to address this issue.

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## **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.

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?

- The instructional approaches we encourage address the multiple learning styles of students and merge dynamic cross-curricular applications and connections, and collaborative learning in partner and small –group activity with direct instruction. This fosters communication among students, and multiple representations of literary ideas.

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.

- We will continue to address the relevant issues through grade-specific professional development, formal and informal classroom observations, and instructional alignment with the NYS ELA Standards. We aren't in need of additional support from central to address this issue, but always welcome and appreciate feedback.

## **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM<sup>3</sup>)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

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?

- Hands-on activities where students are constructing meaning for themselves in problem solving and investigative situations are taking place regularly in our mathematics classes, particularly during the Independent Practice portion of the Workshop Model. Direct instruction, which takes place during the mini-lesson is kept to a minimum of 13-15 minutes. However, technology use in mathematics classes continues to be at minimum levels. Teachers are using the EDM website, but it is not used consistently across the school.

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.

- Our technology cluster teacher will assist/train teachers to effectively use technology, including Everyday Math games regularly as a part of mathematics instruction at our school. Additional support from central will not be needed to address this issue.

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

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

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

Please respond to the following questions for Key Finding 3:

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

- Looking back to the past 3 – 5 years
- Number of new teachers
- Percentage of teacher turnover
- Compare new teachers due to vacancies or new positions
- New classes (Collaborative Team Teaching (CTT))

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?

- Lower number of new teachers for the past two years
- New positions due to CTT classes, co-teaching
- Implementation of NTA – Second year in effect

Programs objective: Improve new teacher retention rate, development of teacher leadership and teaching quality and in doing so student achievement.

Program supports new teacher first year transition into teaching profession with professional development, 18 hours with facilitators and in house peer mentors on topics/areas of challenges for new teachers and their needs through modeling, co-teaching and articulation.

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.

In response to the high teacher turnover, the New Teacher Academy (NTA) was additional support to our first and second year teachers. The New Teacher Academy program is made up of four strands. These major topics flow through the program and form the core of the NTA experience. These four strands are: Community Strand, Signature Experiences, Leadership Strand, and Standards Strand.

- In 2006, the program was implemented to help first year teachers transition into the profession. The program is designed to provide a safe, supportive environment in which teachers learn the skills to become effective teachers and educational leaders.
- The facilitator(s) for the NTA curriculum are in house experienced teachers that serve as mentors as well. They provide modeling to teachers and articulation periods for feedback and (Professional Teaching Standard) goal settings.
- We have found that in house mentors provide a reliable guidance for navigation of the philosophy of our school community and expectations.
- As a culminating activity and acknowledgement of a successful first year teachers are involved and present to the school community a reflection portfolio, case study and mini-grant project.

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#### **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.

Our school has informed and offered us Professional Development to meet the needs of our ESL students. We have an ELL forum will grade leader (Monolingual and Bilingual) participate to understand the specific needs of ELL students.

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?

- We have learned new ESL strategies and applied them to classroom instruction

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

- The school will provide us with the necessary supplies, materials, and professional development to support students in becoming successful second language learners.

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**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.

- PS 226 provide the ESL teachers, classroom teachers as well as the AIS Providers with data grids to inform them of the individual students' performance on assessments. It includes: NYSESLAT, Acuity and ELL Interim Assessments when available.
- ELL student performance is discussed during the ELL Forum, Bilingual Common Preps, Inquiry Team Meetings and during articulation meetings between the ESL teacher and the classroom teacher.

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?

- PS 226 has held Professional Development on ELL Instruction and the breakdown of subgroups of the NYSESLAT.

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.

- All Teachers are required to highlight the students who are ELL learners as a part of their data analysis. Teachers are also required to show differentiated lesson planning. The ESL teacher and Bilingual support provider push into classroom to provide on-going support to monolingual, Bilingual and ESL teachers.

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**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.

- Whether special or general education teacher, working together to improve student achievement becomes the work of everyone in the school. Special education teachers as well as general education teachers participate in an ongoing process of identifying the current level of student achievement, establish goals to improve the current level, and establish interim assessments and to monitor progress. Teachers follow IEP testing modifications during interim and end of unit assessments. They work in teams to develop curriculum maps and align them to state standards. They develop instructional calendars and administer the same assessments to all students at the same grade level at the conclusion of each instructional unit, roughly once every six weeks. During Organizational Days, the teachers share their results from all of these assessments with their colleagues, and they quickly learn when a teammate has been particularly effective in teaching a certain skill. Team members consciously look for successful practice and attempt to replicate it in their own practice; they also identify areas of the curriculum that need more attention. This is possible by constantly using school budget monies to build teacher capacity to reflect student needs.

The Office of Special Education Initiative (OSEI) has worked closely with us for the past three years to assure that the Special Education guidelines and mandates are fully implemented. They have presented several workshops, visited our special education classrooms, and met many times with the administration offering their expertise to improve the performance our special education students. We have also moved from a self-contained model to a Collaborative Team Teaching Model (CTT) so special education students are fully immersed in the general education curriculum. In addition, our mandated/AIS counselor is an integral part of our Pupil Personnel Team (PPT) and is responsible for developing FBAs and BIPs for students needing behavioral support plans.

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 accordance with the implementation of Chapter 408, our school explained the new special education compliance law at our September 2009 and October 2008 faculty conference. In addition, we held grade level meetings to go over the Contents of the IEP which included cluster teachers. Every teacher having contact with an IEP student was given a copy of his/her IEP. The IEP teachers as well as the Special Education Supervisor are available to answer any IEP questions and/or implementation issues.

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.

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**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.

- Pretests, baseline assessments, Acuity tests (interim assessments), and ongoing class tests are analyzed, strengths and needs are identified, and goals are developed based on students' needs. However, we agree that IEPs have not consistently included behavioral plans even when warranted. This year we have a new IEP team who is aware of the need to include FBAs and BIPs when needed when evaluating students. In addition, we have also hired a mandated/AIS counselor who is also very knowledgeable in the development of FBAs and BIPS for all students, and who works very closely with the team.

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?

- Testing accommodations and modifications are given to students during all of the above tests. Each teacher has a copy of students' IEPs. Test modifications were explained when IEPs were distributed. IEP teacher works as a push-in SETSS teacher and articulates with the general education teachers regarding testing accommodations.

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.

- We will continue to work with the IEP/SETSS teacher to keep us up to date to all testing accommodations

- Make teachers aware of all testing accommodations and have teachers simulate testing condition with all assessments.

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

*This appendix will not be required for 2009-10.*

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

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

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### **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.) We have 8 students in temporary housing. We have six students currently residing in temporary housing.
2. Please describe the services you are planning to provide to the STH population.  
AIS small group support, After school and Saturday academy programs, At-risk Counseling services.

### **Part B: FOR NON-TITLE I SCHOOLS**

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