



P.S. 204 MORRIS HEIGHTS

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P.S. 204 MORRIS HEIGHTS
ADDRESS: 1780 DR. MARTIN LUTHER KING JR. BLVD.
TELEPHONE: 718 960 9520
FAX: 718-583-6394

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 320900010204 **SCHOOL NAME:** P.S. 204 Morris Heights

SCHOOL ADDRESS: 1780 Dr. Martin Luther King Jr. Blvd., Bronx, NY, 10453

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

SCHOOL CONTACT PERSON: Marcy Glattstein **EMAIL ADDRESS:** MGlatts@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Mariano Maqueda

PRINCIPAL: Marcy Glattstein

UFT CHAPTER LEADER: Bernadette Alexander

PARENTS' ASSOCIATION PRESIDENT: Dashaland Brown

STUDENT REPRESENTATIVE:
(Required for high schools) NA

DISTRICT AND NETWORK INFORMATION

DISTRICT: 9 **CHILDREN FIRST NETWORK (CFN):** Center for Educational Innovation-Public Education Association

NETWORK LEADER: WILLIAM COLAVITO/BEN WAXMAN/Christine Etienne

SUPERINTENDENT: DOLORES ESPOSITO

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT 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
Marcy Glattstein	Principal	
Bernadette Alexander	UFT Chapter Leader	Comments: yes
Lisa Ellis	UFT Member	Comments: yes
Debbie Salgueiro	UFT Member	Comments: yes
Mariano Maqueda	UFT Member	Comments: yes
Dashaland Brown	PA/PTA President or Designated Co-President	Comments: yes
Elizabeth Rivera	Parent	Comments: yes
Sharon Grandberry	Parent	Comments: yes
Lillie Butler	Parent	Comments: yes
Crystal Nissing	Parent	Comments: yes

* 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.

In September 2010, P.S. 204X, an elementary school located in the Morris Heights section of the Bronx, moved into a New York City Department of Education newly constructed school. This new school building has the equipment and resources to support students, staff and parents that include: two science labs, a music room, an art room, a gymnasium, an auditorium with an audio and video system and a state of the art automated library/media center. Laptops, desktop computers and smartboards are in every classroom to support the integration of technology into instructional programs.

P.S.204X is now a pre-kindergarten through fifth grade school with a population of approximately 400 students.

When visitors enter the school, they are immediately struck by the modern architecture of the building and the professional, collegial climate within and around the school. It is evident that it is a safe, nurturing child-centered environment. The school is committed to deepening its core values around the belief that high expectations, collaboration, and accountability are essential toward instilling a foundation for life-long learning in all aspects of growth and achievement for its students. P.S. 204X strives to develop in its students a love of knowledge, cultural awareness, sensitivity and a belief in their ability to learn and succeed. Students are viewed as the centerpiece of the school that deserve challenging, exemplary educational programs across a wide spectrum of curriculum. Therefore, the focus is on quality teaching, parent involvement, community outreach, administrative participation, and a search for methods, materials, and ideas that will educate the hearts and minds of all the students. All of the teachers are certified and highly qualified. The stability rate of teachers is high. They are collaborative stakeholders, participating in weekly inquiry team planning sessions to analyze student work, study best practices, establish grade and individual student goals and share resources.

P.S. 204X implements the Schoolwide Enrichment clusters. The SEM enrichment clusters such as Food for Thought, Break a Leg, Art Through the Ages, and Making Music Without Instruments, provide students with opportunities to pursue their interests and enrich the academic curriculum.

Teachers develop clusters to engage students across grades and content areas. Clusters offer unique and motivational experiences for students that culminate in projects, presentations and performances. Also, students are engaged in a comprehensive arts program through Music 144, Gramercy Brass Orchestra, Highbridge Voices and Studio-in-the-School.

P.S. 204X has received several grants to support student learning about how to live a healthy lifestyle. Move to Improve is a physical fitness program. Community Board 5 grant, Healthy School/Healthy Community, involves learning healthy eating habits. The Cookshop program gives students the opportunity to cook and eat healthy foods.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." 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										
School Name:		P.S. 204 Morris Heights								
District:		9	DBN #:		09X204	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		0	0	0			91.5	93	TBD	
Kindergarten		58	56	49						
Grade 1		64	77	55	Student Stability - % of Enrollment:					
Grade 2		78	50	79	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		38	58	47			92.9	96.01	TBD	
Grade 4		68	37	52	Poverty Rate - % of Enrollment:					
Grade 5		65	62	36	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 6		0	0	0			89.9	92.2	96.2	
Grade 7		0	0	0	Students in Temporary Housing - Total Number:					
Grade 8		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 9		0	0	0			5	3	TBD	
Grade 10		0	0	0	Recent Immigrants - Total Number:					
Grade 11		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 12		0	0	0			7	7	10	
Ungraded		0	1	0						
Total		371	341	318						
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		10	11	10	Principal Suspensions		3	2	TBD	
# in Collaborative Team Teaching (CTT) Classes		7	9	9	Superintendent Suspensions		3	1	TBD	
Number all others		27	24	20						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		42	47	36						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	36	28	29	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	1	20	Number of Teachers	31	31	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	6	6	TBD
				Number of Educational Paraprofessionals	1	1	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	71	71	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	58.1	58.1	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	87	77	TBD
American Indian or Alaska Native	0	0.6	0.3	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	100	TBD
Black or African American	38.5	36.1	36.5				
Hispanic or Latino	61.5	61.9	62.6				
Asian or Native Hawaiian/Other Pacific Isl.	0	0	0				
White	0	1.2	0.3				
Multi-racial							
Male	53.1	49.6	50				
Female	46.9	50.4	50				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	√	√	-				
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	95.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	12.6	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	25	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	53	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	4.5	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

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

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

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 schools use of resources: last year's school budget, schedule, facility use, class size, etc.

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

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

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

Accomplishments

- Attendance has steadily increased from 91.5% in 2008, to 93% in 2009 and to 94.3% in 2010
- P.S. 204X has consistently received an "A" in the School Environment and Student Performance categories since 2007-2008
- P.S. 204X has sustained an "A" in the Student Progress category of the NYC Progress Report since 2008-2009
- P.S. 204X was the only school in District 9 to earn an "A" in student performance on the 2009-2010 NYC Progress Report
- P.S. 204X received an "A" on the Progress Report Card for three consecutive years

- P.S. 204X has always been identified as a school in good standing

- The AYP for all subgroups in all content areas has always been met
- In 2009-2010, 60% of K-5 students made one year's growth on the Developmental Reading Assessment

ELA Trends

- In 2009-2010, grade 3 decreased in both performance and scale score
- In 2009-2010, grades 4 and 5 decreased in performance but made gains in scale scores
- Although P.S.204X made gains over the past 4 years in scale scores for ELLs, in 2009-2010, we had an insignificant number of ELLs tested to make a valid comparison
- Although P.S.204X made gains over the past 4 years in scale scores for Special Education students, in 2009-2010 we had an insignificant number of Special Education students tested to make a valid comparison
- In 2009-2010, there were no significant differences in scale scores between Black and Hispanic students in grade 3 and 5. In grade 4, Black students scale score decreased while Hispanic students made gains

- In 2009-2010, there were no significant differences in scale scores between boys and girls in grades 3-5.

Mathematics Trends

- In 2009-2010, grades 3 and 4 decreased in both performance and scale scores
- In 2009-2010, grade 5 math scale score continue to increase
- Although P.S.204X made gains over the past 4 consecutive years in both performance and scale scores for ELLs, in 2009-2010, we had an insignificant number of ELLs tested to make a valid comparison
- Although P.S.204X made gains over the past 4 years in both performance and scale score for Special education students, in 2009-2010 we had an insignificant number of Special Education students tested to make a valid comparison
- In 2009-2010, there were no significant differences between the scale scores of boys and girls in grades 3 and 4. In grade 5, the scale score for girls decreased while for boys it increased
- In 2009-2010, the scale scores for Black and Hispanic students decreased in grade 3 while there were no significant differences between the scale scores of Black and Hispanic students in grades 4 and 5

Average Proficiency Rating

Grade	ELA -School	ELA - City	MATH - School	MATH - City
3	2.91	2.87	3.14	3.09
4	3.20	2.87	3.62	3.20
5	2.97	2.90	3.56	3.23

As in previous years, P.S. 204X continues to outperform the city in all grade and content area levels.

Barriers

- While major construction on the building ended prior to the beginning of the school year, the facility is still undergoing adjustments to the physical space and troubleshooting of technological equipment
- Staff require professional development to fully integrate the many new resources present in this state-of-the art facility
- Reduction in budget

Aids

- A collaborative staff committed to ensure every student meets his or her potential
- Teachers and students work together to establish long-term and short-term goals in the content areas
- Teachers analyze student work to determine needs to provide for differentiated instruction
- There is no teacher turnover and teachers are invested in their own professional growth
- Administrators, staff and parents share a common vision for the P.S. 204X community

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 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.

Annual Goal	Short Description
<input type="checkbox"/> By June 2011, 100% of teachers will engage in inquiry teams to examine teacher practice in ELA	<input type="checkbox"/> To achieve the goal, teachers will participate in inquiry teams. Inquiry teams will analyze data and reflect on teacher practices.
<input type="checkbox"/> By June 2011, 100% of K-1 teachers will participate in professional development to foster differentiation in their classrooms based upon students' readiness, interest or learning profile	<input type="checkbox"/> To achieve the goal, teachers will be involved in professional development on differentiated instruction. Classroom instruction will be based upon students' readiness, interest or learning profile
<input type="checkbox"/> By June 2011, 100% of teachers will integrate the use of interactive smartboards in delivering lessons in different content areas	<input type="checkbox"/> To achieve the goal, teachers will utilize the interactive smartboards to deliver instruction. Professional development in technology will be supported by an AUSSIE consultant
<input type="checkbox"/> By June 2011, 65% of students in grades K-5 will increase one grade level as measured by the Diagnostic Reading Assessment 2 (DRA2)	<input type="checkbox"/> To achieve the goal, teachers will analyze DRA2 data to plan and deliver instruction. DRA 2 will be administered three times a year.

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

ELA

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>By June 2011, 100% of teachers will engage in inquiry teams to examine teacher practice in ELA</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> · Identify staff as team facilitators and inquiry team members · Designate time during grade planning meetings for inquiry team data analysis and instructional planning · Create labsites and schedule inter-visitations · Identify and evaluate professional literature to form study groups on best teaching practices · Establish a Google Docs community for P.S. 204 to share resources and findings · Utilize Collaborative Inquiry Milestones to assess inquiry team performance · Continue Inquiry Spaces community participation in ARIS Connect
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/></p> <p>TL Children First Inquiry Teams and TL Data Specialist TL Children First Inquiry Teams will provide per session funding for core team facilitators TL Data Specialist will fund one data specialist</p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> <ul style="list-style-type: none"> · Teacher participation in inquiry teams · Calendars, agendas and meeting notes · Video recording and reflection notes of labsites · Collaborative lesson plans · Google Docs and ARIS Connect
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Subject Area
(where relevant) :

Differentiated Instruction

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> <p>By June 2011, 100% of K-1 teachers will participate in professional development to foster differentiation in their classrooms based upon students' readiness, interest or learning profile</p>
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> <ul style="list-style-type: none"> Conduct learning walks to evaluate teacher practice Form teacher study groups on <u>The Differentiated Classroom: Responding to the Needs of All the Learners</u> by Carol Ann Tomlinson Provide professional development to K and 1 teachers on differentiated instruction during planning meetings and professional development days Analyze student data to identify areas of need and strength using formative assessments, interest inventories and student learning profiles Schedule inter-visitations to view differentiated instruction practices Establish a labsite for differentiated instruction
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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>	<input type="checkbox"/> <ul style="list-style-type: none"> Title 1 and C4E funds C4E will fund the literacy coach Title 1 will partially fund the assistant principal position and instructional supplies

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> <ul style="list-style-type: none"> Learning walk observation notes Participation in study groups Differentiated lesson plans Professional development calendar Informal and formal observations
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Subject Area
(where relevant) :

Technology

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> <p>By June 2011, 100% of teachers will integrate the use of interactive smartboards in delivering lessons in different content areas</p>
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> <ul style="list-style-type: none"> · Schedule professional development for teachers to collaborate in learning about the smartboard and for planning lessons · Provide professional development to support teacher in learning how to apply the features of the interactive smartboard in delivering lessons · Conduct intra-visitations for teachers to observe the use of smartboards during instruction · Provide differentiated support to teachers based on technological experience
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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>	<input type="checkbox"/> <p>Title 1 Title 1 funds teacher professional development</p>

Indicators of Interim Progress and/or Accomplishment

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



Evidence of student growth as measured by student performance on the DRA2 tracking sheet three times per year (October, January and May)

Grade and individual student goals

Formal and informal observations

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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	15	10	N/A	N/A	10			
1	22	22	N/A	N/A	5			
2	30	30	N/A	N/A	10			
3	30	25	N/A	N/A	6			
4	25	18	15	15	4			
5	10	5	10	10	5			
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p><input type="checkbox"/></p> <p>Foundations - This K-3 reading intervention program provides a structured, sequential and cumulative phonics/spelling program using multisensory teaching during the school day in a small group setting by the AIS teacher.</p> <p>Reading Recovery – This one-to-one program services first grade students to teach them reading strategies and enhance fluency.</p> <p>The Contract for Excellence (C4E) after school program services small groups of the lowest third of our first and second graders two times a week for 1 hour and 15 minutes. Grouping for instruction in this program is based upon data from DRA and Foundations. The small group work will assist students with phonemic awareness and phonics instructions.</p> <p>The Title 1 Academy services small groups of students in grades 3-5 on Saturdays for three hours. These students are performing at Levels 1 and 2. Grouping for instruction in this program is based upon data from DRA, McGraw Hill Interim assessments, and standardized assessments. Small group work will assist students in acquiring strategies and skills needed to become proficient readers.</p> <p>The Title III Enhance Language Proficiency after school program that meets two times a week for one hour and fifteen minutes. The program targets first and second grade students who have not met the NYSESLAT criteria. It utilizes Imagine Learning which engages students in activities in all four modalities to enhance language acquisition.</p>
Mathematics:	<p><input type="checkbox"/></p> <p>The AIS program services small groups of students in grades 3-5 students who are having difficulty in understanding math concepts. The AIS teacher provides activities to strengthen the students' number sense and review essential basic skills during the school day.</p> <p>The Title I Academy services small groups of students in grades 3-5 on Saturdays for three</p>

	hours. These students are performing at levels 1 and 2. Grouping for instruction in this program is based upon data from McGraw Hill Interim Assessments, standardized assessments and EveryDay math unit tests. Small group work provides the students the opportunity to become effective problem solvers.
Science:	<input type="checkbox"/> The Title I after school program services small groups of students at-risk for not meeting the performance standards in science. Students engage in small group hands-on exploration to support content area learning twice a week for 1hour and 15 minutes.
Social Studies:	<input type="checkbox"/> The Title I after school program services small groups of students at-risk for not meeting the performance standards in social studies. Students use a variety of materials and resources to become critical thinkers in the area of history and social studies twice a week for 1hour and 15 minutes..
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> The Guidance Counselor services mandated and at-risk students two days a week.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> The school psychologist takes care of mandated and at-risk services two days a week.
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> The school social worker takes care of mandated and at-risk services one day a week.
At-risk Health-related Services:	<input type="checkbox"/> There is a nurse in the main building that addresses health issues daily.

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

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(s)

K-5

Number of Students to be Served:

LEP 66

Non-LEP 254

Number of Teachers 5

Other Staff (Specify) Administrator

School Building Instructional Program/Professional Development Overview

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.

□

P.S. 204X is an elementary school located in the Morris Heights section of the Bronx. This pre-kindergarten through fifth grade school has a population of approximately four hundred students. According to the latest ethnic data 66% of students are Hispanic and 34% are Black. Within this population 14.21% of our students are ELLs. There are fifty-seven ELL students in grades kindergarten through five. Within this student population, twenty-nine students in grades K-2 are receiving Transitional Bilingual Instruction. Twenty-eight students are receiving Free Standing ESL as requested by their parents.

Enhance Language Proficiency Through Imagine Learning Title III After-School Program

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

This year our focus is on technology. For this reason we are requesting Title III funds to help us invest in licenses for the number of ELL students that are being invited to participate in our Title III program. Our after-school program will utilize Imagine Learning which is a computerized, research-based program. Students will receive one-to-one instruction through engaging activities specifically designed to meet their individual language acquisition needs in all four modalities. The various strategies the students will learn through the Imagine Learning program will give them optimum opportunity to progress and make gains on the NYSESLAT. There are a variety of reports that teachers can utilize to document student progress and plan next steps for the students in their language development. Articulation forms will be maintained by each teacher and shared with the classroom teachers to ensure instructional continuity. The Imagine Learning program features printouts that can be sent home with students in English and Spanish so that parents can practice with their children the vocabulary that have been presented.

This program will begin on December 07, 2010 – May 18, 2011. Each session will be from 3:45-5:00 on Tuesdays and Wednesdays. The program will be implemented by three certified bilingual teachers. The language of instruction will be English. The teachers will receive professional development prior to the implementation of this program.

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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

Section III. Title III Budget

—

School: P.S.204X

BEDS Code: 320900010204

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$9000.00	<input type="checkbox"/> 180 hours of per session for ESL, Bilingual and General Education teachers to support ELL students: 180 hours x \$49.89 (current teacher per session rate with fringe) = \$8,980.20
Purchased services - High quality staff and curriculum development contracts	N/A	<input type="checkbox"/> N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	N/A	<input type="checkbox"/> N/A
Educational Software (Object Code 199)	\$6,000.00	<input type="checkbox"/> Imagine Learning 40 licenses at \$150.00 = \$6,000.00

Travel	N/A	<input type="checkbox"/> N/A
Other	\$0 (Parent Involvement)	<input type="checkbox"/> Parent workshops will be provided at no cost to the Title III program.
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

P.S. 204X reaches out to the 59 parents/guardians whose home language is not English in order to communicate information about the school's academic program, student achievement and parent learning opportunities. There are 2 parents/guardians who are native Twi speakers, one parent/guardian who is a Hausa speaker and the remaining parents are native Spanish speakers. Our Home Language Surveys indicate that translations are mostly needed in Spanish. Teachers are notified of individual student's home language so that oral and written translations can be provided as needed. The Department of Education (DOE) meets most of our written translation needs. Additionally, the parent coordinator and bilingual teachers translate all other written correspondences that are not sent out by the DOE. The parent coordinator is available at all parent workshops and parent teacher conferences to translate information, questions and responses.

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

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

Part B: Strategies and Activities

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

All written documents are translated in a timely manner by school staff.

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

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

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$326,551	\$109,418	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,265		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$16,328	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$32,655	*	

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 2009-2010 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 AND SCHOOL-PARENT COMPACT

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

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



School Parental Involvement Policy

I. General Expectations

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

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

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

P.S.204X will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

- Outreach of Parent Coordinator
- Participation in School Leadership Team
- Establishment of Parents' Association Executive Board
- Distribution of Monthly Parent Newsletters
- Scheduling Events and Meetings
- Maintenance of Parent Bulletin Board
- Attendance at monthly Parents Association Meeting

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

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

P.S.204X will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

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

P.S.204X will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

Parent Surveys will be distributed throughout the school year

Parents will review school programs and budget as members of the School Leadership Team

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

- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

the State's academic content standards
the State's student academic achievement standards
the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress,
and how to work with educators:

- Parent Workshops to inform parents about State assessments
- Parent teacher conferences
- Curriculum Workshops
- Promotional policy meetings
- Series of workshops by parent coordinator on the home-school link

- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy and mathematics training, and using technology, as appropriate, to foster parental involvement, by:

- Coaches will provide literacy and math parent workshops
- Provide parents with Interim Assessments data and Everyday math activities

- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- Monthly Calendars
- School Leadership Team
- Writing Celebrations
- Family Math Night

- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

- Parent Lending Library
- Parent Coordinator
- Literacy and Math Workshops
- Kindergarten Orientation

- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Parent Association Meetings
- Monthly Calendars and Newsletters
- Awards Assemblies

Parent Notices

III. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by School Leadership Team Meetings agendas and minutes. This policy was adopted by P.S.204X on 06/01/09 and will be in effect for the period of 09/09 through 06/10. The school will distribute this policy to all parents of participating Title I, Part A children on or before November 25, 2009.

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

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

SCHOOL – PARENT COMPACT

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

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

The School Agrees	The Parent/ Guardian Agrees
<ul style="list-style-type: none"> · To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved · To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy · To disseminate regularly all information connected to their children's education through monthly calendars, newsletters, telephone calls and meetings · To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information · To provide high quality curriculum and instruction · parent-teacher conferences at least twice a year 	<ul style="list-style-type: none"> · To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy · To ensure that their children come to school prepared with the appropriate materials needed for the school day · To reinforce with their children the importance of following the Citywide Standards of Conduct and Uniform Disciplinary Measure · To monitor their children's: <ul style="list-style-type: none"> · attendance at school · lateness · homework · television watching · general health and well-being

<p>frequent reports to parent on their children’s progress reasonable access to staff opportunities to volunteer and participate in their children’s class</p> <ul style="list-style-type: none"> · To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e., literacy classes, workshops on reading strategies · To offer meetings at various times to cater to the varying needs of the parents/caregivers 	<ul style="list-style-type: none"> · To share the responsibility for improved student achievement · To communicate with their children’s teachers about their children’s educational needs · To check homework assignments each day and return assignments to school signed
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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.

The State Education Department has recognized P.S. 204X as one of New York State’s Title I schools that have met the criteria for the designation of “high performing/gap closing” since 2003. P.S. 204X met all state standards for English Language Arts and Mathematics during the 2009-2010 school year. Also, P.S. 204X made Adequate Yearly Progress in English Language Arts, Mathematics and Science for that year. Since 2003, P.S. 204X has exceeded the state standard on the fourth grade mathematics test. In 2010, 62.5% of the third grade, 80.8% of the fourth grade and 71.9% of the fifth grade students scored at Levels 3 and 4. As of 2003, P.S. 204X has exceeded the state standard on the English Language Arts Test. In 2010, 48.9% of the third grade, 73.1% of the fourth grade, and 58.1% of the fifth grade students scored at Levels 3 and 4.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

N/A

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.

N/A

- o Help provide an enriched and accelerated curriculum.

N/A

- o Meet the educational needs of historically underserved populations.

N/A

- 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.

N/A

- o Are consistent with and are designed to implement State and local improvement, if any.

N/A

3. Instruction by highly qualified staff.

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

- o Coordinate professional development activities for application of higher order thinking skills in the classroom
- o Provide workshops for developing practices on standard-setting instruction in specific content areas

- o Implement small, focused study groups for teachers to share and reflect on practices
 - o Develop action research projects in which teachers formulate questions, examine school-wide data, and address areas of instruction
 - o Schedule inter-visitations to the partnership school and instructional workshops
 - o Continue to provide training in the balanced literacy model and math workshop model
 - o Participate in city and state conferences
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

-
- o o Develop a professional development calendar that aligns with strategies outlined in curriculum calendars
 - o Provide professional development on the School Enrichment Model
 - o Provide professional development on differentiated instruction and Bloom's Taxonomy
 - o Provide professional development to deepen understanding of effective data driven instructional practices
 - o Implement study groups around professional literature
5. Strategies to attract high-quality highly qualified teachers to high-need schools.

-
- o Attend job fairs
 - o Take applicants on a tour of the school's facilities and meet with staff and students
 - o Encourage all candidates to work as summer interns preceding fall assignments
 - o Require that all candidates be licensed and possess NYS certification
 - o Provide training in the balance literacy approach and the mathematics workshop model
6. Strategies to increase parental involvement through means such as family literacy services.

-
- o Encourage participation in parent workshops through monthly calendars, newsletters, bulletins, telephone calls and flyers
 - o Continue to utilize the parent coordinator to involve more parents in school activities
 - o Continue to provide monthly family literacy and math workshops presented by literacy and math coaches
 - o Continue to hold PTA meetings once a month for all parents at varied times during the school year
 - o Plan a curriculum night in September for parents to meet with classroom teachers to discuss school policies and curriculum
 - o Provide support services including parent/teacher conferences, classroom visits, and on-site workshops
 - o Encourage parents to volunteer in and out of the classroom
 - o Establish one parent liaison per class

- o Continue the School Leadership Team with 50% parent participation
- o Provide workshops on health related issues
- o Organize meetings with adult education professionals

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.



We will offer an orientation program in the spring for parents and children to spend some time in the classroom with the kindergarten students to familiarize them with the environment

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



Participation in AIS meetings to identify strategies to use with Level 1 students
 Conduct meetings between teachers and administrators to examine student data
 Provide opportunities for articulation between AIS teachers and classrooms teachers regarding student achievement

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.



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

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.



Title I

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 specifically 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.</i> , Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (<i>Refer to Galaxy for school allocation amounts</i>)	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			\$326,551	True	Refer to Action Plans: Differentiated Instruction, Technology and ELA DRA2
Title I, Part A (ARRA)	Federal	Yes			\$109,418	True	Fund teacher salary
Title II	Federal			N/A			
Title III	Federal			N/A	Not available but will be part of the consolidation when the money is allocated	True	
Title IV	Federal			N/A			
IDEA	Federal	Yes			\$15,394	True	Partially fund teachers' salaries
Tax Levy	Local	Yes			\$1,681,201	True	Refer to Action Plan, ELA (Inquiry Team)

¹**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.

²**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.

N/A

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

N/A

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

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

N/A

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

N/A

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

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

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

N/A

7. Provide strategies to increase parental involvement; and

N/A

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

N/A

APPENDIX 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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

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

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

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

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

Part B:

Part B - For Non-Title I Schools

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

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_09X204_020111-114643.doc

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	CEI-CFN 534	District	09	School Number	204	School Name	P.S. 204X
Principal	Marcy Glattstein			Assistant Principal	Josephine Bazan		
Coach	Lisa Ellis			Coach	type here		
Teacher/Subject Area	Carmen Depompeis, Bilingual			Guidance Counselor	Dale Drakeford		
Teacher/Subject Area	Doreen Gonzalez, Bilingual			Parent	Dashaland Brown		
Teacher/Subject Area	Jacqueline Merced, Bilingual			Parent Coordinator	Lilly Nissing		
Related Service Provider	Reyna Rafael			Other	Katie Pollet, ESL		
Network Leader	Ben Waxman			Other	Erica Sass, ESL		

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	2	Number of Certified Bilingual Teachers	3	Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	401	Total Number of ELLs	57	ELLs as Share of Total Student Population (%)	14.21%
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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.

ELL IDENTIFICATION PROCESS

P.S. 204x strives to promote increased parental involvement by helping and encouraging parents to become more active in the education of their children. All parents of newly enrolled students in the New York City School System are required to complete a Home Language Identification Survey and an oral interview at registration. The ESL teacher, assistant principal and parent coordinator assist parents in completing the survey. The oral interview is conducted in English and in the student's native language by the ESL teacher. This survey and interview are used to determine the home language and to identify students who may have limited English proficiency. If the Home Language Identification Survey and oral interview in English and student's native language indicate that a language other than English is used in the home, the student is administered the Language Assessment Battery (LAB-R). The LAB-R is administered to the student within ten days of the initial registration date by the ESL teacher. The results of the LAB-R indicate whether students require services. After testing, parents are informed by telephone and in writing whether or not their children require services. The parents of proficient students are informed that their children do not qualify for ELL services. Students scoring at the beginning/intermediate or intermediate/advanced on the LAB-R are identified as ELL students and are entitled to language program services. NYCDOE transfer students are checked for ELL entitlement by utilizing the ATS exam history report to ensure proper placement. Additionally, all other relevant academic baseline assessments are administered in order to facilitate appropriate academic programming and placement (e.g., Transitional Bilingual or ESL Push-in/Pull-out). Parents are informed of the results and choose the placement. The assistant principal, ESL teacher and parent coordinator provide an orientation session in September in English and Spanish for all parents of newly enrolled ELL students. During this session, parents view an orientation video which provides an overview of the freestanding English as a Second Language, Transitional Bilingual and the Dual Language programs. After the presentation, parents are given written materials in their native language and questions are addressed. This meeting gives parents the opportunity to learn the identification and placement procedures for ELL students in the NYC public schools. They are also given entitlement letters which include the program selection forms. The parent coordinator follows up with parents to ensure that everyone has received and returned letters. Upon review of the parent selection surveys and entitlement letters over the past few years, it was determined that parents had a preference for the Transitional Bilingual program in grades K-2 and opted for the ESL Push-in/Pull-out program in grades 2-5. Throughout the school year, the classroom and ESL teachers communicate with parents to track students' progress, problem solve, and collaborate in creating a comprehensive and rigorous academic program for each student. Additionally, appropriate school personnel provide parent workshops on school regulations, state standards, city and state assessments, balanced literacy, math approaches and academic intervention programs.

All entitled ELL students are required to take the New York State English as a Second Language Achievement Test (NYSESLAT.) After analyzing test results, students are grouped according to his or her score on each modality (listening, speaking, reading, and writing.)

1-6 here

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	1	1											3
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	1	1	1	0	0	0	0	0	0	0	0	0	0	3

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	57	Newcomers (ELLs receiving service 0-3 years)	44	Special Education	6
SIFE	2	ELLs receiving service 4-6 years	11	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	29	0	0	0	0	0	0	0	0	29
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	17	2	11	11	0	4	0	0	0	28
Total	46	2	11	11	0	4	0	0	0	57

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	16	5											27
Chinese														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
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other		2												2
TOTAL	6	18	5	0	29									

**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
TOTAL	0																			

**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
TOTAL	0									

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			3	12	9	2								26
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French					1									1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1											1
TOTAL	0	0	4	12	10	2	0	28						

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.

ELL DEMOGRAPHICS

P.S. 204x is an elementary school located in the Morris Heights section of the Bronx associated with CEI-CFN. This prekindergarten through

fifth grade school has a population of approximately four hundred students. According to the latest ethnic data 67% of the students are Hispanic and 33% are Black. There are fifty seven ELL students in grades kindergarten through five. Within this student population, twenty nine students in grades K-2 are receiving Transitional Bilingual instruction. Twenty eight students are opted-out of bilingual classes by their parents and are in monolingual classes. These students receive instruction in an ESL Push-in/Pull-out program by certified ESL teachers.

Programming and Scheduling Information

Organizational Models:

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

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

Transitional Bilingual Program (Spanish/English)

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

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

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

ESL Push-in/Pull-out

The ESL Push-in/Pull-out program provides instruction in English with native language support emphasizing English language acquisition. This program provides services to small groups of ELL students in grades 2-5. Based upon the LAB-R and NYSESLAT scores, these students are at the beginning, intermediate and advanced proficiency levels. The students at the beginning and intermediate levels receive 360 minutes per week of ESL and students at the advanced level receive 180 minutes per week of ESL. ELL students receive explicit instruction by licensed ESL teachers. The following instructional strategies are used by the ESL teachers to facilitate language acquisition: Total Physical Response, Peer Tutoring, Flexible Grouping, Cooperative Learning, Language Experience Approach, and Role Playing.

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

The following interventions are offered for ELL groups listed above:

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

ORGANIZATION OF STAFF

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

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

Description of Instructional Delivery in Each of the Program Models

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

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

NEWCOMERS: Newcomers entering P.S. 204x in grades k-2 have the option of selecting a Transitional Bilingual program or a ESL Push-in/Pull-out program.

ELLs entering grades 2-5 have the opportunity to receive Freestanding ESL Push-in/ Pull-out, which is designed to support academic learning in monolingual classes. Additionally, Academic Intervention Services (AIS) are provided by highly qualified teachers in daily small group instruction during regular school hours.

Foundations, Guided Reading and Imagine Learning are also provided on a daily basis for entitled students.

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

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

ELL STUDENTS (4-6 years): The data indicates that there are currently have eleven ELL students with 4-6 years in grades 3 through 5 classes. In order to ensure that these students do not become long term ELLs and continue to make Adequate Yearly Progress (AYP), teachers and support staff collaborate to create responsive language, literacy and content-area instruction. It is essential that content-area material be readily accessible to our ELLs to ensure their success on the ELA, mathematics, social studies and science exams.

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

- Differentiated instruction on a daily basis

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

LONG -TERM ELLs (completed 6 years): The data indicates that there are no long term English Language Learners enrolled.

The following interventions will take place if Long-Term ELL students enter our school:

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

ELLs with IEPs: The data indicates that there are fifteen ELLs with IEPs.

The following interventions are in place for ELLs with IEPs:

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

Title III After-School and Supplemental Services for ELLs

The goal of our Title III program is to provide supplementary instructional support to enhance language proficiency for twenty eight students in grades 1 and 2 who have not met the NYSESLAT criteria.

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

Instructional Materials Used to Support the Learning of ELLs are:

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

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

Imagine Learning provides activities to build vocabulary development, listening and speaking and phonemic awareness. These activities

prepare students for the NYSESLAT. Progress reports are used to create more responsive literacy and language instruction for each student.

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

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

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

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

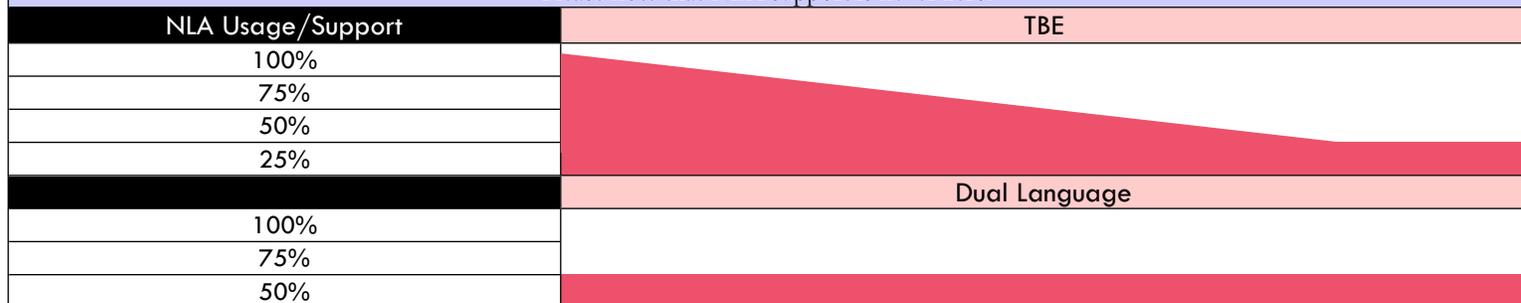
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
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
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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



25%	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME			

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?

TARGETED INTERVENTION PROGRAMS:

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

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

- Foundation, Math, Grade 4
- ELL Component of Everyday Mathematics Program, Grades K-5
- NYS Coach Math, Grades 3-5

2 YEAR TRANSITIONAL SUPPORT:

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

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

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

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

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

Orientation and Activities for New Students

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

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)?

Paste response to questions 1-5 here

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.

Professional Development and Support for School Staff

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

Professional development plan for 2010-2011 is designed to focus on the teaching and learning process of second language learners.

PROFESSIONAL DEVELOPMENT PLAN:

•Analyzing NYSESLAT and ELA data to drive instruction	September 2010
•Differentiated Instruction for ELLs	October 2010
•Using Balanced Literacy in the ESL Classroom	Nov/Dec 2010
•Jose P. Training	Jan/Feb 2011
•Understanding How Standard Based Instruction Impacts ESL, NLA and ELA	Feb/Mar 2011
•Preparing ELLs for the ELA and NYSESLAT	March 2011
•Principles for Quality Teaching for English Language Learners	April 2011
•Using ESL Strategies in the Content Areas	May 2011
•Analyzing Data from Imagine Learning	Feb 2011
•Inquiry Team findings on best practices in ELL literacy instruction	Ongoing

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

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

Jose P and Mandated ESL workshops for Special Education Teachers

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

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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?

PARENTAL INVOLVEMENT

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

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

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

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

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

e

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)	6	6	5	2	1	0								20
Intermediate(I)	0	9	1	5	0	0								15
Advanced (A)	0	4	3	5	8	2								22
Total	6	19	9	12	9	2	0	0	0	0	0	0	0	57

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	9	5	0	15
4	0	2	1	0	3
5	0	2	2	0	4
6					0
7					0

NYS ELA						
Grade	Level 1		Level 2	Level 3	Level 4	Total
8						0
NYSAA Bilingual Spe Ed						0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0		5		10		1		16
4	0		2		0		1		3
5	0		2		3		0		5
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					1		2		3
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	1		1		3				5
8									0
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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.

DRA

The Diagnostic Reading Assessment 2 (DRA2) is administered to all ELL students in grades K-5 three times a year.

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

	# Test	Beginning	Intermediate	Advanced	Proficient
Listening and Speaking (K-1)					
All Students	23	0	2	8	13
Reading and Writing (K-1)					
All Students	23	1	8	4	10
Listening and Speaking (2-4)					
All Students	36	0	2	11	23
Reading and Writing (2-4)					
All Students	36	4	4	18	10
Listening and Speaking (5)					
All Students	5	0	0	0	5
Reading and Writing (5)					
All Students	5	0	0	0	5
Listening and Speaking					
Total Students	64	0	4	19	41
Reading and Writing					
Total Students	64	5	12	22	25

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

Implications:

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

STATE ASSESSMENTS DATA AND IMPLICATIONS FOR INSTRUCTION

On the English Language Arts Assessment, 95 % of the ELL students scored at Level 2 and above. On the New York State Math Assessment 100% of the ELL students scored at Level 2 or above. On the New York State Science Assessment 100% of the students scored at Level 3 and above. On the New York State Social Studies Assessment, 80% of the students scored at Level 2 and above. Students that scored at Level 2 receive academic intervention services. Also, teachers must continue to differentiate instruction to ensure that these students master content area and language objectives.

Native Language Reading Test- (not applicable)

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

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.

Additional Information

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		

	Other		
	Other		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 204 Morris Heights					
District:	9	DBN:	09X204	School		320900010204

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		

Enrollment				Attendance - % of days students attended:			
<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	0	0	36		91.5	93.0	94.3
Kindergarten	56	49	58				
Grade 1	77	55	71	Student Stability - % of Enrollment:			
Grade 2	50	79	59	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	58	47	77		92.9	96.0	90.3
Grade 4	37	52	49				
Grade 5	62	36	52	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		89.9	96.2	96.2
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		5	3	14
Grade 12	0	0	0				
Ungraded	1	0	1	Recent Immigrants - Total Number:			
Total	341	318	403	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					7	7	10

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<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	11	10	24	Principal Suspensions	3	2	5
# in Collaborative Team Teaching (CTT) Classes	9	9	6	Superintendent Suspensions	3	1	2
Number all others	24	20	35				

These students are included in the enrollment information above.

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<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	47	36	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	28	29	TBD
# ELLs with IEPs	1	20	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>			
Number of Teachers	31	31	27
Number of Administrators and Other Professionals	6	6	5
Number of Educational Paraprofessionals	1	1	3

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	100.0
				% more than 2 years teaching in this school	71.0	71.0	92.6
				% more than 5 years teaching anywhere	58.1	58.1	77.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	87.0	77.0	85.2
American Indian or Alaska Native	0.6	0.3	0.0	% core classes taught by "highly qualified" teachers	100.0	100.0	96.9
Black or African American	36.1	36.5	34.7				
Hispanic or Latino	61.9	62.6	64.5				
Asian or Native Hawaiian/Other Pacific	0.0	0.0	0.0				
White	1.2	0.3	0.7				
Male	49.6	50.0	48.6				
Female	50.4	50.0	51.4				

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

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Diferentiated 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:

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

American Indian or Alaska Native							
Black or African American	v	v	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	67.1	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	12.8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	15.7	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	37.1						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.5						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
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