



**P.S. 204K**  
**THE VINCE LOMBARDI SCHOOL**

**2010-2011**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 20K204**  
**ADDRESS: 8101 15<sup>TH</sup> AVENUE**  
**TELEPHONE: 718.236.2906**  
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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 204K      **SCHOOL NAME:** The Vince Lombardi School

**SCHOOL ADDRESS:** 8101 15<sup>th</sup> Avenue

**SCHOOL TELEPHONE:** 718.236.2906      **FAX:** 718.232.9265

**SCHOOL CONTACT PERSON:** Nancy Tomasuolo      **EMAIL:** ntomasu@schools.nyc.  
**ADDRESS:** gov

<b><u>POSITION/TITLE</u></b>	<b><u>PRINT/TYPE NAME</u></b>
<b>SCHOOL LEADERSHIP TEAM CHAIRPERSON:</b>	<u>Michele Bromme</u>
<b>PRINCIPAL:</b>	<u>Marie Reilly</u>
<b>UFT CHAPTER LEADER:</b>	<u>Michele Ferraro</u>
<b>PARENTS' ASSOCIATION PRESIDENT:</b>	<u>Teri Faicco</u>
<b>STUDENT REPRESENTATIVE:</b> <i>(Required for high schools)</i>	<u>N/A</u>

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 20      **CHILDREN FIRST NETWORK (CFN):** 15

**NETWORK LEADER:** Debra Van Nostrand

**SUPERINTENDENT:** Karina Costantino

## 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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*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
Marie Reilly	*Principal or Designee	
Michele Ferraro	*UFT Chapter Chairperson or Designee	
Teri Faicco	*PA/PTA President or Designated Co-President	
Donna Criscione	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Nancy Tomasuolo	Member/Assistant Principal	
Michele Bromme	Member/Teacher/Chairperson	
Peter Fazio	Member/Teacher	
Agata Ricupero	Member/Parent/Secretary	
Mariarosa Alonge'	Member/Parent	
Kathy Poli	Member/Parent	
Andrea Repoli	Member/	

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

\* Core (mandatory) SLT members.

### SECTION III: SCHOOL PROFILE

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

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

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P.S. 204 is a large elementary school serving a diverse population of students. Collaboration among all stakeholders is one of the cornerstones of our success. By working together we are able to monitor students' individual needs and tailor instruction appropriately. Our staff works diligently to differentiate instruction in every learning environment. We have a flourishing Gifted and Talented program in all grades that enriches the curriculum. Over the past several years we have developed an effective Academic Intervention Services Program utilizing several different models to provide services that include pull-out programs, small group instruction and researched-based targeted interventions. We are in our fifth year of the Teachers College Reading and Writing Project and deliver standard based instruction by integrating all content areas and by presenting material in the workshop model. Utilizing this approach to teaching and learning, we have accomplished positive outcomes in student achievement with 66% of our students performing at or above state standards in English Language Arts and 78% of our students performing at or above the state standard in Mathematics in 2010.

We have established as our vision to provide a safe, secure environment for our students and staff. We facilitate a love of learning, incorporating technology, the arts, interdisciplinary strategies, literacy skills and various learning styles. We build self-esteem and develop respect for others and ourselves, meeting the individual needs of our students. We promote an awareness, appreciation and tolerance for all types of diversity. Our long term goal is to empower students with the desire, skills, knowledge and confidence to reach their full potential, enabling them to be the best that they can be. Our responsibility to our community is to increase and maintain a partnership with community and educational organizations as well as private sectors that will ensure the development of our students as productive members of society. We have maintained and extended lasting partnerships with local government officials, The Neighborhood Improvement Association (NIA), Bay Ridge Community Council, The City Penny Harvest and the Third Avenue Board of Trade. The entire P.S. 204 community works collaboratively to expand and maintain family involvement within the school, supporting academic standards and achievement. With this in mind, all of our school programs and activities are designed to facilitate learning experiences that promote success for all students. Components of our successful programs include Band, Ballet Tech, Young Audiences of New York, Chorus, Literacy Through the Arts, Family Math Game Night, Family Literacy Night, and School Spirit Days. In support of this, our mission statement declares:

*We are a collaborative school community dedicated to achieving high standards for all of our students through standard-based instruction. We will continue to focus on creating life-long learners in a nurturing, safe and caring environment. We will always work as a school community **to be the best that we can be!***

## Part B. School Demographics and Accountability Snapshot (SDAS)

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	P.S. 204 The Vince Lombardi School				
<b>District:</b>	20	<b>DBN #:</b>	20k204	<b>School BEDS Code:</b>	332000010204

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	71	72	72		95.4	95.9	96.1		
Kindergarten	156	157	170						
Grade 1	140	163	154	<b>Student Stability: % of Enrollment</b>					
Grade 2	152	136	169	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	140	162	141		95.5	94.4	TBD		
Grade 4	142	141	158						
Grade 5	175	149	151	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		62.4	62.3	75.1		
Grade 8	0	0	0						
Grade 9	0	0	0	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		5	10	1		
Grade 12	0	0	0						
Ungraded	0	1	4	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	976	981	1019		18	23	18		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	12	12	23						
No. in Collaborative Team Teaching (CTT) Classes	20	20	26	Principal Suspensions	0	0	3		
Number all others	35	37	46	Superintendent Suspensions	1	0	0		
<i>These students are included in the enrollment information above.</i>									
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>					

DEMOGRAPHICS							
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	111	139	143	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	5	7	23	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	64	66	TBD
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	11	12	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	4	4	TBD
	0	0	0				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.2	0.3	0.1	Percent more than two years teaching in this school	78.1	87.9	TBD
Black or African American	0.1	0.2	0.5	Percent more than five years teaching anywhere	65.6	65.2	TBD
Hispanic or Latino	11.7	12.0	13.6	Percent Masters Degree or higher	94.0	97.0	TBD
Asian or Native Hawaiian/Other Pacific Isl.	35.4	36.3	37.7	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	100.0	TBD
White	52.6	51.2	47.0				
Multi-racial	-	-	-				
<b>Male</b>	51.4	50.9	50.5				
<b>Female</b>	48.6	49.1	49.5				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>	
<u>Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)</u>	<u>Category (Check <input checked="" type="checkbox"/>)</u>

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

		Basic	Focused	Comprehensive
In Good Standing (IGS)	X			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	X	ELA:	
	Math:	X	Math:	
	Science:	X	Grad. Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>	X	X	X				
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-					
Black or African American							
Hispanic or Latino	X	X	-				
Asian or Native Hawaiian/Other Pacific Islander	X	X					
White	X	X					
Multiracial							
<b>Other Groups</b>							
Students with Disabilities	X	X	-				
Limited English Proficient	X	X	-				
Economically Disadvantaged	X	X					
<b>Student groups making AYP in each subject</b>	7	7	1				

### Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

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

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## CHILDREN FIRST ACCOUNTABILITY SUMMARY

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	NR
<b>Overall Score</b>	84.3	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	13.2	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	17.3	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	47	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	6.8	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher 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 your school's 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?
- 

After conducting a comprehensive review of our school's educational program informed by our current quantitative and qualitative data, we were able to identify many of our strengths and accomplishments, as well as challenges that we will address. We are proud of the high academic performance of our students in all areas. As indicated by our most recent school report card, we have made our Adequate Yearly Progress (AYP) determinations for each accountability measure. Our most recent test scores indicate a positive trend in student performance in both Math and English Language Arts. Over 78% of all tested students scored at or above the state standard on the New York State Math Test in 2010, which indicated a continuous rise in scores over the preceding three years. Ongoing review of The *Everyday Mathematics* Progress Checks, Unit Assessments and Individual Profiles of Progress supports this high performance across all grade levels. 93% of our fourth grade students scored at or above the state standard in Science, which was a significant rise from the previous year.

Over 66% of all tested students performed at or above the state standard on the New York State English Language Arts Test in 2010, which represents a rise in the scale score for most of our students. Analyzing data generated from conference notes, reading records, teacher conferences and the Teachers College Reading and Writing Project Assessments in the early childhood grades shows that our students are growing in their reading ability. Two years ago we implemented the *Wilson Language Basic Foundations* program as an adjunct to our TC literature-based instruction in all of our Kindergarten classes and data from TC assessments as well as *Foundations* assessments show that all of our Kindergarten students are progressing in phonemic awareness, fluency and word study. While our data reflects a significant rise in the number of students performing at high levels, it is our priority to continue to improve the progress of all students.

Our most recent Quality Review Report evaluated our school as *well-developed* and our score on last year's Progress report was an A. We pride ourselves on how well we work together to ensure our students grow in a strong learning environment. Our Inquiry Team members worked diligently to improve the performance of our targeted students, and many positive outcomes resulted from the

team's work. Thirteen out of eighteen targeted students (72%) met or exceeded our goal of moving up four to five reading levels on our Teachers College Reading Assessments. As a result of our Inquiry Team work we were able to effect change in our school culture to help us to make informed instructional decisions. Based on our team's work in leading the goal setting initiative at our school, we were able to better serve all of our students. By increasing our faculty participation rate to 90% of our staff, we were able to foster greater teacher reflection about instructional practices and student goals. As part of our Inquiry Team, we developed Collaborative Teacher Teams which designed and implemented instructional strategies to meet the needs of our targeted students. In order to continue and expand the fine work we started over the last three years, we will increase the work of the inquiry team this year by creating Collaborative Teacher Teams on each grade level.

As our most recent Quality Review reported, our school:

*collects an extensive range of data which they use to track the progress of each individual student in the school. The administration looks closely at data...and evaluates any differential achievement carefully to determine possible explanations. ...Consequently every teacher knows exactly what each student knows and is able to do. This results in extremely well-targeted intervention and support for these groups.*

Last year we worked very hard to enhance teachers' ability to analyze data and to develop strategies for instruction based on this information. Teachers became more comfortable and knowledgeable on analyzing student data which included ARIS reports, ACUITY reports, Teachers College Assessment reports, reading records, student conference notes, standardized writing rubrics, Everyday Mathematics Unit Test results and student portfolios. By reviewing this data on a monthly basis, our teachers were able to create meaningful educational programs. Building on this teacher growth in examining and utilizing this data in lesson planning, we believe it would be beneficial to teacher development and increase student gains in meeting long term goals if we increase the frequency of systematic data analysis to a bi-monthly process.

We deliver differentiated instruction through varied models at P.S. 204. We have an effective AIS program that tailors instruction to student need which has helped several students meet the standards. Our Gifted and Talented certified teachers work diligently to expand and enrich the curriculum in all areas to meet the needs of the gifted child. Teachers work with small groups of students during our extended day program to address individual needs. Our Pupil Personnel/Intervention Team meets regularly to identify students in need of intervention and to plan and implement appropriate programs. Keeping the importance of data-driven instruction in mind, last year our teachers provided differentiated instruction to all students based on class and individual ELA learning goals. Parents were apprised of this process through newsletters and were informed of their children's goals monthly. Our teachers found this initiative very instructive as it generated data on the diverse levels of our students and we were able to identify a need for more varied activities to meet the needs of each of the struggling, on-level, and above-level student groups. As a result of this finding, it is our objective this year to create individual data-driven student learning goals in Mathematics in order to provide even more defined differentiated instruction.

**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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school’s annual goals described in this section.

<b>ANNUAL GOALS</b>	<b>DESCRIPTION</b>
<p><b><u>Annual Goal # 1:</u></b> By June 2011, 85% of all tested students will meet or exceed Teachers College grade level benchmarks as evidenced by performance on the Teachers College Reading Assessment.</p>	<p>After conducting our needs assessment we determined that while our data reflects a rise in the number of students performing at high levels, it is our priority to continue to improve the progress of all students.</p>
<p><b><u>Annual Goal # 2:</u></b> By June 2011, we will expand the work of the Inquiry Team by 85% as evidenced by the development of Collaborative Teacher Teams on every grade level.</p>	<p>After conducting our needs assessment and reviewing our data, we determined that 72% of our targeted students and 86% of our Collaborative Teacher Team inquiry students had a considerable rise in reading levels. As a result of our Inquiry Team work, we were able to effect change in our school culture to enable us to make informed instructional decisions. Therefore, we determined that further increasing the number of Collaborative Teacher Teams involved in Inquiry Team work should be a school goal to continue this trend.</p>
<p><b><u>Annual Goal # 3:</u></b> By June 2011, 100% of teachers will use data more effectively by monitoring student progress toward meeting long-term goals more frequently as evidenced by weekly systematic data analysis and implementation of resulting instructional strategies.</p>	<p>After conducting our needs assessment, we identified a strength in collecting and analyzing student data. We have also worked hard to enhance the ability of teachers to use this data to develop informed instructional strategies and to inform parents of our findings. We have identified a need to increase the frequency of data analysis in an effort to plan more effectively.</p>
<p><b><u>Annual Goal # 4:</u></b> By June 2011, 85% of teachers will provide differentiated instruction in Mathematics based on data driven student learning goals in Mathematics</p>	<p>After conducting our needs assessment and reviewing our data, we identified a strength in designing appropriate educational programs as a result of analyzing data and setting learning goals for ELA. Analysis of our Mathematics data identified a need for more differentiated activities in our mathematics program to provide prevention, maintenance and enrichment instruction for all students. Therefore it is our goal to create individual data-driven learning goals in Mathematics.</p>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 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, PLA, 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):**

**ENGLISH LANGUAGE ARTS**

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<p><b>Annual Goal #1</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 85% of all tested students will meet or exceed Teachers College grade level benchmarks as evidenced by performance on the Teachers College Reading Assessment.</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>• Continued implementation of the Teachers College Reading and Writing Project by all classroom teachers from September 2010 through June 2011</li> <li>• Continued implementation of the <i>Foundations</i> Program by all kindergarten teachers from September 2010 through June 2011</li> <li>• Continued provision of AIS programs including pull out, and extended day programs by all teachers including classroom teachers, AIS teachers, and ESL teachers from September 2010 through June 2011</li> <li>• Expanded alignment of the ESL curriculum with the school wide literacy program throughout the year by ESL teachers</li> <li>• Utilization of targeted interventions by AIS teachers from September 2010 through June 2011</li> <li>• Intensive Professional Development by Staff Developers and Administrators from September 2010 through June 2011</li> <li>• Parents will be invited to a Literacy Night where they will participate in Literacy activities with their children and receive literacy materials in Spring 2011</li> <li>• Expanded work of the Inquiry Team/Collaborative Teacher Teams to identify student need and best instructional practices</li> <li>• Identification of individual ELA goals for each student from September 2010 through June 2011</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan</i></p>	<ul style="list-style-type: none"> <li>• Tax Levy FSF, Tax Levy Student Funding Incremental, Title I Part A (Basic), Title I Part A (ARRA), Title II Part A and IDEA monies will provide funding to support Literacy instruction and professional development.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Item analysis of April 2010 ELA test by Grade 3 through 5 teachers from September 2010 through December 2011</li> <li>• Administration of TCWRP assessments by all classroom teachers in September 2010, November 2010, March 2011, and June 2011 for monitoring of student growth with projected gains of one year of progress</li> <li>• January 2011 Administration of ACUITY ELA Predictive Assessments to Grades 3 through 5</li> <li>• Ongoing Data review for Inquiry Team targeted students including ELA results, ACUITY results, teacher made assessments, item analysis and IRLs</li> <li>• Review of ACUITY Predictive Assessment reports in February 2011</li> <li>• Administration of NYSESLAT exam to kindergarten through grade 5 students in April/May, 2011</li> <li>• Ongoing portfolio review by all teachers from September 2010 through June 2011</li> <li>• Administration of New York State ELA test in May 2011</li> <li>• ELA Goal setting and monitoring for progress from September 2010 through June 2011.</li> </ul>

**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 2010-11 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, PLA, 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.*

<p><b>Annual Goal #2</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, we will expand the work of the Inquiry Team by 85% as evidenced by the development of Collaborative Teacher Teams on every grade level.</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>• Weekly Inquiry Team meetings for Collaborative Teacher Team members to discuss plans and strategies for Inquiry Team work from September 2010 through June 2011</li> <li>• On-going Professional development facilitated by grade supervisors for all teachers outlining Inquiry Team work and goals from September 2010 through June 2011.</li> <li>• Collaborative Inquiry Team work by teachers at Faculty conferences, Instructional Team meetings, grade conferences, Extended Day Teacher Team Meetings (Thursdays) and Curriculum Team meetings from September 2010 through June 2011</li> <li>• Teacher review of all student data to inform decisions regarding identification of targeted students for Inquiry work from September 2010 through November 2011</li> <li>• Pre-testing of targeted students to inform instruction and goal setting in November 2010</li> <li>• Instructional strategies implemented to improve outcomes of all targeted Inquiry Team students with ongoing monitoring to continually update goals and monitor progress from November 2010 through June 2011.</li> <li>• Post testing of all targeted students for collection of data and program evaluation in June 2011.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan</i></p>	<ul style="list-style-type: none"> <li>• Tax Levy FSF, Tax Levy Student Funding Incremental, Title I Part A (Basic), Title I Part A (ARRA), and IDEA monies will provide funding to support Literacy instruction and professional development.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Creation of Collaborative Teacher Teams on every grade level by June 2011</li> <li>• Increased conversation and reflection regarding Inquiry Team work by teachers at Faculty conferences, Instructional Team meetings, grade conferences, and Curriculum Team meetings.</li> <li>• Student assessments including ACUITY assessments, TCRWP assessments, NYS ELA tests, and teacher-made assessments administered by teachers involved in Collaborative Teacher teams from November 2010 through June 2011</li> <li>• Data review from student assessments including ACUITY reports, TCRWP reports, nySTART reports, ARIS reports and portfolio review to measure and analyze student growth as a result of Inquiry Team work from November 2010 through June 2011 by Inquiry Team members</li> <li>• Identification and analyzing of results of Inquiry Team process to effect change in school wide instructional practices by Inquiry Team members from December 2010 through June 2011</li> </ul>

**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 2010-11 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, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

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

<p><b>Annual Goal #3</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 100% of teachers will use data more effectively by monitoring student progress toward meeting long-term goals more frequently as evidenced by weekly systematic data analysis and implementation of resulting instructional strategies.</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>• Intense professional development for all teachers provided by staff developers, administrators and data specialist from September 2010 through June 2011 on collecting and analyzing data from school and student reports which include: School Report Card, School Progress Report, nySTART reports, Quality Review, TCWRP reports, ACUITY reports and ARIS reports</li> <li>• Intense professional development by administrators, technology teachers, and data specialist from September 2010 through June 2011 for all teachers on the use of computers to access and input data on the ACUITY, nySTART, Teachers College and ARIS websites</li> <li>• Ongoing professional development for all teachers in analyzing individual student data and work to inform instructional decisions by staff developers and administrators from September 2010 through June 2011.</li> <li>• Inquiry Team members will share data generated from Inquiry Team work with all teachers in order to elevate outcomes for all students from November 2010 through June 2011</li> <li>• All teachers will plan instruction as a direct result of data generated from student reports including portfolio review, ACUITY, nySTART, TCRWP and ARIS reports from September 2010 through June 2011</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan</i></p>	<ul style="list-style-type: none"> <li>• Tax Levy FSF, Tax Levy Student Funding Incremental, Title I Part A (Basic), Title I Part A (ARRA), Title II Part A and IDEA monies will provide funding to support professional development.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• All teachers will use TCWRP and ARIS websites, and all grade 3 through 5 teachers will use the nySTART and ACUITY websites on a bi-monthly basis as evidenced by login records</li> <li>• During grade conferences and Extended Day Teacher Team Meetings (Thursdays) from September 2010 through June 2011, all teachers will analyze student data to identify trends and student needs</li> <li>• During Collaborative Teacher Team meetings, teachers will analyze student data to identify trends and student needs and set goals from September 2010 through June 2011</li> <li>• All teachers will plan instruction as a result of student data as evidenced through ongoing principal and assistant principal observations</li> </ul>



	<p>provided with support to reinforce these goals</p> <ul style="list-style-type: none"> <li>• Parents will be invited to a Family Math Night where they will participate in Mathematical activities with their children and receive Math materials in Spring 2011</li> <li>• Intensive professional development on differentiating instruction for all teachers provided by Administrators from September 2009 through June 2010</li> <li>• Extensive data review from assessments, classroom portfolios and ARIS and ACUITY websites by all teachers to set, monitor and evaluate goals, and plan instruction, from September 2010 through June 2011</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• Tax Levy FSF, Tax Levy Student Funding Incremental, Title I Part A (Basic), Title I Part A (ARRA), and IDEA monies will provide funding to support differentiated instruction, purchase of instructional materials and professional development.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• All classroom teachers will provide differentiated lessons based on student Mathematics goals as evidenced by ongoing observations and TPR evaluation by administrators from September 2010 through June 2011</li> <li>• On-going portfolio examination performed by teachers and administrators to monitor progress toward individual goals.</li> <li>• Ongoing staff development on differentiated instruction during grade conferences, staff development days, and <i>Lunch and Learn</i> activities from September 2010 through June 2011</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT  
FOR ALL SCHOOLS**

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

**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.

**2009 - 2010**

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	0	0	0	0	2	0	0	1
1	24	0	24	24	4	0	0	6
2	39	0	39	39	3	0	0	3
3	32	19	32	32	10	0	0	2
4	33	18	33	33	12	0	1	10
5	31	19	31	31	15	0	0	6
6								
7								
8								
9								
10								
11								
12								

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

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

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

Name of Academic Intervention Services (AIS)	<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><b>ELA :</b></p> <ul style="list-style-type: none"> <li>• <b>Pull-out Literacy Support</b></li> <li>• <b>At Risk SETSS</b></li>   <li>• <b>Extended Day Program</b></li> </ul>	<p>These at risk programs are designed to support the students performing below state standards in literacy. Interventions are matched to the students' needs and include, Recipe for Reading, QAR Program, R.E.W.A.R.D.S., and Glass Analysis. These services are provided during the school day and before school through pull-out programs.</p> <p>Small group instruction on literacy skill building is provided to students who are performing below the state standards.</p>
<p><b>Mathematics:</b></p> <ul style="list-style-type: none"> <li>• <b>At Risk SETSS</b></li>   <li>• <b>Extended Day Program</b></li> </ul>	<p>This program supports students performing below the state standards in math. It is a pull-out program which matches the student with targeted interventions. Work on problem-solving, computation and numerical concepts are conducted 3-5 times a week.</p> <p>Small group instruction on math skill building is provided to students who are performing below the state standards.</p>
<p><b>Science:</b></p>	<p>Science support is provided through our Academic Intervention Services in Literacy through the use of nonfiction text and scientific literature. All students performing below standards also have an opportunity to use technology as an aid for research.</p>
<p><b>Social Studies:</b></p>	<p>Social Studies Support is provided through our Academic Intervention Services in Literacy through the use of nonfiction text and historical literature. All students performing below standards also have an opportunity to use technology as an aid for research.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<ul style="list-style-type: none"> <li>• Participating in Pupil Personnel Intervention Team meetings to target potential initial case referrals in an effort to manage them through pre-referral intervention strategies that are school based thus maintaining these children in the least restrictive educational environment</li> <li>• Group and individual counseling</li> <li>• Participating in periodic review of student progress</li> <li>• Consultation and outreach to families and school personnel</li> <li>• Crisis intervention services when necessary</li> <li>• Notification of student participation in counseling interventions</li> <li>• Classroom guidance sessions</li> </ul>

<b>At-risk Services Provided by the School Psychologist:</b>	<ul style="list-style-type: none"> <li>• Participating in Pupil Personnel Intervention Team meetings to target potential initial case referrals in an effort to manage them through pre-referral intervention strategies that are school based thus maintaining these children in the least restrictive educational environment</li> <li>• Group and individual counseling</li> <li>• Consultation and outreach to families and school personnel</li> </ul>
<b>At-risk Services Provided by the Social Worker:</b>	<ul style="list-style-type: none"> <li>• Participating in Pupil Personnel Intervention Team meetings to target potential initial case referrals in an effort to manage them through pre-referral intervention strategies that are school based thus maintaining these children in the least restrictive educational environment</li> </ul>
<b>At-risk Health-related Services:</b>	<ul style="list-style-type: none"> <li>• Students with asthma participate in <i>The Open Airways for Schools Program</i> led by the school nurse in which they are taught to manage and control their asthma symptoms</li> <li>• Monthly classroom presentations by school nurse based on health issues and hygiene.</li> </ul>

**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 (2010-2011) Language Allocation Policy to this CEP.

(See attached Language Allocation Policy at end of CEP document)

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).

- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

**Grade Level: K-5                      Number of Students to be Served 109 LEP 974 Non-LEP**

**Number of Teachers 66                      Other Staff (Specify) 1 Guidance Counselor, 11 Paraprofessionals, 4 Related Service Providers**

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

Ongoing professional development for teachers is a priority at our school. Our ESL teachers, AIS teachers, general and special education classroom teachers, alternate placement paraprofessionals, and related service providers will attend monthly common prep meetings and Faculty Conferences here at our school for the purpose of professional development. Topics of these meetings

will include differentiation of instruction, using data to drive instruction, setting individual and group learning goals for students, using ELL standards to plan instruction, preparing students for success on the NYSESLAT, implementing effective guided reading lessons, improving writing instruction, and using progress reports to communicate with parents. All personnel who work with ELLs are included in professional development sessions so they can more effectively meet the needs of our ELLs.

### **Section II. Title III, Part A LEP Program Narrative**

**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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**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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Our two ESL teachers will attend the following professional development workshops being offered by our ELL Network Support Specialist:

- October 29, 2010 – Academic Literacy for ELLs
- December 7, 2010 – Modified Guided Reading for ELLs
- January 25, 2011 – Looking at Writing Response in the NYSESLAT & ELA
- March 22, 2011 – Integrating Grammar in the Writers Workshop
- June 7, 2011 – Effective Strategies in Literacy Instruction for ELLs

### **Section III. Title III Budget**

School: P.S. 204 BEDS Code: 332000010204

<b>Allocation Amount: \$23,260.00</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> <ul style="list-style-type: none"> <li>- Per session</li> <li>- Per diem</li> </ul>	\$16899.00	After-School Instructional Program (37 sessions) 3 teachers x 2 hours (\$49.72 per hour) = \$11,075.00 with fringes 1 supervisor x 1.5 hours (\$52.51 per hour) = \$2,924.00 with fringes 1 secretary x 2 hours (\$38.16 per hour) = \$2,275.00 with fringes Professional Development for After-School Program (4 paid preps) 3 teachers x 1 prep (\$39.75 per prep period) = \$625 with fringes
<b>Purchased services</b> <ul style="list-style-type: none"> <li>- High quality staff and curriculum development contracts.</li> </ul>	\$1000.00	Outside Consulting Services for Teacher Professional Development sessions
<b>Supplies and materials</b> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials. Must be clearly listed.</li> </ul>	\$5361.00	Student Instructional Materials (NYSESLAT preparation workbooks, "Let's Talk About It" Writing Kits, notebooks, folders, pencils) = \$4,360 Parent Program Materials (bilingual dictionaries) = \$1,000
<b>Educational Software (Object Code 199)</b>		N/A
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

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

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

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

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

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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.

To assess our school's written translation and oral interpretation needs we analyzed information from ATS reports, home language survey forms, and blue cards. For those families without this information in ATS, we also sent home the Parent Language Preference Form that was made available on the DOE website and then updated ATS to indicate their preferences. Based on results received from these sources, a master list of all home languages was created. This list not only provided information about the entire school population, but it also allowed us to break down the data by grade and class. Through close examination of this information, we were able to determine the specific translation and interpretation needs so parents could be provided with appropriate and timely information in the languages they understand.

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.

Through the needs assessment, it was determined that approximately 29% of our families prefer communication from the school in a language other than English. Of those families, the top three languages preferences are Chinese (20%), Spanish (6%), and Russian (1%). These findings were reported to the school community in early fall through discussions at a faculty conference and a Leadership Team meeting. Additionally, a memo was generated and distributed to each classroom teacher indicating the parents' language preferences for their class. Using this information, teachers can ensure that all written correspondence is sent home to parents in translated versions with the languages parents can understand

#### **Part B: Strategies and Activities**

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

P.S. 204 will provide written translation services to meet the identified language needs of our families. The method we will use most often to obtain and distribute written correspondence in appropriately translated versions for parents is downloading letters and forms in Chinese, Spanish, and Arabic from the Department of Education website. In addition, we will forward letters generated by the school administration or teaching staff to the Office of Translation to be translated and returned for distribution to parents. Lastly, when necessary we will make use of the language expertise of our ESL teachers and bilingual paraprofessionals, who are able to translate in Chinese, Spanish, Urdu, Arabic, Russian and Bengali.

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.

P.S. 204 will provide oral interpretation services to meet the identified language needs of our families. In addition to utilizing our ESL teachers and bilingual paraprofessionals to interpret in the languages of Chinese, Spanish, Urdu, Arabic, Russian and Bengali, we will hire interpreters from LIS when necessary. These interpreters will be hired to work during each of the two Parent-Teacher Conference sessions that take place in the fall and spring term. They will provide parents with the information needed to be active partners in the education of their children as they allow teachers to report to parents about classroom expectations and student progress/performance in the languages they understand.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

At P.S. 204 we will work hard to fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Signs are posted in the main lobby and throughout the school building in languages parents understand.

## 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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	521,231	407,223	928,454
2. Enter the anticipated 1% set-aside for Parent Involvement:	5,212	4,072	9,284
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	26,061	*	
4. Enter the anticipated 10% set-aside for Professional Development:	52,123	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: \_\_\_\_\_ 100% \_\_\_\_\_
6. 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.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

## **P.S. 204 PARENT INVOLVEMENT POLICY**

### **I. General Expectations**

P.S. 204 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
  - that parents play an integral role in assisting their child’s learning;
  - that parents are encouraged to be actively involved in their child’s education at school;
  - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
  - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. P.S. 204 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
  - We will hold parent meetings that will provide pertinent information that follows the guidelines of section 1112 of the ESEA.
  - We will form a Title I committee that is composed of our Parent Coordinator, Parents, Administration and Teachers.
  - We will hold Title I committee meetings to develop the parental involvement plan.
  - We will involve our School Leadership Team in all planning activities
  
2. P.S. 204 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:
  - We will review data from the school report card, CEP, ACUITY Periodic Assessments, nySTART reports, TCRWP Assessments, ARIS and other relevant documents to help plan for on-going student improvement.
  
3. P.S. 204 will coordinate and integrate Title I parental involvement strategies in all schoolwide programs, by:
  - We will form a Title I committee that is composed of our Parent Coordinator, Parents, Administration and Teachers.
  - We will hold Title I committee meetings to develop the parental involvement plan.
  
4. P.S. 204 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.

- Our Parent Coordinator will organize an effective evaluation process that will include examining Home Language Surveys and disseminating a needs assessment survey that will identify ways in which we can expand parental involvement for parents who are economically disadvantaged or may have limited English proficiency and are from varied ethnic backgrounds.
5. P.S. 204 will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - i. the State's academic content standards
    - ii. the State's student academic achievement standards
    - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
    - P.S. 204 will provide assistance to parents in understanding the State's Academic Content Standards and student achievement standards by providing workshops on a regular basis. These workshops will be facilitated by our parent coordinator in collaboration with our administrators and staff developers. We will examine such topics as *How to Help Your Child with Science Projects*, *Navigating the ARIS Parent Link*, *ACUITY Periodic Assessments and nySTART Reports*, and *What Your Child will Learn in Grade...* Evening programs that will include group activities which will foster the school/parent relationship while incorporating the aforementioned topics will include: *Everyday Mathematics Family Game Night*, *Family Literacy Night* and *Literature Circles for Parents*.
  - 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:
    - We will purchase materials to help parents work with their children at home that will include resource books and videos/DVDs for a lending library as well as computer software to enhance student learning at home. Materials that will be purchased for use at home will include dictionaries, calculators, math manipulatives, thesauruses, leveled books, and computer software.
  - 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:

- P.S. 204 will cultivate collaboration between parents and staff by participation in ongoing team building activities that will strengthen each constituency's appreciation for the contributions made by all school community members.
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
- We will host an orientation meeting for all parents of newly registered students to inform them of the resources available to them as well as an overview of the programs offered. Our Parent Coordinator attends all meetings and conducts outreach for all parents, offering translation services and other supports when needed.
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- P.S. 204 will translate and disseminate parent letters and/or flyers in different languages based on parent population needs
  - We will hire translators for parent meetings and workshops to enhance participation and foster community relations for the ELL parent.

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

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

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting telephone conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;

- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

#### **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Parent Attendance. This policy was adopted by P.S.204 on **June 9, 2010** and will be in effect for the period of 2010-2011 School Year. We will distribute this policy to all parents of participating Title I, Part A children on or before 9/25/2010.

- that parents are encouraged to be actively involved in their child’s education at school;
- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

### **School-Parent Compact:**

P. S.204, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards. This school-parent compact is in effect during school year 2010-2011.

#### **Required School-Parent Compact Provisions**

##### School Responsibilities

P.S. 204 will:



- All staff are available during the regularly scheduled Parent-Teacher Conference Times and are also accessible for individually scheduled appointments at parents' request all during the school year.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows
    - Parents will be afforded several opportunities during the school year to volunteer and participate in their child's class, and to observe classroom activities. In addition to the regularly scheduled Open-School Week activities in November and March, parents are invited to many special school wide and classroom events during the school year which include, but are not limited to school plays, class trips, Science and Social Studies Fairs, holiday celebrations, poetry days, author studies and math and literacy game nights. Parent requests for additional participation opportunities are readily accommodated.

In addition, P.S. 204 will:

6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

## Parent Responsibilities

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

- 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
  - ~ scheduling daily homework time
  - ~ talking with my child about his\her schoolwork everyday
  - ~ providing an environment conducive to study
  - ~ monitoring the amount of television that my child watches
- volunteering in my child's classroom
- participating, as appropriate, in decisions relating to my child's education
- participating in school activities on a regular basis
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received by my child
- reading together with my child every day
- communicating positive values and character traits, such as respect, hard work and responsibility
- respecting the cultural differences of others
- helping my child accept the consequences for negative behavior
- being aware of and following the rules and regulations of the school and district
- supporting the school discipline policy
- express high expectations and offer praise and encouragement or achievement
- Monitoring attendance
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

## **Optional Additional Provisions**

### Student Responsibilities:

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

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

### Section I: Schoolwide Program (SWP) Required Components

**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.

After conducting a comprehensive review of our school's educational program informed by our current quantitative and qualitative data, we were able to identify many of our strengths and accomplishments, as well as challenges that we will address. We are proud of the high academic performance of our students in all areas. As indicated by our most recent school report card, we have made our Adequate Yearly Progress (AYP) determinations for each accountability measure. Our most recent test scores indicate a positive trend in student performance in both Math and English Language Arts. We scored an A on the Student Progress component of the 2009-2010 School Progress Report. Over 78% of all tested students scored at or above the state standard on the New York State Math Test in 2010. Ongoing review of The *Everyday Mathematics* Progress Checks, Unit Assessments and Individual Profiles of Progress supports this high performance across all grade levels. 93% of our fourth grade students scored at or above the state standard in Science, which was a significant rise from the previous year.

66% of all tested students performed at or above the state standard on the New York State English Language Arts Test in 2010, which represents a rise in the scale score for most of our students. Analyzing data generated from conference notes, reading records, teacher conferences and the Teachers College Reading and Writing Project Assessments in the early childhood grades shows that our students are growing in their reading ability. Two years ago we implemented the *Wilson Language Basic Foundations* program as an adjunct to our TC literature-based instruction in all of our Kindergarten classes and data from TC assessments as well as *Foundations* assessments show that all of our Kindergarten students are progressing in phonemic awareness, fluency and word study. While our data reflects a significant rise in the number of students performing at high levels, it is our priority to continue to improve the progress of all students.

Our most recent Quality Review Report evaluated our school as *well-developed* and our score on last year's Progress report was an A. We pride ourselves on how well we work together to ensure our students grow in a strong learning environment. Our Inquiry Team members worked diligently to improve the performance of our targeted students, and many positive outcomes resulted from the team's work. 72% of our Inquiry Team Targeted students met or exceeded our goal of moving up 4 to 5 reading levels on the Teachers College Reading Assessment. As a result of our Inquiry Team work we were able to effect change in our

school culture to help us to make informed instructional decisions. Based on our team's work in leading the goal setting initiative at our school, we were able to better serve all of our students. By increasing our faculty participation rate to 90% of our staff, we were able to foster greater teacher reflection about instructional practices and student goals. As part of our Inquiry Team, we developed Collaborative Teacher Teams which designed and implemented instructional strategies to meet the needs of our targeted students. In order to continue and expand the fine work we started over the last three years, we will increase the work of the inquiry team this year by creating Collaborative Teacher Teams on each grade level.

As our most recent Quality Review reported, our school:

*collects an extensive range of data which they use to track the progress of each individual student in the school. The administration looks closely at data...and evaluates any differential achievement carefully to determine possible explanations. ...Consequently every teacher knows exactly what each student knows and is able to do. This results in extremely well-targeted intervention and support for these groups.*

Last year we worked very hard to enhance teachers' ability to analyze data and to develop strategies for instruction based on this information. Teachers became more comfortable and knowledgeable on analyzing student data which included ARIS reports, ACUITY reports, Teachers College Assessment reports, reading records, student conference notes, standardized writing rubrics, Everyday Mathematics Unit Test results and student portfolios. By reviewing this data on a monthly basis, our teachers were able to create meaningful educational programs. Building on this teacher growth in examining and utilizing this data in lesson planning, we believe it would be beneficial to teacher development and increase student gains in meeting long term goals if we increase the frequency of systematic data analysis to a bi-monthly process.

We deliver differentiated instruction through varied models at P.S. 204. We have an effective AIS program that tailors instruction to student need which has helped several students meet the standards. Our Gifted and Talented certified teachers work diligently to expand and enrich the curriculum in all areas to meet the needs of the gifted child. Teachers work with small groups of students during our extended day program to address individual needs. Our Pupil Personnel/Intervention Team meets regularly to identify students in need of intervention and to plan and implement appropriate programs. Keeping the importance of data-driven instruction in mind, last year our teachers provided differentiated instruction to all students based on class and individual ELA learning goals. Parents were apprised of this process through newsletters and were informed of their children's goals monthly. Our teachers found this initiative very instructive as it generated data on the diverse levels of our students and we were able to identify a need for more varied activities to meet the needs of each of the struggling, on-level, and above-level student groups. As a result of this finding, it is our objective this year to create individual data-driven student learning goals in Mathematics in order to provide even more defined differentiated instruction.

2. Schoolwide reform strategies that:

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

. After considering the findings and implications of our needs assessment, our school's educational priorities in support of improved student achievement in English Language Arts/ESL for the 2010 – 2011 school year are:

- Continued participation in Teachers College Reading and Writing Project.
- Alignment of the ESL curriculum with Teachers College Reading and Writing Initiative using the workshop model and the balanced literacy approach.
- The continued implementation of the Wilson Basic Language *Foundations* Program in all Kindergarten classes.
- Continued provision of Intensive Academic Intervention Services including utilizing targeted interventions to all students at risk of not meeting state standards.
- Continued professional development for all teachers on utilizing data to drive instruction, differentiating instruction and aligning instructional assessments to focus on student needs and goals in meeting the standards

After considering the findings and implications of our needs assessment, our school's educational priorities in support of improved student achievement in mathematics for the 2010 – 2011 school year are:

- Continuation of instructional strategies that have contributed to overall student achievement including continued implementation of the Citywide Mathematics Program, *Everyday Mathematics*, supplemented by *Math Steps*.
- Teachers will use data from the nySTART reports, ACUITY Periodic Assessments, ARIS and Portfolio examination to provide instructional emphasis on students' strengths and weaknesses and to assist with grouping and setting and monitoring student goals.
- Intensive Professional Development in the understanding and use of specialized instructional strategies for mathematical reasoning to meet the needs and goals of special populations.

3. Instruction by highly qualified staff.

All of our teachers hold a valid teaching certificate. We also provide instruction by highly qualified staff by offering the following programs to targeted students:

- Foundations Program
- QAR Reading Program
- Recipe for Reading

Support is provided to teachers through the work of administrators and staff developers

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.

We provide high quality and ongoing professional development for all staff through our staff developers which will includes training in the following areas:

- Differentiating Instruction
- Analyzing student data to inform instruction
- Developing goals when examining student work
- Refining our balanced literacy program
- Portfolio Development
- Using Technology to Enhance Instruction

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

We work collaboratively with several colleges and universities to develop and implement superior student teaching programs. Many students that have participated in our professional development have joined our faculty upon completion of their certification. We will continue to expand the number of institutions participating in our program to attract highly qualified teachers.

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

At P.S. 204 we are committed to increasing parental involvement. Some of the strategies we will utilize are:

- Continued engagement in community activities with a focus on increased partnerships between the school and parent.
- Expansion of the *Family Night Program*(e.g., *Family Math Game Night, Family Literacy Night*)
- Translation of notices sent to parents in their native language.
- Translators in place at all parent meetings and workshops to aid non-English speaking parents.
- Workshops offered to parents by Parent Coordinator and staff developers on pertinent topics
- Curriculum meetings held by each classroom teacher to keep parents informed of prescribed standards
- Lending library of resources for parents on parenting issues
- Classes in Literacy Support for the English Language Learner Parent

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 host an orientation meeting for all parents of newly registered students to inform them of the resources available to them as well as an overview of the programs offered. Our Parent Coordinator attends all meetings and conducts outreach for all parents, offering translation services when needed and other supports.

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.

All teachers are represented through our Instructional Team where the use of academic assessment is discussed. A needs assessment will be distributed to all teachers and intensive staff development will be provided on the different tools to assess students, develop individual goals and the use of rubrics. Many workshops on interpreting data to drive instruction will be provided to ensure that all students are provided with an educational program that is tailored to his or her individual needs. The PPT/Intervention Team will meet on an average of two times per month to look at student evaluations and to recommend appropriate, targeted interventions.

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 teachers are provided staff development in the beginning of the year on the efficient protocols needed to refer students to the PPT/Intervention Team. Our PPT/Intervention Team meets on an average of two times per month to discuss students referred for service. After the team meets, they send written recommendations to the reporting teacher and to the parent if appropriate. Protocol for referring students to the guidance counselor or PPT/Intervention Team are discussed and outlined at faculty and grade conferences, as well as Parent Association Meetings. Parents call the Parent Coordinator directly when in need of assistance, and the Parent Coordinator, in turn, refers the parent or child to the appropriate personnel. Ongoing evaluation of provided services continues throughout the year to ensure the effectiveness of the program.

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.

At P.S. 204, we have a strong support service program which is led by our guidance counselor. She conducts a systematic process for reaching out to students who are absent from school. She meets with mandated and at-risk children individually and in small groups to explore issues such as working well together, anger management, and success in school. She acts as a crisis manager to assist students and parents who are in need. Parental support is an important component of the guidance program as our guidance counselor is a resource for all parents and a liaison for community agencies. Our school psychologist and social worker meet with students to provide social and academic support.

## **Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			\$521,231	X	15,16,17,18,19,20,21,22
Title I, Part A (ARRA)	Federal	X			\$407,223	X	15,16,17,18,19,20,21,22
Title II, Part A	Federal	X			\$161,370	X	15,16,19,20,21,22
Title III, Part A	Federal	X			N/A	X	27,28,29,30
Title IV	Federal	-			-	-	-
IDEA	Federal	X			48,984	X	15,16,17,18,19,20,21,22
Tax Levy	Local	X			4,060,025	X	15,16,17,18,19,20,21,22

**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

***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, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

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 schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

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

**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: 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.)

One child is currently in temporary housing.

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

Title I funds will be used to provide books, instructional supplies, basic/emergency supplies, eyeglasses and counseling services as needed to children identified as Students in Temporary Housing.

### **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 your Children First Network.



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

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 204 Vince Lombardi					
<b>District:</b>	20	<b>DBN:</b>	20K204	<b>School</b>		332000010204

**DEMOGRAPHICS**

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	72	72	72		95.4	95.9	96.1
Kindergarten	157	170	186				
Grade 1	163	154	176	<b>Student Stability - % of Enrollment:</b>			
Grade 2	136	169	159	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	162	141	187		95.5	94.3	95.2
Grade 4	141	158	137				
Grade 5	149	151	164	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		62.4	75.1	75.1
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		5	10	8
Grade 12	0	0	0				
Ungraded	1	4	2	<b>Recent Immigrants - Total Number:</b>			
Total	981	1019	1083	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					18	23	18

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	12	23	38	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	20	26	36	Superintendent Suspensions	1	0	3
Number all others	37	46	43				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	64	66	66
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	11	12	9
# receiving ESL services only	139	143	TBD				
# ELLs with IEPs	7	23	TBD				

These students are included in the General and Special Education enrollment information above.	Number of Educational Paraprofessionals	4	4	13
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Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	98.5
				% more than 2 years teaching in this school	78.1	87.9	90.9
				% more than 5 years teaching anywhere	65.6	65.2	83.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	94.0	97.0	97.0
American Indian or Alaska Native	0.3	0.1	0.0	% core classes taught by "highly qualified" teachers	100.0	100.0	94.1
Black or African American	0.2	0.5	0.5				
Hispanic or Latino	12.0	13.6	14.4				
Asian or Native Hawaiian/Other Pacific	36.3	37.7	40.2				
White	51.2	47.0	45.0				
<b>Male</b>	50.9	50.5	52.2				
<b>Female</b>	49.1	49.5	47.8				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native	-	-					
Black or African American							
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	v	v					
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>7</b>	<b>7</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	58.7	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	11.3	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	9.2	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	36.7						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.5						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = 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.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN 15 - Network 609</b>	District <b>20</b>	School Number <b>204</b>	School Name <b>Vince Lombardi</b>
Principal <b>Marie Reilly</b>		Assistant Principal <b>Jessica Horgan/Nancy Tomasuolo</b>	
Coach <b>N/A</b>		Coach <b>N/A</b>	
Teacher/Subject Area <b>Ju Liu (ESL)</b>		Guidance Counselor <b>Alison Harris</b>	
Teacher/Subject Area <b>Caterina Terruso (ESL)</b>		Parent <b>Teri Faicco</b>	
Teacher/Subject Area <b>Janet Bova (AIS)</b>		Parent Coordinator <b>Suzanne DeBlaise</b>	
Related Service Provider <b>Joy Macko (Speech)</b>		Other <b>Kathleen Conlon (Title III)</b>	
Network Leader <b>Debra Van Nostrand</b>		Other <b>type here</b>	

### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

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

### C. School Demographics

Total Number of Students in School	<b>1083</b>	Total Number of ELLs	<b>109</b>	ELLs as Share of Total Student Population (%)	<b>10.06%</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.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. Upon entering PS 204 as a new admit to the NYC school system, we take several steps to identify those students who may possibly be ELLs. One of our two ESL teachers, Mrs. Terruso or Mrs. Liu, come to the counter in the main office to administer the Home Language Identification Survey (HLIS), which includes the informal oral interview in English and the native language. Mrs. Terruso is able to speak Spanish and Italian and Mrs. Liu is able to speak Chinese. At times, the ESL teachers ask for assistance from our bilingual paraprofessionals, who speak Spanish (Ms. Rodriguez or Ms. Curo), Urdu (Ms. Siddique, Ms. Khaleel, Ms. Chowdhury), Bengali (Ms. Siddique, Ms. Khaleel, Ms. Chowdhury, and Arabic (Ms. Andrawis), to interpret information during the informal interview with the parent. We make use of DOE's over-the phone-interpretation services to conduct the interview if we do not have a staff member who can communicate effectively with the parent in their native language. Once the HLIS is administered, one of the ESL teachers analyzes the results and instructs the pupil accounting secretary to enter the appropriate Home Language code in ATS. If the child is eligible for LAB-R testing based upon the HLIS, one of our ESL teachers administers the LAB-R to the student within the first ten days of registration at our school. It typically takes place on the day of registration or the very next day. Test results are used to determine a child's level of English language proficiency and whether or not the child is eligible for service in our ELL program. From that point forward, ELLs are tested annually each spring using the NYSESLAT to determine their level of English language proficiency and their continued entitlement to service.

2. There are three program choices available to ELLs – a transitional bilingual program, a dual language program, and a freestanding ESL program. We have structures in place at our school to ensure that parents understand all three program choices. Our ESL teachers and one of our Assistant Principals continuously review LAB-R test results of new admits to determine who is entitled to service. The ESL teachers prepare entitlement letters and written invitations to a parent orientation meeting and these are sent home to parents in their native language. The parent orientation meeting takes place annually during the last week of September and on an on-going basis throughout the year as new admits arrive at our school. At these orientations parents are welcomed into the school community and presented with a video in their native language describing the language instruction programs available to their children.

3. After attending an orientation meeting, parents are able to make informed decisions for their children as they fill out and return the Parent Surveys and Program Selection Forms. Typically, parents receive these forms at the parent orientation meeting and submit them to our ESL teachers before leaving the meeting. If the Parent Surveys and Program Selection Forms are not returned, one of our ESL teachers or the Parent Coordinator does outreach by phone and sends home another copy of each document until we receive them back.

4. After reviewing the documents submitted by our parents, we determine the appropriate instructional program for our ELLs and we place them in classes appropriately. We use over-the-phone interpretation services to communicate with parents in their native language when we place students in instructional programs.

5. The trend for the past few years is that our parents overwhelmingly select a freestanding ESL program for their children. To reflect that choice, only a freestanding ESL program has been implemented and we do not currently have a transitional bilingual program or a dual language program.

6. Our program model is aligned with parent requests. At this time it is not necessary to build alignment between parent choice and program offerings because we are already fully aligned. If, however, parents started indicating a preference for a program we didn't offer we would take the necessary steps to create the program and hire appropriately certified teachers.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

K  1  2  3  4  5

Check all that apply

6  7  8  9  10  11  12

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	2	2	2	2	2	2	0	0	0	0	0	0	0	12
<b>Push-In</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	2	2	2	2	2	2	0	0	0	0	0	0	0	12

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	109	Newcomers (ELLs receiving service 0-3 years)	93	Special Education	22
SIFE	0	ELLs receiving service 4-6 years	16	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	93	0	16	16	0	6	0	0	0	109
<b>Total</b>	<b>93</b>	<b>0</b>	<b>16</b>	<b>16</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>109</b>

Number of ELLs in a TBE program who are in alternate placement: 6

**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	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									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 languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number): African-American:	Asian:
Hispanic/Latino:	

Native American:

White (Non-Hispanic/Latino):

Other:

**Freestanding English as a Second Language****Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	10	6	3	4	5								34
Chinese	12	6	5	11	5	14								53
Russian	1	1	0	0	1	0								3
Bengali	0	0	0	0	0	1								1
Urdu	0	0	0	2	1	0								3
Arabic	2	1	1	0	4	1								9
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	1								1
Albanian	0	2	0	0	0	0								2
Other	1	1	0	0	1	0								3
<b>TOTAL</b>	<b>22</b>	<b>21</b>	<b>12</b>	<b>16</b>	<b>16</b>	<b>22</b>	<b>0</b>	<b>109</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

1. Instruction is delivered in a freestanding ESL program using a pull-out model. We provide a comprehensive language program for students in kindergarten through grade five in accordance with CR Part 154 guidelines. Two full-time ESL teachers each teach five periods per day, allocating correct time periods to students based upon their English language proficiency levels, as well as, any IEP mandates for special education students in the ESL program. Our ESL classes are graded and heterogeneous.

2. Students at the Beginning and Intermediate levels of language proficiency receive 360 minutes (8 forty-five minute instructional periods) of ESL instruction per week. Students at the Advanced level of language proficiency receive 180 minutes (4 forty-five minute instructional

periods) of ESL instruction per week in addition to 180 minutes of English Language Arts instruction per week in the general classroom. One of the ESL teachers services students in kindergarten through grade two and the other ESL teacher services students in grade three through grade five. Explicit ESL and ELA instructional minutes are delivered as per CR Part 154 because we carefully schedule each grade level's ESL periods taking into consideration the time of day classroom teachers are delivering ELA instruction. Students at the Beginning and Intermediate levels of language proficiency receive their ESL instruction in double period sessions while classroom teachers are teaching ELA. Students at the Advanced level of language proficiency receive their ESL instruction in single period sessions so they still receive 180 minutes of ELA instruction with their classroom teachers.

3. All four modalities of listening, speaking, reading, and writing are incorporated into ESL lessons. Our ESL teachers work to make content comprehensible to enrich the language development of our ELLs. We use a workshop model of instruction in which teachers conduct a mini-lesson with a clearly stated teaching point. During the mini-lesson teachers model a specific strategy and then students are given an opportunity to apply that strategy individually and/or in small groups with varying degrees of support from the teachers depending on student ability. Students are actively engaged in lessons and participate fully. Instruction is differentiated for ELL subgroups as described in the following paragraphs.

4. We differentiate instruction for ELL subgroups in the following ways:

a. We do not currently have any Students with Interrupted Formal Education (SIFE), but if we did, we would implement a program designed to maximize learning by taking into consideration the student's level of academic performance. After assessing the student's current skill levels, instruction would be tailored to fill in the language regression gap that was caused by interrupted schooling. The ESL teachers would work with SIFE students to systematically build foundational language skills.

b. For ELLs in U.S. schools less than three years, we implement a program of study that addresses their specific needs. We work to establish a language foundation through vocabulary-building activities that incorporate listening and speaking. We model correct English language usage and expose students to appropriately leveled literacy materials. We have created two Extended Day classes for lower and upper grade newcomers to emphasize the development of beginner phonics skills that will lead to further developments in reading and writing. We also use the Wilson Foundations program for all of our kindergarten newcomers to build letter sound correspondence and sound blending skills. Since NCLB now requires ELA testing for ELLs after one year, we have implemented an instructional program to prepare them for the demands of this test. Students engage in listening activities and are taught how to take notes that aid in constructing written responses to questions about the stories that are read aloud to them. Students are also taught comprehension strategies to support their ability to correctly answer multiple choice and constructed response questions after reading grade level passages.

c. For ELLs receiving service for four to six years we analyze the available NYSESLAT data to identify which modalities need to be stressed during instruction. In all cases we have found that students perform better on the listening and speaking subtests than they do on the reading and writing subtests. As a result, we provide instruction to remediate this deficiency. Students are engaged in lessons that are designed to teach reading and writing strategies during their ESL periods, general classroom literacy periods, and additional Academic Intervention Service (AIS) periods. These students get every available support to help them achieve grade level standards and demonstrate English language proficiency.

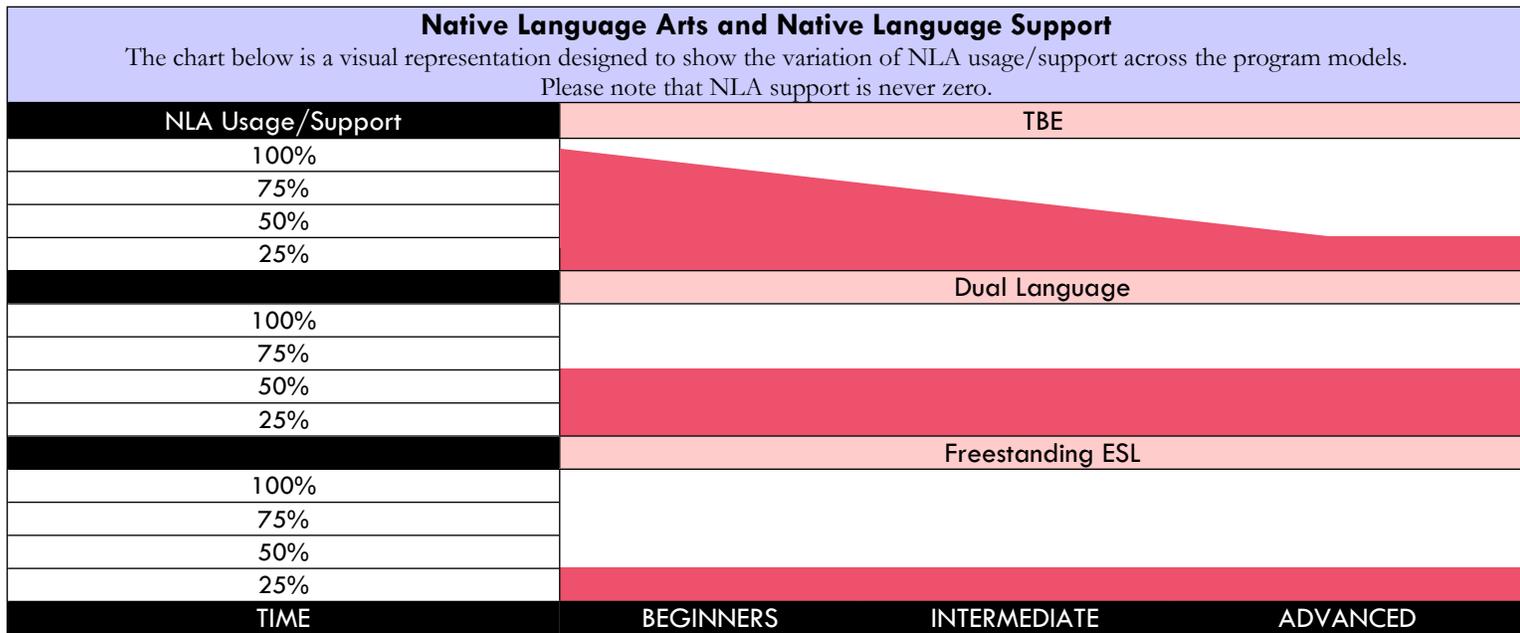
d. We do not currently have any Long-Term ELLs who have completed six years of ESL instruction, but if we did, we would analyze their NYSESLAT results to determine strengths and areas in need of improvement. We would then tailor a program to meet their instructional needs.

e. For our ELLs identified as having special needs, we follow Individual Education Program (IEP) mandates to ensure that student learning goals are met. Our special education teachers, general education teachers, and ESL teachers collaborate to design effective instructional programs for these students so that their English language skills improve while their disabilities are taken into consideration. Nine of our twenty-two special education ELLs are x-coded, which means the School Based Support Team has determined through bilingual evaluation that their difficulties with language are related to their learning disabilities. As a result, these students do not receive ESL service, but are still required to take the NYSESLAT annually. These students receive appropriate instruction as per their IEPs. In addition, six of our twenty-two special education ELLs were recommended for bilingual 12:1:1 or CTT programs and are in alternate placement. These students each have a 1:1 bilingual paraprofessional and receive ESL instruction.

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</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	60-90 minutes per day	45-60 minutes per day	45 minutes per day

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 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	45 minutes per day	45 minutes per day	45 minutes per day



**B. 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.
14. What language electives are offered to ELLs?

5. We have targeted intervention programs for ELLs in ELA and math. Our approach to intervention is a push-in model, where AIS providers come into the general classroom and work with small groups of students to provide instruction tailored to meet their learning needs. Students are assessed to determine those needs and lessons are developed by the providers.

6. In addition to our current ELLs, we also provide these targeted intervention services for ELLs reaching proficiency on the NYSESLAT to continue giving transitional support for at least two years after testing out. These students receive AIS push-in services in ELA and math so they can continue progressing academically. The former ELLs are also given testing accommodations for up to two years after testing out on the NYSESLAT. These testing accommodations include separate location, extended time (time and a half), use of bilingual glossaries, and simultaneous use of English and alternative language test editions.

7. Each year we review NYSESLAT results and consider using different programs or making improvements to existing programs in order to help our ELLs reach English language proficiency. Two of the new programs we have implemented are "Wilson Foundations," which is a multi-sensory phonics program for young students, and "Newcomer Phonics," which is a phonics program for older student who are just learning English. Instruction through these programs will give students much needed support with learning the essential sound-symbol relationships that build the foundation for reading fluently.

8. We do not plan to discontinue the use of any programs or services for our ELLs because we have determined they are making successful gains. As a result, we will continue to use our existing programs and materials.

9. ELLs are afforded equal access to all school programs. Parents are notified about all programs in their native languages. We have a community-based NIA after-school program that provides homework help and enrichment activities for approximately 200 students, many of which are ELLs. We also invite our ELLs to participate in the Title III after-school program, which provides supplemental language and literacy instruction.

10. We use a variety of instructional programs and materials to support our ELLs including "On Our Way to English" program, "Avenues" program, "Comprehension Strategies That Work" kit, "Text Talk" kit, "Wilson Foundations" kit, "Kaplan Advantage" workbooks, "Coach ELA & Math" workbooks, "TOPS" program, "Empire State NYSESLAT" workbooks, "Newcomer Phonics" program, "Month by Month Phonics" program, leveled libraries with fiction and non-fiction trade books, shared reading charts and posters, CDs, tapes, Chinese and Spanish versions of familiar picture books, Teachers College Reading and Writing Units of Study, "Everyday Mathematics" program, "Math Steps" workbooks, "Let's Sing About It" shared reading kit, and "Let's Talk About It" writing kit.

11. In our ESL program, native language support is delivered through use of bilingual libraries. We have purchased familiar trade books in English, Spanish, and Chinese so students can refer to the translated version while reading the English version. Students are also encouraged to speak and write in their native language while developing English language skills.

12. Our resources correspond to the ages, grade levels, and English proficiency levels of our ELLs. We are careful to appropriately match materials to each of our student groups. We do this by ordering materials at a variety of difficulty levels so that all needs can be met. We have materials for students at the beginning, intermediate, and advanced levels of English language proficiency at all age and grade levels. We accomplish this by reviewing the RNMR report from ATS, as well as, analyzing other sources of formal and informal data. We provide instruction that meets students at their current level of functioning and helps build upon the skills they already possess. This approach is called scaffolding and in order to successfully implement it we have to draw upon resources that correspond to our ELLs' ages, grade levels, and proficiency levels.

13. Being an elementary school, we do not know who our new admits will be prior to the beginning of the school year. As a result, we are unable to plan activities to assist newly enrolled ELLs before the beginning of the school year.

14. Being an elementary school, we do not offer any language electives to our students.

### C. 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)?

At this time we do not have any dual language programs so this section is not applicable.

### D. 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 (including non-ELL teachers) as per Jose P.

1. Ongoing professional development for teachers is a priority at our school. Our two ESL teachers will attend the following professional development workshops being offered by our ELL Network Support Specialist:

October 29, 2010 – Academic Literacy for ELLs

December 7, 2010 – Modified Guided Reading for ELLs

January 25, 2011 – Looking at Writing Response in the NYSESLAT & ELA

March 22, 2011 – Integrating Grammar in the Writers Workshop

June 7, 2011 – Effective Strategies in Literacy Instruction for ELLs

In addition, our ESL teachers, AIS teachers, general and special education classroom teachers, alternate placement paraprofessionals, and related service providers will attend monthly common prep meetings here at our school for the purpose of professional development. Topics of these meetings will include differentiation of instruction, using data to drive instruction, setting individual and group learning goals for students, using ELL standards to plan instruction, preparing students for success on the NYSESLAT, implementing effective guided reading lessons, improving writing instruction, and using progress reports to communicate with parents. All personnel who work with ELLs are included in professional development sessions so they can more effectively meet the needs of our ELLs.

2. We also provide support to staff so they can assist ELLs as they transition from elementary school to middle school. We work closely with our ESL teachers and our fifth grade teachers to ensure that student needs are met and accurate records are kept of student progress. Our teachers create a student portfolio that we pass on to the middle school. This portfolio documents the goals we have set for students and they progress they have made toward reaching those goals. The portfolio also includes assessments and data with an analysis of student strengths and areas in need of improvement so that the teachers at the middle school level are able to gauge a starting point for instruction that build upon the work we did with our ELLs in elementary school. Our assistant principal, our parent coordinator, and our teachers also reach out to the parents of our ELLs and encourage them to attend Middle School Open Houses so they can be better prepared to enter middle school after graduating from P.S. 204.

3. As per Jose P., we have worked to ensure that all of our teaching staff has the required 7.5 hours of ELL training. In April of 2007 we hired consultants from Americas Choice to come to our school and do a series of five full day workshops for all staff members entitled "Essential Practices for Working with ELLs."

### E. 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?

1. We have a very actively involved parent population at P.S. 204, which includes our parents of ELLs. When available, invitations to all meetings and school functions are sent home in languages as requested by parents so they can understand and participate fully. Many of our parents attend monthly PTA meetings, as well as, other school-wide events. Parents attend class plays, Student of the Month Assemblies, Honors Assembly, Giftsharing Assembly, Family Literacy Night, and Family Math Night.

2. We have developed relationships with staff from a variety of Community Based Organizations such as the Neighborhood Improvement Association (NIA), the Brooklyn Chinese Association (BCA), and Arab American Association of New York (AAANY). These organizations provide services to our ELL parents on an as needed basis. Either our parent coordinator or our guidance counselor facilitate the referral to these CBOs and assist our parents in obtaining the assistance they need. The services offered by these organizations include such things as English language lessons, homework help, and counseling.

3. We evaluate the needs of our parents through conversations parents have with our teaching staff, our parent coordinator, and our administration. We also use the information from the Home Language Survey and the Learning Environment Survey.

4. We plan and implement a large variety of parental involvement activities to address the needs of our parents. In addition to the Parent Orientation Meetings for ELL parents, we have monthly Parent Teacher Association Meetings with invited guests who give presentations about a range of topics that are important to our parents. We have had doctors, nurses, and dentists come to meetings to talk about health care for children. We have also had police officers and firefighters come to meetings to talk about safety issues. In addition, we have had teachers do presentations about curriculum, instruction, and language acquisition. We work hard to address the needs of our parents using information we get from them.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	21	7	3	2	8	6								47
Intermediate(I)	0	6	3	8	2	5								24
Advanced (A)	1	8	6	6	6	11								38
Total	22	21	12	16	16	22	0	0	0	0	0	0	0	109

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	0	1	2	0	0	0							
	I	0	0	0	3	3	3							
	A	0	9	1	3	5	10							
	P	0	20	21	24	6	12							

READING/ WRITING	<b>B</b>	0	4	2	2	3	2							
	<b>I</b>	0	6	4	7	1	5							
	<b>A</b>	0	4	4	6	7	11							
	<b>P</b>	0	16	14	15	3	7							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	8	1	0	10
4	5	12	3	1	21
5	10	8	4	0	22
6					0
7					0
8					0
NYSAA Bilingual Spe Ed	1	0	0	0	1

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4	2	4	0	1	1	3	1	16
4	0	1	8	4	5	1	4	1	24
5	4	1	5	3	8	2	2	0	25
6									0
7									0
8									0
NYSAA Bilingual Spe Ed	1	0	0	0	0	0	0	0	1

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	3	5	1	9	3	1	0	23
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	5	3	6	0	7	2	0	0	23
8									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. 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?
5. 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?
6. Describe how you evaluate the success of your programs for ELLs.

1. We use the TCRWP Reading Assessment to assess the early literacy skills of our ELLs. Analysis of this data shows that most ELLs in the lower grades need to improve their phonics, phonemic awareness, and other decoding skills. Being that English is new for these students and they need to learn about letter sound correspondence, it makes sense that they would show deficiencies in these areas. Our TCRWP data also reveals that our ELLs in the lower grades need to improve their sight word knowledge. This will help students read more fluently and accurately. Teachers use this information to group students for differentiated instruction. They also conduct guided reading lessons based upon students' reading levels on the TCRWP assessment.

2. Patterns have emerged through data analysis. Our LAB-R results indicate that most new admits across all grades enter our school at the Beginning or Intermediate level of English language proficiency. NYSESLAT results vary by grade. On the 2010 NYSESLAT, 22 of our 30 kindergarten ELLs moved up at least one level and 12 of those students scored at the proficient level, which means they no longer need ESL service. Similarly, 20 of our 28 first grade ELLs moved up at least one level and 15 of those students scored at the proficient level. Of our 29 second grade ELLs, 24 moved up at least one level with 15 of them scoring at the proficient level. Of our 16 third grade ELLs, 10 of them moved up at least one level with five of them scoring at the proficient level. Of our 25 fourth grade ELLs, 16 of them moved up at least one level with 7 of them scoring at the proficient level. Of our 26 fifth grade ELLs, 16 of them moved up at least one level with 6 of them scoring at the proficient level. When our returning ELLs are combined with our new admits who are entitled to ESL service, each grade has approximately half of its ELLs at the Beginning or Intermediate level of English language proficiency and the other half at the Advanced level.

3. Further NYSESLAT data analysis has shown patterns across the modalities. Many of our first graders are scoring at the Advanced level in the areas of listening and speaking, but at the Beginning or Intermediate levels in the areas of reading and writing. These students need concentrated instruction in reading and writing in order to progress and demonstrate proficiency. Similarly, most of our second graders are already at the Advanced or Proficient level in the areas of listening and speaking. Their instruction also needs to emphasize reading and writing because they underperformed in that area. The same is true of third, fourth, and fifth graders who scored at the Proficient or Advanced levels in listening and speaking, but at the Beginning and Intermediate levels in reading and writing. Instructional decisions are based on this data. We tailor our ESL instruction to meet student needs. Resources are purchased and utilized in a way that is aligned with the needs of our students. Our ultimate goal, of course, is to help our students reach English language proficiency. We do this by providing instruction in all four modalities, but emphasizing the areas most in need of improvement based on prior year NYSESLAT performance.

4. We examine performance data on NYS tests to look for patterns across proficiencies and grades.

a. Analysis of last year's NYS ELA scores indicates that 9 out of 53 ELLs tested scored at levels 3 and 4, while 28 out of 53 scored at level 2, and 16 out of 53 scored at level 1. This means that 17% of our ELLs met grade level standards, 53% of our ELLs are approaching those standards, and 30% are far below those standards.

Analysis of last year's NYS Math scores indicates that 29 out of 65 ELLs tested scored at levels 3 and 4, while 24 out of 65 scored at level 2, and only 12 out of 65 scored at level 1. This means that 45% of our ELLs met or exceeded grade level standards, 37% of our ELLs are approaching those standards, and only 18% of our ELLs are far below those standards. For the NYS Math test, 17 out of 65 students took the test in their native language of Chinese, Spanish, Russian, or Arabic and 6 out of the 17 scored a level 3 or 4 (35%), 7 out of the 17 scored a level 2 (41%), and 4 out of the 17 scored a level 1 (24%). The results were similar whether the students took the test in English or their native language.

Analysis of last year's NYS Science scores indicates that 13 out of 23 fourth grade ELLs tested scored at levels 3 and 4, while 6 out of 23 scored at level 2, and 4 out of 23 scored at level 1. This means that 57% of our ELLs met or exceeded grade level standards, 26% of our ELLs are approaching those standards, and 17% of our ELLs are far below these standards. For the NYS Science test, only 7 out of 23 students took the test in their native language of Chinese or Spanish and 3 of them scored a level 1, 1 of them scored a level 2, and 3 of them scored a level 3.

Analysis of last year's NYS Social Studies scores indicates that 9 out of 23 fifth grade ELLs tested scored at level 3, while 6 out of 23

scored at level 2, and 8 out of 23 scored at level 1. This means that 39% of our ELLs met grade level standards, 26% of our ELLs are approaching those standards, and 31% of our ELLs are far below these standards. For the NYS Social Studies test, only 5 out of 23 students took the test in their native language of Chinese, Spanish, or Russian and 2 scored a level 3 and the other 3 scored a level 1.

b. Our school leadership and teachers are using the results of the Periodic Assessments to set goals for students and plan instruction. We analyze the data from their test results to determine strengths and areas in need of improvement.

c. Examination of Periodic Assessment data reveals that our ELLs would benefit from instruction geared toward reading comprehension. Students need to work on identifying the main idea, sequencing story events, and determining importance.

5. We do not have a dual language program.

6. We evaluate the success of our program for ELLs by measuring student progress from year to year. We pay special attention to NYSESLAT scores because they provide a break-down by language modality, but we also use other formal and informal assessments. We use rubrics to assess listening, speaking, and writing skills. We use running records to assess reading skills. We also worked to create our own ESL Progress Report, which our ESL teachers complete for each student at the end of each marking period. This helps us to monitor growth as we identify student strengths and areas in need of improvement and communicate this information to parents.

### Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

## Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		

	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		