



**ETHAN ALLEN
PS/MS306K**

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

**SCHOOL: (19/ K/ 306)
ADDRESS: 970 VERMONT STREET
BROOKLYN, N.Y. 11207
TELEPHONE: (718) 649-3155
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS/MS306K SCHOOL NAME: Ethan Allen

SCHOOL ADDRESS: 970 Vermont Street Brooklyn, N.Y. 11207

SCHOOL TELEPHONE: (718) 649-3155 FAX: (718) 927-2243

SCHOOL CONTACT PERSON: Ms. LaWrence Burroughs EMAIL ADDRESS: Lburrou2@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Ms. Betha Bell-Lee

PRINCIPAL: Ms. LaWrence Burroughs

UFT CHAPTER LEADER: Ms. Bertha Bell-Lee

PARENTS' ASSOCIATION PRESIDENT: Ms. Pamela Campbell

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 19 SSO NAME: Knowledge Network

SSO NETWORK LEADER: Dr. Kathleen Cashin

SUPERINTENDENT: Mr. Martin Weinstein

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Ms. LaWrence Burroughs	*Principal or Designee	
Ms. Bertha Bell-Lee	*UFT Chapter Chairperson or Designee	
Ms. Pamela Champbell	*PA/PTA President or Designated Co-President	
	Title I Parent Representative (suggested, for Title I schools)	
Ms. Patricia Thompson	DC 37 Representative, if applicable	
	Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
	CBO Representative, if applicable	
Ms. Anita Deonarine	Member/Teacher	
Ms. Dawn Paynter	Member/Teacher	
Ms. Tia Washington	Member/Teacher	
Ms. June Wiltshire	Member/Teacher	
Ms. L. Squire	Member/Parent	
Mr. Michael Antoine	Member/Parent	
Ms. Joy Rogers	Member/Parent	

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

* Core (mandatory) SLT members.

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Public School/Middle School 306K-Ethan Allen School is located in the East New York section of Brooklyn, New York. Our students are from various cultures and ethnic heritages (African American, White, American Indian, Asian, and Hispanic.) The multicultural background of our school's population creates a special texture that is reflected in the fabric of our school.

The ethnic background of the majority of our students is African American (75.88%) and Hispanic (21.72%) with .70% American Indian, .84% Asian, and .70% White. About (53.31%) of our students are male, while (46.68%) are female. Approximately 119 of our students have Individual Educational Plans (IEP) and are classified as Special Needs students. About 80 of the Special needs students are in self-contained and inclusion classes, and 11 students receive related services, and 28 students receive resource room. They receive the full continuum of services that include speech and language, counseling, Adaptive Physical Education (APE), and evaluations by the School Assessment Team, which includes a psychologist, social worker and an IEP teacher. About 35 of our students are English Learners (ELL's).

Attendance at PS/MS306, Ethan Allen School is about 89% and student stability is approximately 91.4%. About 75.9% of our students come from low-income homes which qualifies them for free school lunch.

PS/MS 306 is housed in a fairly modern building with three levels and is centrally located near the housing developments of Penn-Wortman, Linden, and Fairfield Towers. Currently, we have thirty-four (33) classes: three (3) Pre-Kindergarten, three (3) Kindergarten, three (3) Grade 1, three (3) Grade 2, four (4) Grade 3, three (3) Grade 4, and three (3) Grade 5, three (3) Grade 6, three (3) Grade 7, and two (2) Grade 8 Regular Education classes. The Special Needs classes include one (2) 12:1 classes, three (3) 12:1:1 classes and three (3) Inclusion classes.

We also have a Resource Room program that services students in all academic areas based on their IEP. This program caters to students on all grade levels. Our School's ELL program services Kindergarten through 8th grade students. The average class size at P.S. 306, from K-3, is about 28 students. On Grades 4-8, the class size is approximately 29 students per class. At the present time students at all grade levels are grouped homogeneously.

The pedagogical staff at PS/MS306 is comprised of 74 classroom and cluster teachers. The administrative staff includes one Principal and two Assistant Principals. Other staff members include two Math and two Literacy Coaches, 9 paraprofessionals, three School Aides, two Secretaries, two Family Assistants (one for Pre-K and the other for the remainder of the student population), a Parent Coordinator, Two School Safety Agents, a School Nurse, two Speech Teachers, two full-time Guidance Counselors and one Library Media Specialist. All of our teachers are certified and licensed.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

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

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 306 Ethan Allen								
District:	19	DBN:	19K306	School BEDS Code:	331900010306				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7	√	11		
	K	√	4	√	8	√	12		
	1	√	5	√	9		Ungraded	√	
	2	√	6	√	10				
Enrollment				Attendance - % of days students attended :					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	54	53	54		89.8	88.6	90.1		
Kindergarten	65	61	61						
Grade 1	67	74	71	Student Stability - % of Enrollment :					
Grade 2	86	68	70	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	97	73	74		93.9	91.4	88.7		
Grade 4	92	73	74						
Grade 5	79	87	68	Poverty Rate - % of Enrollment :					
Grade 6	83	81	73	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	69	72	67		80.8	80.8	80.8		
Grade 8	0	60	68						
Grade 9	0	0	0	Students in Temporary Housing - Total Number :					
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	0	0	0		6	10	40		
Grade 12	0	0	0						
Ungraded	14	18	17	Recent Immigrants - Total Number :					
Total	706	730	695	(As of October 31)	2006-07	2007-08	2008-09		
					2	0	0		
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
# in Self-Contained Classes	45	46	47	Principal Suspensions	4	55	102		
# in Collaborative Team Teaching (CTT) Classes	23	22	29	Superintendent Suspensions	15	33	34		
Number all others	34	51	45						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				(As of October 31)	2006-07	2007-08	2008-09		
				CTE Program Participants	0	0	0		
				Early College HS Program Participants	0	0	0		
English Language Learners (ELL) Enrollment:									
(BESIS Survey)									
(As of October 31)	2006-07	2007-08	2008-09	Number of Staff - Includes all full-time staff:					
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	41	37	27	Number of Teachers	61	71	74		

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	4	0	4	Number of Administrators and Other Professionals	9	15	15
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	4	2
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)				% fully licensed & permanently assigned to this school	100.0	100.0	98.6
	1	1	0	% more than 2 years teaching in this school	65.6	62.0	66.2
				% more than 5 years teaching anywhere	70.5	66.2	62.2
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	89.0	90.0	88.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	94.9	90.6	98.5
American Indian or Alaska Native	0.6	0.4	0.6				
Black or African American	79.3	77.4	74.4				
Hispanic or Latino	19.6	20.7	23.5				
Asian or Native Hawaiian/Other Pacific Isl.	0.4	0.6	0.6				
White	0.1	1.0	1.0				
Male	52.1	52.7	54.0				
Female	47.9	47.3	46.0				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

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

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native		-	-				
Black or African American		√	√	√			
Hispanic or Latino		X	√	-			
Asian or Native Hawaiian/Other Pacific Islander		-	-	-			
White		-	-				
Other Groups							
Students with Disabilities		√SH	√	-			
Limited English Proficient		√SH	√	-			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		5	6	3	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	√		
Overall Score:	73.3			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data	√		
School Environment:	6.9			Quality Statement 2: Plan and Set Goals	√		
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals	√		
School Performance:	16.1			Quality Statement 4: Align Capacity Building to Goals	√		
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise	√		
Student Progress:	45						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	5.3						

KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◇ = Outstanding			
				NR = No Review Required			

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Summary of Needs Assessment Findings for Science

Description of Instructional Strategies for Science

PS/MS 306 continues with the full implementation of the science curriculum which includes providing pre-assessments, interim assessments, science pacing calendars, and appropriate professional development for all relevant staff. This curriculum is based on scientifically based research and offers substantial promise of improving educational achievement for low-achieving students and enabling the school to attain its AMO. Current strategies for improving instruction and student performance for each grade level are as follows:

Grade Pre-K, K, 1 and 2

Overall results of teacher assessments, student's completion of projects and teacher observations indicate an average amount of progress for kindergarten, grade one and grade two students in meeting the standards in science. Students are programmed to receive a minimum of 100 minutes of science instruction per week. A qualified science teacher/coordinator for grades K-8 is working with classroom teachers to implement the science curriculum. Our goal is that science becomes fused into all discipline areas and that teachers are provided with additional essential materials. Grades K-2 are currently beginning to implement the use of the new Harcourt Curriculum which was received in September 2009.

Grade 3, 5

The overall results of teacher assessments, student's portfolios, student and teacher observations indicate an average amount of progress for grade three and five students in meeting standards in science. Students are programmed to receive a minimum of 100 minutes of science instruction per week. A qualified science teacher/coordinator for grades K-8 is working with classroom teachers to implement the science curriculum. Our goal is to incorporate the Core Knowledge curriculum and manipulatives. The addition of an elementary cluster teacher would also be an improvement in science for grades 3 and 5, and would help to prepare grade 3 students for the Elementary Level State Assessment (ELSA). Grade 5 has successfully implemented the use of the new Harcourt Curriculum which was received in September 2008.

Grade 4

The overall results of the Elementary Level State Assessment (ELSA) indicated only a slight improvement in performance (2%) for grade 4 students, with a significant improvement in the female students' scores. Students are programmed to receive 200 minutes of science instruction per week. A qualified science teacher/coordinator for grades K-8 is working with the fourth grade classroom teachers to implement the science curriculum. Of the 200 minutes of science instruction per week, 100 minutes is taught in the science lab, by the science cluster teacher where students primarily learn through hands

on investigations. Our goal is that the addition of the science cluster teacher will help to prepare students to meet the state designated level (3&4) on the ELSA.

New York State Elementary Level Science Assessment

During the 2008-2009 school year, the overall results show that of all tested students (78 students) the average score was a 70, which is a 2% increase from 2007-2008, when the average was a 68. During the 2008-2009 school year, 31% of students earned a level 4, and 28% of students earned a level 3, for a total of 59% of the students earning a level 3 or 4. This is an increase of 2% from the 2007-2008 school year when 57% of students earned a level 3 or 4. There was an increase of 9% from 2007-2008 in the students who earned a level 4 and a decrease of 7% from 2007-2008 in the students who earned a level 3. During the 2008-2009 school year, 31% of students earned a level 2, and 10% of students earned a level 1, for a total of 41% of students earning a level 1 or 2. This is a 2% decrease from the 2007-2008 school year when 43% of students earned a level 1 or 2. There was a decrease of 4% from 2007-2008 in the students who earned a level 2 and an increase of 2% from 2007-2008 in the students who earned a level 1.

During the 2008-2009 school year, the female population tested consisted of 32 students. The female students' average score was 73, 5% higher than the average score of 68 for the male student population. Of the 32 female students, 69% earned a level 3 or 4. This is a 10% increase from 2007-2008 when 59% of female students earned a level 3 or 4. During the 2008-2009 school year 38% of female students earned a level 4, which is a 14% increase from 2007-2008 when 24% of female students earned a level 4. During 2008-2009 school year, 31% of female students earned a level 3, which is a 3% increase from 2007-2008 when 34% of female students earned a level 3. Of the 32 female students tested, 31% earned a level 1 or 2. This is a 11% decrease from 2007-2008 when 42% of female students earned a level 1 or 2. During the 2008-2009 school year 22% of female students earned a level 2, which is a 16% decrease from 2007-2008 when 38% of female students earned a level 2. During the 2008-2009 school year 9% of female students earned a level 1, which is a 5% increase from 2007-2008 when 4% of female students earned a level 1.

During the 2008-2009 school year, the male population tested consisted of 46 students. The male students' average score was 68, 5% lower than the average score of 73 for the female student population. Of the 46 male students, 52% earned a level 3 or 4. This is a 3% decrease from 2007-2008 when 55% of male students earned a level 3 or 4. During the 2008-2009 school year 26% of male students earned a level 4, which is a 9% increase from 2007-2008 when 17% of male students earned a level 4. During 2008-2009 school year, 26% of male students earned a level 3, which is a 12% decrease from 2007-2008 when 38% of male students earned a level 3. Of the 46 male students tested, 48% earned a level 1 or 2. This is a 3% increase from 2007-2008 when 45% of male students earned a level 1 or 2. During the 2008-2009 school year 37% of male students earned a level 2, which is a 6% increase from 2007-2008 when 31% of male students earned a level 2. During the 2008-2009 school year 11% of male students earned a level 1, which is a 4% decrease from 2007-2008 when 14% of male students earned a level 1.

During the 2008-2009 school year, the Special Needs population tested consisted of 11 students compared to 18 students in 2007-2008. The Special Needs population scored an average of 51. During the 2008-2009 school year, 0% of students earned a level 4, which is an 11% decrease from 2007-2008 when 11% of the Special Needs students scored a level 4. During the 2008-2009 school year, 9% of Special Needs students scored a level 3, which is a 8% decrease from 2007-2008 when 17% of students earned a level 3. During the 2008-2009 school year, 64% of Special Needs students earned a level 2, which is a 9% decrease from 2007-2008 when 55% of Special Needs students earned a level 2. During the 2008-2009 school year, 27% of Special Needs students earned a level 1, which is a 10% increase from 2007-2008 when 17% of Special Needs students earned a level 2.

During the 2008-2009 school year, the English Language Learners (ELL) population tested consisted of 7 students, compared to 4 students in 2007-2008. During the 2008-2009 school year, 0% of ELL students earned a level 4, 43% of ELL students earned a level 3, 29% of ELL students earned a level 2, and 29% of ELL students earned a level 1. Data for 2007-2008 is not available for comparison.

Performance Trends

Strengths:

- there was a slight improvement in performance (2%) for grade 4 student
- female students scored 5% higher than male students

- 9% increase in the number of students who scored a level 4.
- 10% increase in the number of female students who scored a level 4.
- 9% increase in the number of male students who scored a level 4.

Weaknesses:

- the Special Needs population had an 11% decrease in the number of students earning a level 4.

Implications for Instruction:

- The science coordinator will support the professional development needs of the science teaching staff, and will provide professional development via inter-visitations, and attendance at grade level common planning periods.
- Students in grade 4 will receive a minimum of 200 minutes of science instruction weekly.
- Students in grade 4 will receive a minimum of 100 minutes of science in the science lab.
- Students in grades K-5 will be using the Harcourt program with the Core Knowledge curriculum, a standards-based, hands-on science program.
- High quality professional development in Science will be provided for teachers through the Learning Support Organization (LSO), the Knowledge Network.

Aids and Barriers

The continued implementation of the use of science materials on all grade level has aided in the improvement in science scores. A barrier has been the inability to have block periods of time scheduled into student's programs for lab activities.

Grade 6,7

The overall results of teacher assessments, student's portfolios, students and teacher observations indicate the need for a more structured science program. Students are programmed to receive 200 minutes of science instruction per week. A qualified science teacher/coordinator for grades K-8 is working with the middle school science teacher to implement the science curriculum. Teachers conference with individual students to discuss strengths and weaknesses in science. As a result, individual student tri-annual goals are developed to measure student progress in science. Students must use computers, encyclopedias and other resource materials to complete hands-on research investigations, written reports and oral presentations. Our goal is to incorporate the new 6th and 7th grade Core Knowledge curriculum in order to provide students with a more structured science program, and prepare students for the Intermediate Level Science Assessment (ILSA).

Grade 8

New York State Intermediate Level Science Assessment

The overall results of the ILSA indicates that 44% of the students are meeting the state designated level (3&4), and 56% of the students did not meet the state designated level. Students are programmed to receive 200 minutes of science instruction per week, and 50 minutes of lab per week. A qualified science teacher/coordinator for grades K-8 is working with the middle school science teacher to implement the science curriculum. Teachers conference with individual students to discuss strengths and weaknesses in science. As a result, individual student tri-annual goals are developed to measure student progress in science. Students must use computers, encyclopedias and other resource materials to complete hands-on research investigations, written reports and oral presentations. Our goal is to align science with current expectations for Math and ELA, for example, implementing standardized pre-assessments and unofficial acuity exams.

The science prototype utilizes the grade specific science program which includes a traditional textbook as well as hands-on manipulatives. The science teachers use a variety of techniques to engage and involve students in their learning process, which includes modeled instruction, guided practice, science word wall, and teacher/student conferences. This comprehensive approach, along with interim assessments, the science pacing calendars, and the reduction of class size, will enable the school to achieve its instructional mission.

During the 2008-2009 school year, the overall results show that of all tested students (65 students) the average score was a 61, which is a 3% decrease from 2007-2008, when the average was a 64. During the 2008-2009 school year, 2% of

students earned a level 4, and 42% earned a level 3, for a total of 44% of students earning a level 3 or 4. This is a decrease of 7% from the 2007-2008 school year when 51% of students earned a level 3 or 4. There was a decrease of 5% from 2007-2008 in the students who earned a level 4 and a decrease of 2% from 2007-2008 in the students who earned a level 3. During the 2008-2009 school year, 49% of students earned a level 2 and 8% of students earned a level 1, for a total of 57% of students earning a level 1 or 2. This is a 8% increase from the 2007-2008 school year when 49% of students earned a level 1 or 2. There was a increase of 7% from 2007-2008 in the students who earned a level 2 and a increase of 1% from 2007-2008 in the students who earned a level 1.

During the 2008-2009 school year, the female population tested consisted of 31 students. The female students' average score was 60, 1% lower than the average score of 61 for the male student population. Of the 31 female students, 45% earned a level 3 or 4. This is a 2% increase from 2007-2008 when 43% of female students earned a level 3 or 4. During the 2008-2009 school year 0% of female students earned a level 4, which is a 10% decrease from 2007-2008 when 10% of female students earned a level 4. During 2008-2009 45% of female students earned a level 3, which is a 12% decrease from 2007-2008 when 33% of female students earned a level 3. Of the 31 female students tested, 54% earned a level 1 or 2. This is a 3% decrease from 2007-2008 when 57% of female students earned a level 1 or 2. During the 2008-2009 school year 48% of female students earned a level 2, which is a 1% increase from 2007-2008 when 47% of female students earned a level 2. During the 2008-2009 school year 6% of female students earned a level 1, which is a 4% decrease from 2007-2008 when 10% of female students earned a level 1.

During the 2008-2009 school year, the male population tested consisted of 34 students. The male students' average score was 61, 1% higher than the average score of 60 for the female student population. Of the 34 male students, 41% earned a level 3 or 4. This is a 19% decrease from 2007-2008 when 60% of male students earned a level 3 or 4. During the 2008-2009 school year 3% of male students earned a level 4, which is a 1% decrease from 2007-2008 when 4% of male students earned a level 4. During 2008-2009 school year, 38% of male students earned a level 3, which is a 18% decrease from 2007-2008 when 56% of male students earned a level 3. Of the 34 male students tested, 59% earned a level 1 or 2. This is a 19% increase from 2007-2008 when 40% of male students earned a level 1 or 2. During the 2008-2009 school year 50% of male students earned a level 2, which is a 14% increase from 2007-2008 when 36% of male students earned a level 2. During the 2008-2009 school year 9% of male students earned a level 1, which is a 5% increase from 2007-2008 when 4% of male students earned a level 1.

During the 2008-2009 school year, the Special Needs population tested consisted of 6 students compared to 9 students in 2007-2008. The Special Needs population scored an average of 52. During the 2008-2009 school year, 0% of students earned a level 4, which is the same percentage of Special Needs students who scored a level 4 in 2007-2008. During the 2008-2009 school year, 17% of Special Needs students scored a level 3, which is a 6% increase from 2007-2008 when 11% of students earned a level 3. During the 2008-2009 school year, 50% of Special Needs students earned a level 2, which is a 6% decrease from 2007-2008 when 56% of Special Needs students earned a level 2. During the 2008-2009 school year, 33% of Special Needs students earned a level 1, which is the same percentage of Special Needs students who scored a level 1 in 2007-2008.

During the 2008-2009 school year, the English Language Learners (ELL) population tested consisted of 0 students, compared to 2 students in 2007-2008.

Performance Trends

Strengths:

- female and male students scored within 1% of one another
- 6% increase in the number of Special Needs students who scored a level 3.

Weaknesses:

- there was a slight decline in performance (3%) for grade 8 students
- 19% decrease in male students earning a level 3 or 4

Implications for Instruction:

- The science coordinator will support the professional development needs of the science teaching staff, and will provide professional development via inter-visitations, and attendance at grade level common planning periods.
- Students in grades 6-8 will receive a minimum of 4 periods of science instruction per week. Each period consists of 50 minutes of instruction.
- Eighth grade students also receive 1 period of lab per week.
- Students in grades 6-8 will be using the Glencoe Curriculum, a standards-based, hands-on science program.
- High quality professional development in Science will be provided for teachers through the Learning Support Organization (LSO), the Knowledge Network.
- Block scheduling has been successfully implemented for class 811.

Aids and Barriers

The continued implementation of the use of science materials on all grade level has aided in the improvement in science scores. A barrier has been the inability to have block periods of time scheduled into student's programs for lab activities.

Grades K-5

Section IV:NEEDS ASSESSMENT: Performance Trends

GRADE K: DIBELS

YEAR	BOY (Beginning Of Year) Intensive - Strategic - Benchmark	MOY (Middle Of Year) Intensive - Strategic - Benchmark	EOY (End Of Year) Intensive - Strategic - Benchmark
'06 – '07	24% - 24% - 51%	24% - 42% - 34%	24% - 28% - 49%
'07 – '08	15% - 43% - 42%	16% - 38% - 47%	25% - 17% - 58%
'08 – '09	11% - 38% - 51%	11% - 27% - 63%	17% - 11% - 73%
'09 – '10	14% - 35% - 51%		

Grade K

mCLASS DIBELS (dynamic Indicators of Basic Early Literacy Skills) Performance Report:

- During 2008-2009 the Reading First Instructional Recommendation for BOY 11% Intensive, 38% Strategic, and 51% Benchmark. In comparison with 2007-2008 BOY; a decrease of 4% of Intensive, a 5% decrease of Strategic, and an increase of 9% Benchmark. In comparing 2007-2008 with 2008-2009 MOY; a decrease of 5% Intensive, a decrease of 11 % Strategic, and a 13% increase of Benchmark students. In comparing EOY; a decrease of 8% Intensive, a decrease of 6% Strategic, and an increase of 14% Benchmark students.
- The Breakdown Measures of DIBELS for Kindergarten are as follows:
 - Initial Sound Fluency (ISF): BOY and MOY. The data indicates in 2007-2008, at the BOY 23% were Intensive, 5% Strategic, and 72% Benchmark; compared to the MOY 9% were Intensive, a 14% decrease; 39% Strategic, an increase of 34%; and 52% Benchmark, a 20% decrease. In 2008-2009, at the BOY 13% were Intensive, 28% Strategic, and 59% Benchmark; compared to the MOY 8% were Intensive, a 5% decrease, 30% Strategic, an increase of 22%, and 63% Benchmark, and increase of 33%.
 - Letter Naming Fluency (LNF): BOY, MOY and EOY. The data indicates in 2007-2008, at the BOY 32% were Intensive, 15% Strategic, and 53% Benchmark; compared to the MOY 17% were Intensive, a 15% decrease; 11% Strategic, a 4% decrease; and 72% Benchmark, a 19% increase; compared to the EOY 17% were Intensive, 0% change; 22 % Strategic, and increase of 11%, and 62% Benchmark, a 10% decrease. In 2008-2009, at the BOY 7% were Intensive, 20% Strategic, and 74% Benchmark; compared to the MOY 11% Intensive, an increase of 4%; 16% Strategic, a 4% decrease;

- and 73% Benchmark, a 1% decrease; compared to the EOY 18% were Intensive, a 7% increase; 14% Strategic, a 2% decrease; and 68% Benchmark, a decrease of 5%.
- Phonemic Segmenting Fluency (PSF): MOY and EOY. The data indicates in 2007-2008, at the MOY 34% were Intensive, 30% Strategic and 36% Benchmark; compared to the EOY 25% Intensive, a 9% decrease; 27% Strategic, a 3% decrease; and 48% Benchmark, an increase of 12%. In 2008-2009, at the MOY 31% were Intensive, 36% Strategic, and 33% Benchmark; compared to the EOY 9% were Intensive, a decrease of 22%; 36% Strategic, 0% change; and 55% Benchmark, an increase of 22%.

Strengths: In 2008-2009, more than 10% of our students moved from the Intensive and Strategic groups at the BOY, up to Benchmark by the MOY. By the EOY another 10% increased to Benchmark, totaling 20% of our K students moved from Intensive and Strategic into Benchmark during the 2008-2009 school year. This increase is supported by the Measures Breakdown data documented above, where the Primary Key Skill is Phonemic Awareness (ISF and PSF) and the Secondary Key Skill Letter Naming (LNF) documented above.

Weaknesses: In 2008-2009, the data indicates for ISF (one of the Primary Skills) 20% of the Benchmark students moved to Strategic from BOY to MOY. In LNF (the Secondary Key Skill) of both the Intensive and Benchmark levels over the school year, the Intensive level increased from 7% at the BOY to 11% at the MOY, and then another 18% at the EOY. The Benchmark level decreased from 74% to 73% at the BOY to MOY and another decreased to 63% by the EOY.

Aids and Barriers: In 2008-2009, teachers volunteered their time to tutor students who were functioning in the intensive level during their professional and preparation periods. With additional after-school academic intervention services, which was not available to these students due to funding, many more of these students would have moved into the benchmark level,

GRADE 1: DIBELS

YEAR	BOY (Beginning Of Year) Intensive - Strategic - Benchmark	MOY (Middle Of Year) Intensive - Strategic - Benchmark	EOY (End Of Year) Intensive - Strategic - Benchmark
'06 – '07	37% - 19% - 44%	45% - 21% - 44%	32% - 21% - 47%
'07 – '08	23% - 29% - 48%	27% - 30% - 43%	31% - 21% - 49%
'08 – '09	23% - 17% - 60%	31% - 26% - 43%	15% - 29% - 56%
'09 – '10	29% - 16% - 51%		

Grade 1

mCLASS DIBELS Performance Report:

- During 2008-2009 the Reading First Instructional Recommendation for BOY 23% Intensive, 17% Strategic, and 60% Benchmark. When comparing 2007-2008 with 2008-2009 BOY; no change of Intensive, a 12% decrease of Strategic, and an increase of 12% Benchmark. When comparing 2007-2008 with 2008-2009 MOY; there was an increase of 4% Intensive, a decrease 4% Strategic, and no change of Benchmark students. When comparing 2007-2008 with 2008-2009 EOY; a decrease of 16% Intensive, an increase of 8% Strategic, and an 8% increase of Benchmark students.
- The Breakdown Measures of DIBELS for grade 1 are as follows:
 - Letter Naming Fluency (LNF): BOY only. The data indicates in 2007-2008, at the BOY 18% were Intensive, 25% Strategic and 57% Benchmark. In 2008-2009, the data indicates at the BOY 18% were Intensive, 18% Strategic and 64% Benchmark; [comparing these students with their EOY of 2008 (then in Kindergarten) 9% were Intensive, and increase of 9%; 36% Strategic, an 18% decrease; and 55% Benchmark, an increase of 9%.]
 - Phonemic Segmenting Fluency (PSF): BOY, MOY and EOY. The data indicates in 2007-2008, at the BOY 28% of the students were Intensive, 68% Strategic and 4% Benchmark; compared to the MOY

14% were Intensive, a decrease of 14%; 46% Strategic, a decrease of 22%; and 41% Benchmark, an increase of 37%; compared to the EOY 10% were Intensive, a decrease of 4%, 40% Strategic, a decrease of 6%; and 50% Benchmark, and increase of 9%. In 2008-2009, the data indicates at the BOY 30% were Intensive, 49% Strategic, and 20% Benchmark; compared to the MOY 15% Intensive, a 15% decrease; 41% Strategic, an 8% decrease; and 44% Benchmark, a 24% increase; compared to the EOY 11% Intensive, a 4% decrease; 24% Strategic, a 17% decrease; and 65% Benchmark, a 21% increase.

- o Nonsense Word Fluency (NWF): BOY, MOY and EOY. The data indicates in 2007-2008, at the BOY 41% of the students were Intensive, 18% Strategic, and 42% Benchmark; compared to MOY 23% Intensive, an 18% decrease; 22% Strategic, a 4% increase; and 55% Benchmark, a 13% increase; compared to EOY 23% Intensive, a 0% change; 19% Strategic, a 3% decrease; and 58% Benchmark, a 3% increase. In 2008-2009, the data indicates at the BOY 34% were Intensive, 16% Strategic, and 42% Benchmark; compared to the MOY 35% Intensive, a 1% increase; 26% Strategic, a 10% increase; and 38% Benchmark, a decrease of 13%; compared to EOY 17% Intensive, an 18% decrease; 27% Strategic, a, increase of 1%; and 56% Benchmark, an 18% increase.

Grade 1: Terra Nova Spring Result Comparison:

Spring of 2007: 66 students were tested. Of that population 9.1% met Benchmark in Reading Comprehension, 21.2% met Benchmark in Vocabulary, and 22.7% met Benchmark in Word Analysis.

Spring of 2008: 71 students were tested. Of that population 26.8% met Benchmark in Reading Comprehension – an increase of 17.7% from last year, 27.1% met Benchmark in Vocabulary – an increase of 5.9% from last year, and 18.6% met Benchmark in Word Analysis – a decrease of 4.1% from last year.

Spring of 2009: N/A

Strengths: In 2008-2009 the RF Instructional Recommendation data indicates a 9% decrease of Intensive students and a 12% increase of Strategic students over the three assessment periods, BOY, MOY and EOY. For the measure NWF (Primary Key Skill) between the BOY and EOY the data indicates 5% increase of Benchmark students; and a decrease of 17% Intensive between BOY and EOY. For the measure PSF (Secondary Key Skill) the data indicates a 24% increase of Benchmark students between BOY and MOY, and another 21% increase of Benchmark students between MOY and EOY, a total of 45% increase of Benchmark students.

Weakness: In 2008-2009, K students of EOY 2009 are now grade 1 BOY, of 2009. This data indicates for the measure PSF, an increase of 21% Intensive, an increase of 19% Strategic, and decrease of 25% Benchmark; for the measure LNF, a 0% change of Intensive; an increase of 4% Strategic and a decrease of 4% Benchmark. For NWF at the MOY only, the data indicates a decrease of 13% Benchmark students (a Bell-like curve over the BOY, MOY and EOY.)

Aids and Barriers: In 2008-2009, teachers volunteered their time to tutor students who were functioning in the intensive level during their professional and preparation periods. With additional after-school academic intervention services, which was not available to these students due to funding, many more of these students would have moved into the benchmark level,

GRADE 2: DIBELS

YEAR	BOY (Beginning Of Year) Intensive - Strategic - Benchmark	MOY (Middle Of Year) Intensive - Strategic - Benchmark	EOY (End Of Year) Intensive - Strategic - Benchmark
'06 – '07	44% - 18% - 38%	58% - 4% - 38%	58% - 16% - 26%
'07 – '08	44% - 19% - 37%	37% - 23% - 40%	38% - 30% - 32%
'08 – '09	35% - 20% - 45%	26% - 22% - 52%	34% - 24% - 42%
'09 – '10	21% - 34% - 44%		

Grade 2

mCLASS DIBELS Performance Report:

- During 2008-2009 the Reading First Instructional Recommendation for BOY 35% were Intensive, 21 % Strategic, and 44% Benchmark. When comparing 2007-2008 with 2008-2009 MOY; a decrease of 11% Intensive, a decrease of 1% Strategic, and an increase of 12% of Benchmark students. When comparing 2007-2008 with 2008-2009 EOY; an increase of 8% Intensive, an increase of 2% Strategic and a decrease of 10% Benchmark students.
- The Breakdown Measures of DIBELS for grade 2 are as follows:
 - Nonsense Word Fluency (NWF): BOY only. The data indicates in 2007-2008, at the BOY, 17% were Intensive, 37% Strategic and 46% Benchmark. In 2008-2009, at the BOY 23% were Intensive, 31% Strategic and 46% Benchmark; [comparing these students with their EOY of 2008 (then in grade 1) 17% were Intensive, a 5% increase; 27% Strategic, a 4% increase; and 56% Benchmark, a 10%decrease.]
 - Oral Reading Fluency (ORF): BOY, MOY and EOY. In 2007-2008 the data indicates at the BOY, 44% were Intensive, 19% Strategic, and 37% Benchmark; compared to the MOY 37% were Intensive, a 7% decrease; 23% Strategic, a 4% increase; and 40% Benchmark, a 3% increase; compared to the EOY 38% Intensive, a 1% increase; 30% Strategic, a 7% increase; and 33% Benchmark, a 7% decrease. In 2008-2009 the data indicates at the BOY 35% Intensive, 20% Strategic, and 45% Benchmark; compared to the MOY28% Intensive, a 9% decrease; 22% Strategic, a 2% increase; and 51% Benchmark, a 6% increase; compared to the EOY 34% Intensive, an increase of 8%, 24% Strategic, an increase of 2%; and 42% Benchmark, a decrease of 9%.

Grade 2: Terra Nova Spring Result Comparison:

Spring of 2007, 80 students were tested. Of that population 5.0% met Benchmark in Reading Comprehension, 14.5% met Benchmark in Vocabulary, and 18.4% met Benchmark in Word Analysis.

Spring of 2008, 65 students were tested. Of that population 3.2% met Benchmark in Reading Comprehension – a decrease of 1.8% from last year, 6.5% met Benchmark in Vocabulary – a decrease of 8.0% from last year, and 22.6% met Benchmark in Word Analysis – an increase of 4.2% from last year.

Spring of 2009: N/A

Strengths: In 2008-2009, the RF Instructional Recommendation data indicates a 9% increase of students moving from Intensive into Strategic; another 2% moved into Benchmark between the MOY and EOY

Weaknesses: In 2008-2009, although there was an increase of Strategic and Benchmark students at the MOY, by the EOY an 8% decrease of Strategic and Benchmark students moved back into Intensive.

Aids and Barriers: In 2008-2009, teachers volunteered their time to tutor students who were functioning in the intensive level during their professional and preparation periods. With additional after-school academic intervention services, which was not available to these students due to funding, many more of these students would have moved into the benchmark level,

GRADE 3: DIBELS

YEAR	BOY (Beginning Of Year) Intensive - Strategic - Benchmark	MOY (Middle Of Year) Intensive - Strategic - Benchmark	EOY (End Of Year) Intensive - Strategic - Benchmark
'06 – '07	46% - 32% - 22%	57% - 27% - 16%	35% - 40% - 25%
'07 – '08	45% - 24% - 31%	42% - 13% - 45%	35% - 11% - 54%
'08 – '09	36% - 37% - 27%	21% - 32% - 47%	22% - 36% - 42%
'09 – '10	13% - 20% - 67%		

mCLASS DIBELS Performance Report:

- During 2008-2009 the Reading First Instructional Recommendation for BOY 35% were Intensive, 38 % Strategic, and 28% Benchmark. When comparing 2007-2008 with 2008-2009 BOY; a decrease of 10% Intensive, an increase of 14%, and a decrease of 3% Benchmark. In comparing 2007-2008 with 2008-2009 MOY; a decrease of 21% Intensive, an increase of 19% Strategic, and an increase of 2% Benchmark students. In comparing EOY of 2007-2008 with 2008-2009 EOY; a decrease of 13% Intensive, an increase of 25% Strategic, and a 12% Benchmark students.
- The Breakdown Measures of DIBELS for grade 3 are as follows:
 - Oral Reading Fluency (ORF): BOY, MOY and EOY. In 2007-2008 the data indicates at the BOY 45% were Intensive, 24% Strategic, and 31% Benchmark; compared to the MOY 42% Intensive, a 3% decrease; 13% Strategic, a 11% decrease; and 46% Benchmark, a 15% increase; compared to the EOY 35% Intensive, a 7% decrease; 11% Strategic, a 2% decrease; and 54% Benchmark, an increase of 8%. In 2008-2009 the data indicates at the BOY 36% were Intensive, 37% Strategic, and 27% Benchmark; compared to the MOY 21% Intensive, a 15% decrease; 32% Strategic, a 5% decrease; and 47% Benchmark, and increase of 20%; compared to the EOY 22% Intensive, an increase of 1%; 36% Strategic, a 4% increase; and 42%, a decrease of 5%.

GRADE 3: New York State English Language Arts (NYS ELA) Results

YEAR	% LEVEL 1	% LEVEL 2	% LEVEL 3	% LEVEL 4	% LEVELS 3 + 4
2007	35.6	43.7	20.7	0.0	20.7
2008	30.4	41.8	25.3	2.5	27.8
2009	20.3	44.8	35.1	0.0	35.1

Grade 3 English Language Arts Results- New York State ELA

During the 2006-2007 school year, 35.6% of the students received a Level 1 and 43.7% of the students received a Level 2 for a total of 79.3% of students receiving a Level 1 or 2. During the 2007-2008 school year 30% of the students received a Level 1 and 42.5% of students received a Level 2 for a total of 72.5 % receiving a Level 1 or 2. This is a 6.8% decrease of students receiving Level 1 and level 2. During 2006-2007 20.7% of the students received Level 3 and 0.0% of the students did received a Level 4. During 2007-2008 25.0% of the students received a Level 3 and 2.5% of the students received a Level 4. This is a 4.3% increase of students receiving a Level 3 and 2.5% increase of the students receiving a Level 4.

During 2006-2007 70.6% of the Special Needs students received a Level 1 and 11.8% of the Special Needs students received a Level 2. In comparison, during the year 2007-2008 53.9% of the Special Needs students received a Level 1 and 38.5% of the students received a Level 2. This is a 16.7% decrease in the students receiving a Level 1 and a 26.7% increase of students receiving a Level 2. During 2006-2007 17.6% of Special Needs students received a Level 3 and 0% received a Level 4. During 2007-2008 0% of Special Needs students received a Level 3 and 7.7% of students received a Level 4. During 2008-2009 the data indicates that 60% of the Special Needs students received a Level 1, an increase of 6.2%; 33.3% received a Level 2, a decrease of 5.2%; 6.7% received a Level 3, an increase of 6.7%; and 0.0% received a Level 4, a decrease of 7.7%.

The ELL tested population for 2007-2008 62.5% of students received a Level 1 and 25% received a Level 2. During 2006-2007 of this population 16.7% of the students received a Level 1 and 50% of the students received a Level 2. During 2007-2008 12.5% of the ELL students received a Level 3 and 12.5% of the students received a Level 4. During 2006-2007 33.3% of the students received a Level 3 and 0% of the students received a Level 4. During 2008-2009 the data indicates there were no ELL students tested on grade 3.

Grade 3: Terra Nova Spring Result Comparison:

Spring of 2007, 77 students were tested. Of that population 6.5% met Benchmark in Reading Comprehension, 2.6% met Benchmark in Vocabulary.

Spring of 2008, 78 students were tested. Of that population 11.5% met Benchmark in Reading Comprehension – an increase of 5.0 % from last year, 9.1% met Benchmark in Vocabulary – an increase of 6.5% from last year,

Spring of 2009: N/A

Strengths: In 2008-2009, grade 3 DIBELS, where ORF is the only measure (with a Primary Key Skill of Fluency with Text and a Secondary Key Skill of Accuracy with Text,) the data indicates a 15% increase of Benchmark students between the BOY and MOY. During 2008-2009, the ELA data indicates a 35.1% of the students received a Level 3. This is a 9.8% increase of Level 3 students, which includes the Special Needs students tested; Special Needs students had a 6.7% increase at Level 3. The Performance Indicators data show strength in the following areas:

- Elements of character, plot and setting to understand author's message/intent
- Summarize main ideas with supporting details...
- Use of specific evidence from stories to describe characters, their actions, motivation...
- Determine meaning of unfamiliar words by using context clues, dictionaries...

Weaknesses: In 2008-2009, the DIBELS data indicates that while there was a decrease of 14% Intensive and decrease of 5% Strategic from BOY to MOY, by the EOY Strategic students had decreased by 1% for the school year. During 2008-2009, the ELA data indicates 0.0 received a Level 4. This is a decrease of 2.5% of Level 4. The Performance Indicators data show weakness in the following areas:

- Evaluate the content by identifying important and unimportant details
- Read and understand written directions
- Make predictions, draw conclusions and make inferences about characters and events

Aids and Barriers: The use of pacing calendars, student goal setting, small group tutoring during the day and after-school academic intervention services assisted with student gains. Student attendance (specifically lateness) reduces student achievement since students are missing a large portion of their literacy block.

GRADE 4: NYS ELA Results

YEAR	% LEVEL 1	% LEVEL 2	% LEVEL 3	% LEVEL 4	% LEVELS 3 + 4
2007	12.1	51.6	36.3	0.0	36.3
2008	13.3	49.3	36.0	1.3	37.3
2009	6.4	51.3	38.5	3.8	42.3

Grade 4: English Language Arts Results - New York State ELA

In 2008-2009, 6.4% of the students received a Level 1 compared to the 13.3% in 2007-2008. This is a decrease of 6.9%. 51.3% received a Level 2 compared to 49.3% in 2007-2008. This is a 2% decrease. 38.5% of the students received a Level 3, compared to 2007-2008 where 36.0% of the students received a Level 3. This is an increase of 2.5%. 3.8% of the students received a Level 4, compared to the 1.3% in 2007-2008. This is an increase of 2.5%.

Special Needs Students, in 2008-2009, 11.1% of the students received a Level 1. This is an 18.3% decrease receiving a Level 1 from 2007-2008. 88.9% of the students received a Level 2, an increase of 41.8% compared to 2007-2008. 0.0% of the students received a Level 3, a decrease of 23.5% compared to 2007-2008. 0.0% of the students received a Level 4, which is no change when compared to 2007-2008.

During 2006-2007 school year 36.4% of the ELL students received a Level 1 and 27.3% received a Level 2; 36.4% of the ELL students received a Level 3 and 0% of the students received a Level 4. During 2008-2009 the data indicates there were no ELL students tested on grade 4.

Strengths: During 2008-2009, 6.4% received a Level 1, a 6.9 decrease and 51.3% received a Level 2, an increase of 2%; 38.5% of the students received a Level 3 and 3.8% received a Level 4. This is an increase of 2.5% of Level 3 and a 2.5% increase of Level 4 students. Of our Special Needs students, 11.1% received a Level 1, an 18.3% decrease moving up to a Level 2. The Performance Indicators data show strength in the following areas:

- *Collect and interpret data, facts and idea of unfamiliar texts*
- *Identifying main ideas and supporting details in informational tests*
- *Understanding written directions and procedures*
- *Determining the meaning of unfamiliar words by using context clues, dictionaries, and other classroom resources*

Weaknesses: During 2008-2009, the ELA data indicates that 6.4% of our students received a Level 1 and 51.3% received a Level 2. Only 1.5% received a Level 4, a limited increase of .3%. 0.0% of Special Needs students received a Level 3 and a Level 4. The Performance Indicators data show weakness in the following areas:

- *Use knowledge of story structure, story elements, and key vocabulary to interpret stories*
- *Use of specific evidence from stories to identify themes, describe sharacters, their actions and motivations related to the sequence of events*
- *Make predictions and inferences about events and characters*

Aids and Barriers: The use of pacing calendars, student goal setting, small group tutoring during the day and after-school academic intervention services assisted with student gains. Student attendance (specifically lateness) reduces student achievement since students are missing a large portion of their literacy block.

GRADE 5: NYS ELA Results

YEAR	% LEVEL 1	% LEVEL 2	% LEVEL 3	% LEVEL 4	% LEVELS 3 + 4
2007	3.8	47.4	44.9	3.8	48.7
2008	6.2	43.2	49.4	1.2	50.6
2009	0.0	40.3	58.2	1.5	59.7

Grade 5 English Language Arts Results- New York State ELA

During 2006-2007 3.8% of the students received a Level 1 and 47.4% of the students received a Level 2 for a total of 51.2% of students receiving a Level 1 or 2. During the 2007-2008 school year 6.1% of the students received a Level 1 and 43.9% of students received a Level 2 for a total of 50 % receiving a Level 1 or 2. This is a 2.3% increase of students receiving Level 1 and a 3.5 decrease of the students receiving a level 2. During 2006-2007 44.9% of the students received Level 3 and 3.8% of the students receive a Level 4. During 2007-2008 48.8% of the students received a Level 3 and 1.2% of the students received a Level 4. This is a 3.9% increase of students receiving a Level 3 and 2.6% decrease of the students receiving a Level 4. During 2008-2009 58.2% of the students received a Level 3 and 1.5% received a Level 4. This is an 8.8% increase in Level 3 and a.3% increase of Level 4 students.

During 2006-2007 16.7% of the Special Needs students received a Level 1 and 58.3% of the Special Needs students received a Level 2. In comparison, during the year 2007-2008 26.7% of the Special Needs students received a Level 1 and 66.7% of the students received a Level 2. This is a 10% increase in the students receiving a Level 1 and an 8.4% increase of students receiving a Level 2. During 2006-2007 25% of Special Needs students received a Level 3 and 0% received a Level 4. During 2007-2008 6.7% of Special Needs students received a Level 3 and 0% of students received a Level 4. During 2008-2009 Special Needs students 0.0% received a Level 1, a 28.6% decrease; 73.3% received a Level 2, a 9% increase; 26.7% received a Level 3, a 19.6% increase; and 4% received a Level 4, a 3%increase.

The ELL tested population for 2007-2008: 11.1% of the students received a Level 1 and 55.6% of the students received a Level 2. During 2006-200,7 of this population 16.7% of the students received a Level 1 and 66.7% of the students received a Level 2. During 2006-2007 16.7% of the ELL students received a Level 3 and 0% of the students received a Level 4. During 2008-2009 the data indicates there were no ELL students tested on grade 5.

Strengths: During 2008-2009, 0.0% Level 1, Level 2 decreased by 2.9%, Level 3 increased by 8.8%, and Level 4 increased by .3%. Of Special Needs students 0.0% received a Level 1, a 28.6% decrease; 73.3% received a Level 2, a 9% increase; 26.7% received a Level 3, a 19.6% increase; and 4% received a Level 4, a 3% increase. The Performance Indicators data show strength in the following areas:

- *Identify literary elements such as setting, plot, characters of different genre*
- *Evaluate ideas, opinions, and themes in texts by identifying central idea and supporting details*
- *Identify essential details for note taking*

Weaknesses: During 2008-2009, the data indicates 40.3% of students received a Level 2; and a limited increase of .3% in Level 4. The Performance Indicators data show weakness in the following areas:

- *Read to collect and interpret data, facts and ideas from multiple sources*
- *Observe rules of punctuation, capitalization, and spelling; use correct grammatical construction*
- *Evaluate information, ideas, opinions and themes in texts by identifying a central idea and supporting details*

Aids and Barriers: The use of pacing calendars, student goal setting, small group tutoring during the day and after-school academic intervention services assisted with student gains. Student attendance (specifically lateness) reduces student achievement since students are missing a large portion of their literacy block.

Grades K-5 ~ Implications for Instructional Strategies for English Language Arts:

- *Intensive professional development will infuse the philosophy and application of specialized instructional strategies that address the needs of our academically diverse population.*
- *Professional Development will support the data driven Reading First program comprised of the scientifically research based Five Elements of Reading: Phonemic Awareness, Phonics, Fluency, Vocabulary and Reading Comprehension; and for the Core Knowledge curriculum, balanced literacy components, data interpretation, special needs/inclusion program and the differentiating of instruction.*
- *The Literacy Coach will support the professional development needs of the literacy teaching staff. The Literacy Coach will provide professional development (via class demonstrations, workshops, study groups, grade-level appropriate standards-based literacy curriculum packets, and data analysis) for all teachers, including teachers of ELL, Special Education Self-Contained classes as well as Resource Room in all areas of ELA instruction.*
- *Through extensive professional development, teachers deliver a program designed to identify and remediate student skill deficiencies and promote the acquisition of literacy skills.*
- *Students in grades K-3 will participate in the Reading First Program.*
- *Students in grades K - 5 will have a 90-minute literacy block for Reading and a Writing workshop, which includes time for word study each day. The block for grades 4 and 5 generally consists of: Read Aloud, Share Reading, Independent Reading, Guided Reading, Modeled Writing or Shared Writing and Independent Writing.*
- *Students of the RF program in grades K-3 will continue to be tracked through three DIBELS Benchmark assessments and DIBELS progress monitoring every two weeks, in addition to two ECLAS-2 Benchmarks, and RF program thematic pre- and post tests.*
- *Students in grade 3-5 will participate in Literature Circles/Project Groups where they will focus on a particular book or topic. They will also be assessed using the ARIS Acuity Interim Assessments, a short diagnostic/prescriptive exam administered in October, December and March. This assessment will assist the classroom teachers in informing instruction*
- *Students of grades 3-5 will be given three interim assessments form ARIS Acuity in Literacy. Each student will further receive two practice standardized tests in literacy under testing conditions.*
- *Students who do not meet benchmarks may receive additional instruction in the Passport Reading intervention Program where they will be re-assessed every three weeks. Students in grades K-3, in addition to Passport Reading Intervention, will also receive intervention through LeapFrog/Track, and other RF Intervention materials.*
- *The Four Square Writing Organizational methodology, the Monthly Writing Focus and the School-Wide "Book of the Month" initiative will be fully implemented and integrated within the Writer's Workshop to support student growth in writing skills.*
- *To reduce student to teacher ratio, AIS support team of teachers "pull out" model and a smaller class size model in literacy will be implemented. With fewer children, the teacher can spend more time individualizing teacher and targeting the individual needs of each child including children with special and language learning needs.*

- Our Seamless Day After-School program will offer additional targeted instruction to Level 1 and Level 2 students in Literacy. Seamless Day-After School Program will be implemented two days a week in order to provide small group and individualized instruction to students for the purpose of developing and strengthening identified Literacy skills and strategies. Teachers will work to provide students with Literacy skills and test prep on specific sessions.
- We will seek and develop new methods to improve literacy instruction for all Special Needs students. We will implement the best educational practices of the Passport Voyager Reading Program. The Passport Voyager Literacy Program, which promotes beginning literacy through small group instruction and a balanced literacy approach, will be implemented. The program includes benchmarks for achievement of reading skills.

Grade 6 English Language Arts

During the 2007-2008 school year 0% of the students received a Level 1 and 74.1% of the students received a Level 2 for a total of 74.1% of the students receiving a Level 1 or 2. During the 2008-2009 school year 2.4% of the students received a Level 1 and 65.9% of the students received a Level 2 for a total of 68.3 % receiving a Level 1 or 2. This is a 2.4% increase of students receiving Level 1 and a 5.8% decrease of the students receiving a level 2. During the 2007-2008 30.5% the students received Level 3 and 1.2% of the students receive a Level 4. During the 2008-2009 54.2% of the students received a Level 3 and 0% of the students received a Level 4. This is a 23.7% increase of students receiving a Level 3 and 1.2% decrease of the students receiving a Level 4.

During the 2007-2008 school year 11.8% of the Special Needs students received a Level 1 and 82.4% of the Special Needs students received a Level 2. During the 2008-2009 school year 0% of the Special Needs students received a Level 1 and 69.2% of the students received a Level 2. This is a 11.8% decrease in the students receiving a Level 1 and a 13.2% decrease of students receiving a Level 2. During the 2007-2008 school year 5.9% of Special Needs students received a Level 3 and 0% received a Level 4. During the 2008-2009 school year 30.8% of Special Needs students received a Level 3 and 0% of students received a Level 4. This is a 24.9% increase of students receiving a Level 3 and 0% increase/decrease.

The ELL tested population 2007-2008 0% of the students received a Level 1 and 83.3% of the students received a Level 2. During the 2007-2008 school year 16.7% of the students received a Level 3 and 0% of the students received a Level 4.

Grade 7 English Language Arts

During the 2007-2008 0% of the students received a Level 1 and 69.6% of the students received a Level 2 for a total of 69.6% of students receiving a Level 1 or 2. During the 2008-2009 school year 0% of the students received a Level 1 and 31.8% of students received a Level 2 for a total of 31.8 % receiving a Level 1 or 2. There is 0% increase/ decrease of students receiving Level 1 and 23.7% decrease of the students receiving a level 2. During the 2007-2008 school year 30.4% the students received Level 3 and 0% of the students receive a Level 4. During the 2008-2009 school year 68.2% of the students received a Level 3 and 0% of the students received a Level 4. This is a 37.8% increase of students receiving a Level 3 and 0% increase/ decrease of the students receiving a Level 4.

During the 2007-2008 school year 0% of the Special Needs students received a Level 1 and 77.8% of the Special Needs students received a Level 2. During the 2008-2009 school year 0% of the Special Needs students received a Level 1 and 77.8% of the students received a Level 2. This is a 0% decrease/increase of the students receiving a Level 1 and 0% increase/decrease of students receiving a Level 2. During the 2007-2008 school year 22.2% of Special Needs students received a Level 3 and 0% received a Level 4. During the 2008-2009 school year 22.2% of Special Needs students received a Level 3 and 0% of students received a Level 4. This is a 0% decrease/increase of the students receiving a Level 3 and 0% increase/decrease of students receiving a Level 4 .

Grade 8 English Language Arts

During the 2007-2008 school year 1.8% of students received a Level 1, with 62.5% receiving a Level 2 for a total 64.3% of students receiving a Level 1 or 2. During the 2008-2009 school year 0% of the students received a Level 1 and 50.8% of the students received a Level 2. There is a 1.8% decrease of students receiving a Level 1 and 11.7% decrease of student receiving a Level 2. During the 2007-2008 school year 33.9% of the students received a Level 3 and 1.8% received a Level 4. During the 2008-2009 year 68.2% of the students received a Level 3 and 0% received a Level 4. This is a 34.3% increase of students receiving a Level 3 and 1.8% decrease of students receiving a Level 4.

During 2007-2008 school year 10.0% of the Special Needs students received a Level 1 and 90.0% of the Special Needs students received a Level 2. During the 2008-2009 school year 0% of the Special Needs students received a Level 1 and 71.4% of the students received a Level 2. This is a 10% decrease of the students receiving a Level 1 and 61.4% increase of students receiving a Level 2. During 2007-2008 school year 0% of Special Needs students received a Level 3 and 0% received a Level 4. During 2008-2009 school year 28.6% of Special Needs students received a Level 3 and 0% of students received a Level 4. This is a 28.6% increase of the students receiving a Level 3 and 0% increase/decrease of students receiving a Level 4.

Greatest Accomplishments

- 0% of the 6th grade students scored a Level 1
- 0% of the 7th grade students scored a Level 1.
- 24.9% increase of Special Needs students scored a Level 3.

Description of Instructional Strategies for English Language Arts

PS/MS 306 continues with the full implementation the Balanced Literacy (90 minutes literacy block and writing workshop) core curriculum, which includes providing interim assessments, weekly reading comprehension and grammar pacing calendars. The Core Knowledge curriculum will continue to be integrated in the reading block to facilitate reading and comprehension of nonfiction context. The balanced literacy methodology (i.e. Read Alouds, Shared Reading, Guided Reading, Independent Reading, Modeled Writing, and Independent Writing) will continue to be utilized. Continuation of the four-square writing method within the writer's workshop will assist and enhance support in student improvement in writing. A monthly writing genre calendar will continue to provide a focus that will allow the students to experience publishing various writing genres. Classroom leveled libraries will continue to be expanded in every classroom to assist students in receiving the appropriate reading level. Students will choose "Just Right" books.

The Literacy Coach will provide intensive Professional Development involving various components of the Balanced Literacy methodology-Read-Alouds, Shared Reading, Guided Reading, Independent Reading, Modeled Writing, and Independent Writing; developmental and implementation of Literacy centers and activities; the use of various reading strategies that meet the needs of special education, ESL, and ELL students; lesson planning and performance standards development; using student disaggregated data to drive literary instruction; the various implementations of various assessments: Acuity, DRA; Exit Projects and Portfolio Assessments and effective test-taking strategies to support the reading skills and strategies. The Literacy Coach will provide professional development via class demonstrations, modeling, workshops, and text-based discussions.

In addition, the Core Knowledge Resource Center and the UFT Teacher Center will provide professional books, novels, novel class sets, author study kits, books for Literature Circles, Guided Reading sets, and books for Read-Aloud that are aligned with the "Skill of the Week," "Grammar Focus," and the "Book/Writing Genre of the Month" initiatives.

Aids and Barriers: There has been an organized effort to achieve specific goals with the use of pacing calendars, uniform assessments, and remediation during lunch and after-school. Student attendance (specifically lateness) has contributed to students underperforming in grades six through eight.

Priorities for School Year 2009-2010

The educational priorities for PS/MS 306 for the school year 2008-2009 will be:

- Increase the percentage of student performance in reading at or above proficiency level by 5%.
- Increase differentiated instruction so that all students are challenged within their ELA skill level.
- Improve student performance in literacy with intensive interventions for student sub-group populations.
- Improve student attendance and punctuality.
- Provide students with authentic measures for tracking their own progress toward meeting the standards.
- Prepare students with skills necessary to successfully compete in the technological world of the 21st century
- Improve home-school relationships in support of student's educational and social-emotional needs, engage in curriculum mapping and program alignment processes to ensure that we are providing a fully comprehensive educational program, which supports quality first instruction and additional learning opportunities in all critical areas to enable all students to meet State Standards. Also, given the fact that we are implementing different, yet complementary, instructional approaches during the course of the school day, it is imperative that we maximize the benefits that students derive from these instructional models by thoughtfully and deliberately striving to create a coordinated and seamless design, where the standards-based strategies, inherent in each approach, are integrated and reinforced during all extended learning activities.

MATHEMATICS

Grades Pre-K through 2

In grades PK-5 the Everyday Mathematics Program is being implemented. The students receive 2 periods of math instruction daily which consists of 100 minutes.

During the 2008-2009 school year there was an average amount of progress made in grades PK – 2. Student performance is assessed in a variety of ways. Monthly portfolio items, unit/benchmark tests, teacher observations, and other assessments, both formal and informal are utilized by teachers to accurately monitor student progress.

Grade 3

During the school year 2008 – 2009, a total of 77 students participated in the Grade 3 New York State Mathematics exam. Out of those 77 students, 6 scored a level 1 (7.8%), 12 scored a level 2 (15.6%), 57 scored a level 3 (74%), and 2 scored a level 4 (2.6%). The number of students receiving a level 1 decreased by about half from 15% to 7.8%, Level 2 decreased by about 8.2%, Level 3 increased by 19%, and Level 4 decreased by about 3.7%. 76.6% of the third grade testing population scored a level 3 or above.

Grade 4

During the school year 2008 – 2009, a total of 81 students participated in the Grade 4 New York State Mathematics exam. Out of those 81 students, 6 scored a Level 1 (7.4%), 22 scored a Level 2 (27.2%), 39 scored a Level 3 (48.1%), and 14 scored a Level 4 (17.3%). The number of students receiving a Level 1 decreased by about half from 15.8% to 7.4%, Level 2 decreased by 1.7%, Level 3 increased by 0.7%, and Level 4 increased by 9.4%. 65.4% of the 4th grade testing population scored a Level 3 or above.

Grade 5

During the school year 2008 – 2009, a total of 69 students participated in the Grade 5 New York State Math Exam. Out of those 69 students, none scored a Level 1, 10 scored a Level 2 (14.5%), 46 scored a Level 3 (66.7%), and 13 scored a Level 4 (18.8%). The number of students receiving a Level 1 decreased by 6.3%, Level 2 decreased by 12.1%. Level 3 increased by 7.2% and the number receiving a Level 4 more than doubled (11.2%). 85.5% of the 5th grade testing population scored a Level 3 or above.

Grade 6

During the school year 2008 – 2009, a total of 72 students participated in the Grade 6 New York State Math Exam. Out of those 72 students, 5 scored a Level 1 (6.9%), 23 scored a Level 2 (31.9%), 42 scored a Level 3 (58.3%), and 2 scored a Level 4 (2.8%). The number of students receiving a Level 1 decreased by 4.5%, Level 2 decreased by 1%. Level 3 increased by 10.2% and Level 4 decreased by 4.8%. 61.1% of the 6th grade testing population scored a Level 3 above.

Grade 7

During the school year 2008 – 2009, a total of 67 students participated in the Grade 7 New York State Math Exam. Out of those 67 students, none scored a Level 1, 8 scored a Level 2 (11.9%), 54 scored a Level 3 (80.6%), and 5 scored a Level 4 (7.5%). The number of students receiving a Level 1 has remained the same. Level 2 decreased by 23.9%, Level 3 increased by 19.4%, and Level 4 increased by 4.5%. 88.1% of the 7th grade testing population scored a Level 3 above.

Grade 8

During the school year 2008 – 2009, a total of 65 students participated in the Grade 8 New York State Math Exam. Out of those 65 students, 1 scored a Level 1 (1.5%), 26 scored a Level 2 (40%), 37 scored a Level 3 (56.9%), and 1 scored a Level 4 (1.5%). The number of students receiving a Level 1 remained the same. Level 2 increased by 16.8%. Level 3 increased by 1.5% and Level 4 decreased by 18.1%. 58.5% of the 8th grade testing population scored a Level 3 above.

Trends

Grades 3 – 8 on the whole have made great strides towards excellence in education. Overall, Level 4's and Level 3's have been steadily increasing over the past 3 or 4 years. The most considerable gains have been in Level 3. Students scoring a Level 3 or above are up to 72.4% as of the 2008 -2009 school year. The number of students scoring a Level 3 has almost doubled since 2006. Also, the number of students scoring a Level 1 has declined tremendously by more than half since 2006. There were no Level's scored in grades 5 and 7 in the 2008 – 2009 school year.

Our goal is to eventually eliminate Level 1 entirely and increase the percentage of students scoring a level 4. Lack of funding, as well as increased classroom size due to budget cuts may pose a problem to continued academic success.

Aids and Barriers

In grades 3 through 8 the use of pacing calendars, student goal setting, small group tutoring during the day and after-school academic intervention services aided with student gains. An unsubstantial amount of parental involvement has been a barrier since students need support in mathematics both at home and in school to make significant gains.

SECTION V: ANNUAL SCHOOL GOALS

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

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

Annual Goals in Science

By June 2010, 64% of fourth grade students will score at a level 3 or 4, or the average score for all students will be a 75% or higher on the New York State Elementary Level Science Assessment.

By June 2010, 49% of eighth grade students will score as a level 3 or 4, or the average score for all students will be 66% or higher on the New York State Intermediate Level Science Assessment.

Annual Goals in English Language Arts using Benchmarks and subgroups

By June 2010, 45% of grade 3 students, (a 5% increase) will score at Level 3 and Level 4 on the New York State English Language Arts Assessment.

By June 2010, 52% of grade 4 students, (a 5% increase) will score at Level 3 and Level 4 on the New York State English Language Arts Assessment.

By June 2010, 69% of grade 5 students, (a 5% increase) will score at Level 3 and Level 4 on the New York State English Language Arts Assessment.

During the 2009-2010 school year, students in grade 7 will demonstrate their knowledge of reading comprehension, listening, and writing skills, as well as responding to non-fictional and fictional literature through constructed short responses with an increase of 5% as measured by the New York State English Language Arts Exam.

During the 2009-2010 school year, students in grades 6 & 8 will demonstrate their knowledge of reading comprehension, listening, and writing skills, as well as responding to non-fictional and fictional literature through constructed short and extended responses with an increase of 5% as measured by the New York State English Language Arts Exam.

ELEMENTARY/MIDDLE SCHOOL K-8

Annual Goals in Mathematics

Annual Goals using State Assessments

By June 2010, 82% of 61 or 50 students in Grade 3 will score at Level 3 and 4 or above on the New York State Mathematics Assessment.

By June 2010, 70% of 72 total students or 51 students in Grade 4 will score at Level 3 and 4 or above on the New York State Mathematics Assessment.

By June 2010, 91% of 66 total students or 61 students in Grade 5 will score at Level 3 and 4 or above on the New York State Mathematics Assessment.

By June 2010, 66% of 73 total students or 49 students in Grade 6 will score at Level 3 and 4 or above on the New York State Mathematics Assessment.

By June 2010, 94% of 78 total students or 74 students in Grade 7 will score at Level 3 and 4 or above on the New York State Mathematics Assessment.

By June 2010, 64% of 76 total students or 49 students in Grade 8 will score at Level 3 and 4 or above on the New York State Mathematics Assessment.

By June 2010, 60% of 28 total students or 16 Grade 8 students will score at 65% or above on the New York State Integrated Algebra Regents.

SECTION VI: ACTION PLAN

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

SCIENCE

<p><i>Annual Goal</i> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>By June 2010, 64% of fourth grade students will score at a level 3 or 4, or the average score for all students will be a 75% or higher on the New York State Elementary Level Science Assessment.</i></p> <p><i>By June 2010, 49% of eighth grade students will score as a level 3 or 4, or the average score for all students will be 66% or higher on the New York State Intermediate Level Science Assessment.</i></p>
<p><i>Action Plan</i> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • <i>Data from pre-assessments and interim assessments will be used to group students according to their strengths and weaknesses.</i> • <i>Academic Intervention Services will be provided for targeted students.</i> • <i>Tri-annual student goals are in place to implement short term, individual goals with realistic time lines.</i>
<p><i>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • <i>The science coordinator will support the professional development needs of the science teaching staff, and will provide professional development via inter-visitations, and attendance at grade level common planning periods.</i> • <i>Students in grade 4 will receive a minimum of 200 minutes of science instruction weekly.</i> • <i>Students in grade 4 will receive a minimum of 100 minutes of science in the science lab.</i> • <i>Students in grades K-5 will be using the Harcourt program with the Core Knowledge curriculum, a standards-based, hands-on science program.</i> <ul style="list-style-type: none"> ▪ <i>Students in grades 6-8 will receive a minimum of 4 periods of science instruction per week. Each period consists of 50 minutes of instruction.</i> ▪ <i>Eighth grade students also receive 1 period of lab per week.</i> ▪ <i>Students in grades 6-8 will be using the Glencoe Curriculum, a standards-based, hands-on science program.</i> ▪ <i>High quality professional development in Science will be provided for teachers through the Learning Support Organization (LSO), the Knowledge Network.</i>

<p><i>Indicators of Interim Progress and/or Accomplishment</i> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ▪ <i>Tri-annual goals are reviewed to assess individual goals and gains.</i> ▪ <i>Pre-assessments and interim assessments are given to indicate current levels, project gains, and revisit for review.</i> ▪ <i>Student progress reports are sent bi-weekly in grades 6-8 for frequent review of gains.</i>
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English Language Arts Grades 3-5

<p><i>Annual Goal</i> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><i>At PS/MS 306K, all grade 3 students will meet or exceed their respective performance Standards of 10-15% in reading through the implementation of the Reading First Initiative by June 2010. All grade 4 and 5 students will meet or exceed their respective performance Standards 10-15% through the implementation of Balanced Literacy through Core Knowledge Curriculum (a seamless unified literacy curriculum) by June 2010. Students in all grades will achieve the noted NYS Annual Measurable Objective (AMO) for the year 2009-2010 of 117.</i></p>
<p><i>Action Plan</i> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><i>By June 2010, all grade 3 students will be engaged in the scientifically researched based, Reading First Initiative where the Five Elements of Reading (Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension) and students will meet or exceed benchmark levels on the ECLAS -2, DIBELS, Terra Nova, and the city wide ELA assessments/exams, and will improve by 10% in all literacy strand areas. All students in grades 4 and 5 by June 2010 will be engaged in a Core Knowledge comprehensive balanced literacy model comprising of the following components: Read-Aloud, Shared Reading, Guided Reading, Independent Reading, Interactive Writing, Independent Writing and Word Study. Grades 3 through 5 students will work on listening, note-taking, and editing.</i></p> <p><i>The Principal, Assistant Principals, Literacy Coaches and Classroom teachers will meet to plan and map out ELA curriculum, instruction, materials and assessments weekly.</i></p>
<p><i>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><i>Resources for PD: 59 Teachers, 1 Supervisor, 1 Coach, 1 School Aide, 2 Grade Coordinators, Grade Three Liaison</i> <i>Resource for Seamless Day: 15 Teachers, 1 Supervisor, 1 School Aide, Grade Three Liaison.</i> <i>Funding Sources: Title III, Contract for Excellence</i></p>

<p><i>Indicators of Interim Progress and/or Accomplishment</i> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • <i>Three Benchmark assessments will be given to RF 3rd grade students during the year in DIBELS, BOY, MOY and EOY.</i> • <i>DIBELS progress monitoring for all 3rd students will be administered every two weeks between the Benchmarks.</i> • <i>Thematic pre- and post tests will be given to all RF 3rd grade students</i> • <i>ECLAS-2 will be administered to K-3 students at the beginning and end of the school year.</i> • <i>ARIS website will be utilized for grades 3-5 where Acuity and other assessments are housed</i> • <i>Terra Nova will be administered to grade 3 students in the spring of 2010 school year.</i> • <i>Students will meet the NYS Standard of reading 25 books.</i> • <i>Student Portfolio folders and Writing Journals will be reviewed quarterly and</i>
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English Language Arts grade 6

<p><i>Annual Goal</i> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><i>By June 2010, 45% of grade 6 students, (a 5% increase) will score at Level 3 and 4 on the New York State English Language Arts Assessment.</i></p>
<p><i>Action Plan</i> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><i>SY 2009-2010</i></p> <ul style="list-style-type: none"> • <i>Use the ARIS data to target students who scored Level 3 for additional small group reading and writing tutoring</i> • <i>English Language Arts teachers will provide small group reading and writing workshops</i> • <i>Literacy Coach will provide ongoing professional development and support for English Language Arts teachers grades 6-8, general and Special Education teachers</i> • <i>English Language Arts teachers will provide ongoing differentiated instruction for all student during regular English Language Arts instruction</i>
<p><i>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</i> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	
<p><i>Indicators of Interim Progress and/or Accomplishment</i> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • <i>Periodic Acuity testing results</i> • <i>Student Goal Sheets/Student conferencing</i> • <i>Periodic departmental assessment</i> • <i>Student Portfolios- monthly writing samples</i>

English Language Arts 7

<p><i>Annual Goal</i> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>By June 2010, 45% of grade 7 students, (a 5% increase) will score at Level 3 and 4 on the New York State English Language Arts Assessment.</i></p>
<p><i>Action Plan</i> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><i>SY 2009-2010</i></p> <ul style="list-style-type: none"> • <i>Use the ARIS data to target students who scored Level 3 for additional small group reading and writing tutoring</i> • <i>English Language Arts teachers will provide small group reading and writing workshops</i> • <i>Literacy Coach will provide ongoing professional development and support for English Language Arts teachers grades 6-8, general and Special Education teachers</i> • <i>English Language Arts teachers will provide ongoing differentiated instruction for all student during regular English Language Arts instruction</i>
<p><i>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	
<p><i>Indicators of Interim Progress and/or Accomplishment</i> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • <i>Periodic Acuity testing results</i> • <i>Student Goal Sheets/Student conferencing</i> • <i>Periodic departmental assessment</i> • <i>Student Portfolios- monthly writing samples</i>

English Language Arts 8

<p><i>Annual Goal</i> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 45% of grade 8 students, (a 5% increase) will score at Level 3 and 4 on the New York State English Language Arts Assessment.</p>
<p><i>Action Plan</i> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>SY 2009-2010</p> <ul style="list-style-type: none"> • Use the ARIS data to target students who scored Level 3 for additional small group reading and writing tutoring • English Language Arts teachers will provide small group reading and writing workshops • Literacy Coach will provide ongoing professional development and support for English Language Arts teachers grades 6-8, general and Special Education teachers • English Language Arts teachers will provide ongoing differentiated instruction for all student during regular English Language Arts instruction
<p><i>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</i> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	
<p><i>Indicators of Interim Progress and/or Accomplishment</i> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Periodic Acuity testing results • Student Goal Sheets/Student conferencing • Periodic departmental assessment • Student Portfolios- monthly writing samples

<p><i>Annual Goal</i> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>80% of all students in grades 6 – 8 will receive a level 3 or above on their New York State Math Examination which is administered in May 2010.</p>
<p><i>Action Plan</i> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Students who currently have a level 3 or above will be given work that is challenging by their instructors to ensure that they maintain/increase their score. Students who received a level 2 or below will be pulled and given additional instruction based on problem areas identified by the beginning of the year assessment and by classroom teacher. If students have an IEP and are already being pulled, the pull-out instructor will be given math materials by the Math Coach or the Math Teacher for the additional instruction. Students who do not have an IEP will be given work that is agreed upon by the Math Coach and the classroom instructor. For all students receiving a Level 2 or below parent will be notified by Math Coach and we will try to partner together to gain results.</p>
<p><i>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</i> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>In order for students to be pulled out, a Title I Math Teacher must be hired and given a pullout schedule and/or the Math Coach must be given ample time to pull-out students.</p>
<p><i>Indicators of Interim Progress and/or Accomplishment</i> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Teachers must notify the Math Coach of any progress or lack of progress the student is making. For those students receiving a Level 2 or below a follow-up beginning of the year assessment will be given. Also, Midterms will be analyzed to assess overall gains made by students.</p>

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2	23	24	N/A	N/A				
3	19	20	N/A	N/A				
4	43	15						
5	37	17						
6	31	11						
7	34	31						
8	22	10						
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.

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Reading AIS will be implemented for students in Grades K-3 during the school day in small groups and one-to-one tutoring sessions during designated AIS-ELA/ Humanities periods using Reading First Intervention Kits. Reading AIS will be implemented for students in Grades 4-8 during the school day in small groups as well as one-to-one tutoring sessions utilizing the Voyager Reading Program.
Mathematics:	Math AIS will be implemented for students in Grades K-3 during the school day in small groups and one-to-one tutoring sessions using Everyday Math Intervention during designated AIS-Math periods. Math AIS will be implemented for students in Grades 4-8 during the school day in small groups and one-to-one tutoring sessions utilizing Voyager V-Math.
Science:	
Social Studies:	Social Studies AIS will be implemented for students in Grades 4-8 during the school day as well as afterschool in small group sessions using New York State Test Prep and Voyager Content Integration.
At-risk Services Provided by the Guidance Counselor:	AIS Counseling Services will be implemented for students in Grades K-8 by the Elementary and Middle School Guidance Counselors before and during the school day in small groups and one-to-one sessions consistent with IEP mandates as well as student need.
At-risk Services Provided by the School Psychologist:	AIS School Psychologist Services will be rendered to students in Grades K-8 during the day in one-to-one sessions consistent with IEP mandates as well as student need.
At-risk Services Provided by the Social Worker:	AIS Social Worker Services will be rendered to students in Grades K-8 during the day in one-to-one sessions consistent with IEP mandates as well as student need.
At-risk Health-related Services:	AIS Health-related Services will be implemented will be rendered to students in Grades K-8 during the school day and afterschool consistent with 504 mandates and student need.

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

NCLB/SED requirement for all schools

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

I. Language Allocation Policy Team Composition:

Principal:	Ms. Lawrence Burroughs	ESL Teacher:	Ms. Diana Isola
Assistant Principals:	Ms. Arleen Paul Ms. Valena Welch-Woodley	Parent Coordinator:	Ms. Helene Thomas
Guidance Counselor:	Ms. Tamau Elliott		
Literacy Coach:	Ms. Annette Glogover Ms. Cynthia Harris-Fredericks		
Math Coach:	Ms. Michelle Fiorentino Ms. Anita Deonarine		

II. Teacher Qualifications

Ms. Diana Isola has an eager staff assisting in the servicing of the ELL population, kindergarten through grade seven, consisting of two assistant principals, three guidance counselors, two literacy coaches and two math coaches.

III. ELL Demographics and School Description:

PS/MS306K, The Ethan Allen School, is located in the East New York section of Brooklyn, New York. All students are eligible for free lunch indicating that the majority of our students are of low-socio economic backgrounds.

PS/MS306K has a student population of 708 students from culturally diverse backgrounds whom are mostly from Hispanic background and Spanish as their first language. Our English Language Learner population is about 5% of the total population at PS/MS306K. We offer ESL services to entitled general education and special education students. The ELL population for each grade is as follows:

kindergarten: 3 - Spanish	First Grade: 7 - Spanish	Second Grade: 2 - Spanish
Third Grade: 0	Fourth Grade: 4 - Spanish	Fifth Grade: 6 - Spanish
Sixth Grade: 2 – (1) Spanish (1) French	Seventh Grade: 5 – (4) Spanish (1) Haitian Creole	Eighth Grade: 5 – (3) Spanish (1) Haitian Creole (1) French

The Special Education population has 7 students being serviced as per their IEP. There are 0 SIFE students.

ELLs by Subgroup

ELL's (0-3 years)
General Education – 9
Special Education – 1

ELL's (4-6 years)
General Education – 14
Special Education – 4

ELL's (Long Term) completed 6 years
General Education - 4
Special Education – 2

IV. Parent Choice

When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system.

Parents are given a Home Language Survey (HLIS) to identify the child's language proficiency. If the child is identified as an eligible candidate for Bilingual instructional services, an informal interview is given to the candidate by a pedagogue and the Language Battery Assessment (LAB-R) is given to identify the child as an English Language Learner or English Proficient. An entitlement letter is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes various programs for ELL and visit classrooms with the various programs. Parents also view a parent information CD where program placement options are presented with clarity and objectivity. This parent orientation CD is available in nine languages. Parent brochures are disseminated in their native language to enrich the understanding of each available program. PS/MS306K offers Freestanding ESL to conform to the parental choice selections.

After reviewing the Parent Survey and Program selection forms for the past few years, the trend for the majority of ELL parents is the Freestanding ESL program at PS/MS306. The freestanding ESL Program is a pull-out program. The ESL teacher pulls students out of non-major subject area classes and works in small groups. Students do not receive instruction in their native language. Students in ESL receive all instruction in English using ESL methodologies and multiple strategies for a specific amount of time as determined by their NYSESLAT scores and required by Part 154 Regulations.

The programs offered at PS/MS306 are aligned with parent requests. Both the LAB-R and NYESLAT scores are performance indicators demonstrating the required number of instructional ESL periods given to ELLs daily at PS/MS306. It is 360 minutes per week for Beginning ELLs, 360 minutes per week for Intermediate ELLs and 180 minutes per week for Advanced ELLs. ESL grouping is by level of proficiency, beginning, intermediate and advanced which is also based on the scores designated by the LAB-R and NYSEYAT. Students are pulled in groups based on levels. All ELL students are part of the regular instructional day and are a part of our reduced class size where applicable. They receive block periods of literacy and mathematics daily on the elementary level and twice weekly on the middle school level. They also receive three periods a week of science and social studies as well as at least one period of art, music, technology, physical education, and health weekly. On the elementary level, 250 minutes of the block period each week, during the school day, is considered academic intervention services and on the middle school level 110 minutes of the block period, during the school day, each week is academic intervention services. Grade two through eight ELL students are also a part of the academic intervention pull-out services program where identified students (level 1 and low level 2 and new admits) are pulled out in small groups (no more than five students per group) to receive extra instruction in literacy, mathematics, science and social studies. These services provided during the school day are at no cost to Title III. All identified (level 1 and low level 2 and new admits) ELL students in grades three through eight are also a part of our Seamless Day program, which focuses on small group (no more than ten students per group) instruction in literacy, mathematics, science and social studies. The Seamless Day program runs two days a week, Tuesday and Thursday, 2:40-4:10 for middle school and 3:30-5:00 for elementary. The Seamless Day program begins in November 2009 and ends May 2010. The focus of the Seamless Day program for ELL students is ELA and mathematics instruction through writing, listening, and speaking. Students who take the state exams in science and social studies will also receive instruction in these subject areas with a focus on writing, listening, and speaking.

To encourage continuing community involvement, ELL parents are very involved in the life of our school. During the school year, Ms. Diana Isola provides meetings for parents focused on instructional issues, such as assessments, standards, promotional policies, and strategies for them to support children's academic progress. As part of our effort to strengthen the parental involvement, many members of our school community are bilingual and ensure communication between the school and the home.

V. Current English Language Learners Instructional Programs

PS/MS306K implements a Freestanding English as a Second Language (ESL) Program. The primary goal of both programs is to:

- Assist students in achieving English Language proficiency within three years.
- To amplify the literacy and academic skills of ELLs who participate in the program
- To incorporate recognized and researched based ESL instructional strategies across content subject areas.
- To give students the skills to perform at city and state grade level in all subject areas

English Program

Freestanding English as a Second Language Program

In the Freestanding ESL component we have students, from grades kindergarten through grade eight. They range from Beginners to Advanced Proficiency levels. Depending on their proficiency level, they receive from 180 minutes to 360 minutes a week of ESL Push In/Pull Out assistance in their classroom. All teachers in the ESL program are fully certified.

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Both the ELA and ESL teachers that work with our ELL in the ESL program are fully certified. In order to help students to progress, we utilize the following practices:

- Collaborative planning between ESL and ELA teachers for each unit.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
- Assisting students during work periods, Conferencing with students in and out of class, informal assessments.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

Instructional Materials:

The Freestanding ESL program does not use a particular text, using literacy instruction as an element within the framework of Balanced Literacy. This includes the use of high interest / low level texts. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

- Attanasio and Associates Getting Ready for the New NYSESLAT
- New York State Coach: ELA
- New York State Coach: Mathematics

Supplementary Programs

In order to support learning and foster community involvement, we use our funding to create a supplementary program for ELLs. These include:

- Seamless Day Program: The Seamless Day program runs two days a week, from 2:40-4:10 for middle school and 3:30-5:00 for elementary. The Seamless Day program begins in November 2009 and ends May 2010. There are three groups of students, one intermediate group (grades three through four), one advanced group (grades three through five) and one advanced group (grades six through seven). The ESL teacher pushes in each the Seamless Day classes, thirty minutes for each group, 3:30-4:00 for the advance group

(grades six through seven), 4:00-4:30 for the advanced group (grades three through four) and 4:30-5:00 for the intermediate group (grades three through four). The focus of the Seamless Day program for ELL students is ELA and mathematics instruction through writing, listening, and speaking. Students who take the state exams in science and social studies will also receive instruction in these subject areas with a focus on writing, listening, and speaking.

The following programs foster community involvement but are at no cost to Title III funding:

- *Family Celebrations:* Throughout the year, parents come to the school to take part in community celebrations, including the Family Day, the Annual School Bar-B-Q, Multicultural Day, and Flag Day. At these events, the school and community can come together to recognize student achievements in arts and academics.
- *Translation and Interpretation Services:* These services are offered to increase the involvement of parents. Additional funding is available to translate important policy documents, mainly in Spanish. Among the documents we have made available is the school's Comprehensive Education Plan. Additionally, interpretation services are a daily help in communication between school staff and parents

VI. Assessment Analysis

NYSESLAT

NYSESLAT Proficiency results show the following results:

<u>Beginner</u>	<u>Intermediate</u>	<u>Advanced</u>
Kindergarten – (3)	Grade 1 – (3)	Grade 2 – (1)
Grade 1 – (4)	Grade 5 – (2)	Grade 4 – (4)
Grade 5 – (3)	Grade 6 – (1)	Grade 5 – (1)
Grade 7 – (2)	Grade 7 – (2)	Grade 6 – (1)
Grade 8 – (1)	Grade 8 – (3)	Grade 7 – (1)
		Grade 8 – (1)

Any grade not represented in a category had zero students in that category.

NYSESLAT modality analysis results show the following information:

Listening and Speaking

<u>Beginner level</u>	<u>Intermediate Level</u>	<u>Advanced Level</u>	<u>Proficient</u>
Kindergarten – (0)	Kindergarten – (0)	Kindergarten – (1)	Kindergarten – (0)
Grade 1 – (0)	Grade 1 – (0)	Grade 1 – (3)	Grade 1 – (1)
Grade 2 – (0)	Grade 2 – (0)	Grade 2 – (1)	Grade 2 – (1)
Grade 3 – (0)	Grade 3 – (0)	Grade 3 – (0)	Grade 3 – (0)
Grade 4 – (0)	Grade 4 – (0)	Grade 4 – (1)	Grade 4 – (3)
Grade 5 – (1)	Grade 5 – (0)	Grade 5 – (1)	Grade 5 – (3)
Grade 6 – (0)	Grade 6 – (0)	Grade 6 – (1)	Grade 6 – (1)
Grade 7 – (0)	Grade 7 – (1)	Grade 7 – (0)	Grade 7 – (3)
Grade 8 – (0)	Grade 8 – (1)	Grade 8 – (0)	Grade 8 – (4)

Reading and Writing

Beginner Level
Kindergarten - (0)
Grade 1 - (1)
Grade 2 - (0)
Grade 3 - (0)
Grade 4 - (0)
Grade 5 - (2)
Grade 6 - (0)
Grade 7 - (2)
Grade 8 - (1)

Intermediate Level
Kindergarten - (0)
Grade 1 - (3)
Grade 2 - (1)
Grade 3 - (0)
Grade 4 - (0)
Grade 5 - (2)
Grade 6 - (1)
Grade 7 - (1)
Grade 8 - (3)

Advanced Level
Kindergarten - (0)
Grade 1 - (0)
Grade 2 - (1)
Grade 3 - (0)
Grade 4 - (4)
Grade 5 - (1)
Grade 6 - (1)
Grade 7 - (1)
Grade 8 - (1)

Proficient Level
Kindergarten - (0)
Grade 1 - (0)
Grade 2 - (0)
Grade 3 - (0)
Grade 4 - (0)
Grade 5 - (0)
Grade 6 - (0)
Grade 7 - (7)
Grade 8 - (0)

Any grade not represented in a category had zero students in that category
New York State ELA Results

Level 1

Grade 3 - (0)
Grade 4 - (0)
Grade 5 - (0)
Grade 6 - (0)
Grade 7 - (0)
Grade 8 - (0)

Level 2

Grade 3 - (0)
Grade 4 - (1)
Grade 5 - (3)
Grade 6 - (2)
Grade 7 - (3)
Grade 8 - (3)

Level 3

Grade 3 - (0)
Grade 4 - (2)
Grade 5 - (0)
Grade 6 - (0)
Grade 7 - (1)
Grade 8 - (1)

Level 4

Grade 3 - (0)
Grade 4 - (0)
Grade 5 - (0)
Grade 6 - (0)
Grade 7 - (0)
Grade 8 - (1)

New York State Mathematics Results

Level 1

Grade 3 - (0)
Grade 4 - (0)
Grade 5 - (0)
Grade 6 - (0)
Grade 7 - (2)
Grade 8 - (0)

Level 2

Grade 3 - (0)
Grade 4 - (0)
Grade 5 - (1)(NL)
Grade 6 - (0)
Grade 7 - (1)
Grade 8 - (0)

Level 3

Grade 3 - (0)
Grade 4 - (3)
Grade 5 - (3)
Grade 6 - (2)
Grade 7 - (1)
Grade 8 - (4)

Level 4

Grade 3 - (0)
Grade 4 - (0)
Grade 5 - (0)
Grade 6 - (0)
Grade 7 - (0)
Grade 8 - (0)

New York State Science Results

Level 1

Grade 4 - (2)
Grade 8 - (0)

Level 2

Grade 4 - (2)
Grade 8 - (0)

Level 3

Grade 4 - (1)
Grade 8 - (0)

Level 4

Grade 4 - (0)
Grade 8 - (0)

The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. ELLs who are in the beginning level are mostly new comers.

After review the NYSESLAT data, the patterns reveal were:

- Speaking is in line with general abilities for the majority of the intermediated and advanced students. It is the Reading and Writing skills that our holding our students back from the proficiency level. This is especially the case in the ELLs who are on the advanced level.
- After looking at the LTE scores by modalities, it was prevalent that the reading and writing scores tend to fluctuate causing them to remain on the advanced level.

After analyzing the ELA scores of ELLs and former ELLs, several facts were noticeable:

- Students who are former ELLs are outperforming the Non-ELLs students across the grades.
- Beginning ELLs who are taking the ELA after one year, are mostly scoring below 640 on the ELA.

Implications for Instruction

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, ACUITY, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include:

- Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.
- Additional support in listening skills for Newcomers, including increased use technological activities in the classroom.
- Utilization of the Reading First and Balanced Literacy programs and Every Day Math programs to meet students' needs at their level of performance.
- Small group Academic Intervention classes in ESL to target language modalities according to their needs
- After School classes offered to target specific modalities and to help students on all levels familiarize students with the format of the NYSESLAT.

All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress.

Implications for LAP in English Language Arts Area

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They include the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in researched based Instructional Strategies
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions.
- Provide opportunities for students to be involved in purposeful conversations
- Incorporating all language modalities during the lesson, e.g. group discussions, journals
- Ensure that teachers analyze student's data to identify strength and weakness and utilize the findings to drive and differentiated instruction
- Encourage teachers to participate on professional development opportunities focusing in instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.

- *Ensure that Literacy coach works closely with teachers (ELA, ESL) to support rigorous instruction*
- *Implement a print rich environment, use of ESL dictionaries and Glossaries in the ELA classrooms.*

Implications for LAP in Mathematics Content Area

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They embrace the following:

- *Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154*
- *Analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions.*
- *Provide opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall*
- *Incorporating writing as a component of the mathematics lesson, e.g. journals*
- *Provide opportunities to convey to others problem solving strategies and the justification of their answer*
- *Ensure the identification and analysis of student strength and weakness to drive and differentiated instruction*
- *Collaboration between content area and ESL teachers to map out student specific needs.*
- *Encourage Math teachers to participate on professional development opportunities focusing on ELL instructional needs; such as, Quality Teaching for English Learners and Community Learning Support Organization.*
- *Ensure that Math coach works closely with teachers to support rigorous instruction*

Implications for LAP in Social Studies

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They include the following:

- *Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154*
- *Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in researched based Instructional Strategies*
- *Analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions.*
- *Provide opportunities for students to be involved in purposeful conversations*
- *Incorporating all language modalities during the lesson, e.g. group discussions, journals*
- *Ensure that teachers analyze student's data to identify strength and weakness and utilize the findings to drive and differentiated instruction*
- *Encourage teachers to participate on professional development opportunities focusing in instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.*
- *Ensure that Literacy coach works closely with the Social Studies teachers to support rigorous instruction*

Implications for LAP in Science Content Area

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They embrace the following:

- *Ensure adequate licensed science teacher to deliver instruction as stipulated by NCLB and CR Part 154*
- *Analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions.*
- *Ensure the identification and analysis of student strengths and weakness to drive and differentiate instruction*
- *Collaboration between content area and ESL teachers to map out student specific needs.*
- *Encourage Science teachers to participate in professional development opportunities focusing on ELL instructional needs; such as, Quality Teaching for English Learners and Community Learning Support Organization.*

- *Ensure that the Science Coordinator works closely with the ESL teacher to support rigorous instruction*

VII. *Plan for Newcomers*

When a new student is registered in our school, we provide the following resources to facilitate the transition.

- *An informal student orientation*
- *Buddy system identifying a similar student in his/her class that will assist during the day*
- *Encourage student to participate in the After School activities.*
- *An informal assessment is provided to identify possible Academic Intervention programs.*
- *Home school communication.*

VIII. *Plan for Long Term ELLs*

Long terms ELLs are the largest number of Ells across the grades . An analysis of their scores on the NYSESLAT, ELA and Math assessments suggests that their problem is one of reading and writing. Our action plan for this group involves.

- *Monitoring the progress of students in all content areas to differentiate instruction for literacy needs*
- *Encourage their participation in the Reading First/Balanced Literacy programs and Every Day/Impact Math to enrich their language and academic skills*

IX. *Plan for Special Needs Students*

We have one class of special needs ELLs in both our ESL and TBE programs. Our policy for special needs students includes:

- *Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.*
- *Collaboration between the ESL teacher and IEP contact person.*
- *Monitoring newcomer student for possible special needs status.*
- *The delivery of AIS services after school.*

X. *Professional Development:*

Professional development is provided by school staff, community learning support personnel organization.

- *School Staff: Within the schools Professional Development program, the focus is on:*
 - *Tthe literacy needs of our ELL population within the prescription of the Reading First/Balanced Literacy program.*
 - *Sessions are also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments.*
 - *Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.*
- *Support Personnel: Workshops taken by teachers on our ESL staff have included:*
 - *Scaffolding in the content areas*
 - *Native Language Literacy Development*
 - *Differentiation in the ESL classroom*
 - *ESL in the Mathematics classroom*

- Our ELL teacher attends a variety of off-site workshops to promote collaboration between content area and language teachers
 - I. Quality Teaching Workshop series, which the ESL teacher has attended over the last two years.

Professional development for all teachers will be on an on-going basis. All teachers, including the ELL teacher will participate in the professional development sessions since all teachers have ELL students in their classrooms. Professional development sessions will be offered once a month. Some topics that will be offered are: How to help the ELL student succeed in your class, How to modify the curriculum to meet the needs of the ELL Student. The professional development sessions will be designed to help teachers improve the instruction in their classrooms for the ELL student by having the teachers bring samples of the students work to each of the sessions. Teachers will assess what the student is doing and what the student and the teacher can do to help the child improve. Teachers will be given students results of the NYSESLAT and LAB exams. This will assist the teacher in identifying the areas of need for each of their ELL students and assist them in planning their lessons accordingly. Teachers will work in groups to do these assessments. This is just one sample of how the professional development sessions will enhance the teacher's ability to understand and use curricula, data, and assessments to implement strategies that will help the ELL student.

These professional development sessions will be conducted on a monthly basis starting September 2009 until June 2010.

Parent and Community Involvement

During the school year, parents of our ELL students will be invited to attend parent workshops during the regular school day and/or after school which will be offered in their native language, whenever possible. These workshops will focus on: expectations of the ELL student, promotional criteria, helping their child to meet the city and state standards in ELA and mathematics, assessments that their children will be taking (NYSESLAT, LAB, ELA, City and State Mathematics) during the school year. These workshops will be held on a monthly basis by the ESL Teacher and guidance counselor who will have an interpreter for those parents who do not speak English. Other workshops that will be offered consist of ESL, GED, and technology. These workshops will be offered on a monthly basis. Within the first month of school all parents will be given the opportunity to visit their child's classroom teacher and observe the academic program. All parents of ELL students will also be given the opportunity to observe the ELL program.

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District Knowledge Network District 19	School Ethan Allen PS/MS306K
Principal Ms. LaWrence Burroughs	Assistant Principal Ms. Valena Welch-Woodley
Coach Ms. Cynthia Harris-Fredericks	Coach Ms. Annette Glogover
Teacher/Subject Area Ms. Diana Isola	Guidance Counselor Ms. Tamau Elliott-Medine
Teacher/Subject Area type here	Parent Ms. Pamela Champbell
Teacher/Subject Area type here	Parent Coordinator Ms. Helene Thomas
Related Service Provider Ms. Diana McAleer	SAF type here
Network Leader Ms. Patricia Tubridy	Other type here

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	710	Total Number of ELLs	34	ELLs as Share of Total Student Population (%)	4.93%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 0

Number of third language speakers: 0

Ethnic breakdown of EPs (Number)

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

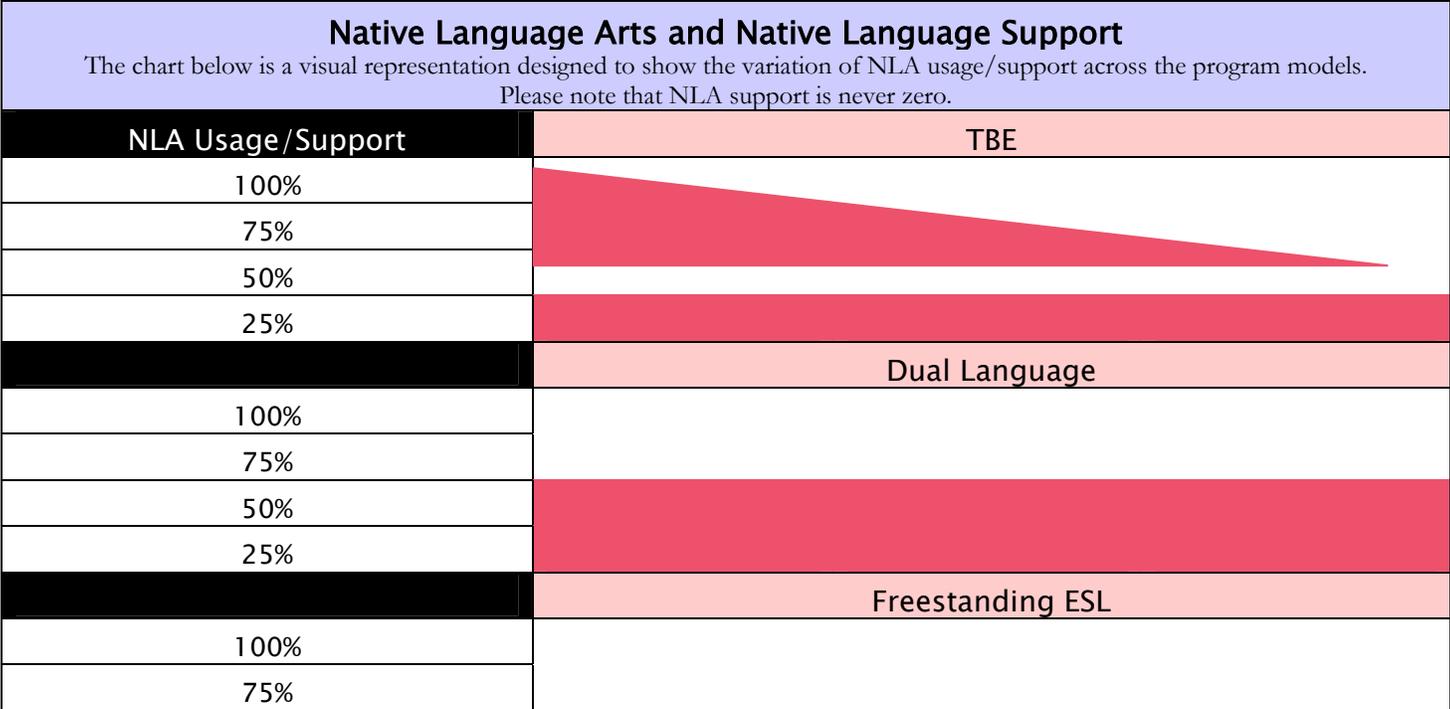
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	3	7	2		4	6	1	4	3	30
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole								1	1	2
French							1		1	2
Korean										0
Punjabi										0
Polish										0
Albanian										0
Other										0

Programming and Scheduling Information

TOTAL	3	7	2	0	4	6	2	5	5	34
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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.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for <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	90 minutes per day	90 minutes per day	45 minutes per day



50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	3	4	0	0	0	3	0	2	1	13
Intermediate(I)	0	3	1	0	0	2	1	2	3	12

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

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

Native Language Tests									
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)				
	Q1 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)	0	0	0	0	0	0	0	0	
Chinese Reading Test	0	0	0	0	0	0	0	0	

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

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

- c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Part V: LAP Team Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Arleen Paul	Assistant Principal		
Ms. Helene Thomas	Parent Coordinator		
Ms. Diana Isola	ESL Teacher		
Ms. Pamel Champbell	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
Ms. Cynthia Harris-Fredericks	Coach		
Ms. Annette Glogover	Coach		
Ms. Tamau Elliott	Guidance Counselor		
	School Achievement Facilitator		
Ms. Patricia Tubridy	Network Leader		
	Other		
	Other		

Signatures

School Principal Date

Community Superintendent Date

Reviewed by ELL Compliance and Performance Specialist Date

Filename: 19K306 LAPKworksheet 2009-2010_ Final.doc
Directory: G:\CM-DIGI\2010\04_April_10\041310\CEP
Document\Process\CEP_K306
Template: C:\Documents and Settings\partha\Application
Data\Microsoft\Templates\Normal.dot
Title: OFFICE OF ENGLISH LANGUAGE LEARNERS
Subject:
Author: rbellis
Keywords:
Comments:
Creation Date: 11/5/2009 1:29:00 PM
Change Number: 13
Last Saved On: 1/6/2010 9:27:00 PM
Last Saved By: NYCDOE
Total Editing Time: 553 Minutes
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As of Last Complete Printing
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Number of Words: 5,786 (approx.)
Number of Characters: 32,985 (approx.)

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

Form TIII – A (1)(a)

Grade Level(s) K-8 Number of Students to be Served: 35 LEP _____ Non-LEP _____

Number of Teachers 1 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program

After reviewing the Parent Survey and Program selection forms for the past few years, the trend for the majority of ELL parents is the Freestanding ESL program at PS/MS306. The freestanding ESL Program is a pull-out program. The ESL teacher pulls students out of non-major subject area classes and works in small groups. Students do not receive instruction in their native language. Students in ESL receive all instruction in English using ESL methodologies and multiple strategies for a specific amount of time as determined by their NYSESLAT scores and required by Part 154 Regulations. Some of the strategies used in the ESL class include, but are not limited to teacher modeling, sheltered instruction, student re-telling, think aloud, think, pair, share quick-write, guided reading, shared reading, independent reading and verbal contextualization.

The multitude of assorted ESL Materials for ELL students at PS/MS306 are very extensive, academically motivating and challenging as well as aligned with the NYS Learning Standards. The Scholastic Transition provides daily academic linguistic rigor with high motivational interest, the Time-Life and Picture Dictionaries provide vocabulary acceleration for work/meaning and comprehension.

The drill and practice text and workbooks in balanced literacy, math and content areas focus on the English acquisition skills required to challenge ELL Learners, jig books, research books, poetry posters, drill/practice charts are utilized and displayed to ensure ELL language and academic progress.

The staffing qualifications for ESL personnel demonstrate NYS Certification and expansive experience and publications in ESL curriculum mandates from N.Y.S. The multilingual competency provides improved community communication needed for the ELL academic achievement.

Both the LAB-R and NYESLAT scores are performance indicators demonstrating the required number of instructional ESL periods given to ELLs daily at PS/MS306. It is 360 minutes per week for Beginning ELLs, 360 minutes per week for Intermediate ELLs and 180 minutes per week for Advanced ELLs. ESL grouping is by level of proficiency, beginning, intermediate and advanced which is also based on the scores designated by the LAB-R and NYSEYAT. Students are pulled in groups of three to six students based on levels. There are a total of four ESL students in kindergarten, seven in grade one, two in grade two, four in grade four, six in grade five, two in grade six, five in grade seven, and five in grade eight.

Each school day the ESL teacher pulls out each ELL student to provide the mandated allotment for second language instruction in English listening, speaking, reading and writing so that the ELLs will excel in their rigorous academic program at PS/MS306.

The programs offered at PS/MS306 are aligned with parent requests. Each ELL parent is provided with the knowledge of the Academic Rigor of the educational programs required for ELLs engaged in standards – based academic curriculum.

The data patterns across proficiency levels and grades demonstrate ELL students continuously improving in each of the four language skills (listening, speaking, reading and writing). The two areas needing remediation are clearly reading and writing where students are a part of the balanced literacy strategies of instruction. Results of all language assessments show the development of strong literacy skills in the second language. ESL instruction is geared to assisting students in meeting the designated levels of English proficiency for their grades. All students who reach proficiency level will begin the process of decertification from ESL. These students will gradually have the number of ESL sessions reduced until services are no longer needed.

ELLs attending PS/MS306 less than three years are given the LAB-R the 1st year and NYESLAT each spring to designate their English proficiency score in listening, speaking, reading and writing. The Beginning and Intermediate level students receive two periods of ESL daily while the Advanced ELLs get one period of ESL. These students participate in all academic programs. There are 14(.40%) students at the beginner level, 12 (.35%) students at the intermediate level, and 9 (.26%) students at the advanced level totaling 35 students receiving ESL services. Long Term ELLs attending P.S. 306 six years or more are a part of the school mainstream who actively engaged in all required standards-based learning tasks and assessments. Of the 35 ESL students, 6 students are children with an IEP who have been receiving services for 4-6 years. Students who are new to the school and new to the ESL program will receive services based on the results of their LAB-R. Those students who do not have LAB-R scores will receive services of a beginning student until such time as LAB-R scores are available.

All ELL students are part of the regular instructional day and are a part of our reduced class size where applicable. They receive block periods of literacy and mathematics daily on the elementary level and twice weekly on the middle school level. They also receive three periods a week of science and social studies as well as at least one period of art, music, technology, physical education, and health weekly. On the elementary level, 250 minutes of the block period each week, during the school day, is considered academic intervention services and on the middle school level 110 minutes of the block period, during the school day, each week is academic intervention services. Grade two through eight ELL students are also a part of the academic intervention pull-out services program where identified students (level 1 and low level 2 and new admits) are pulled out in small groups (no more than five students per group) to receive extra instruction in literacy, mathematics, science and social studies. These services provided during the school day are at no cost to Title III. All identified (level 1 and low level 2 and new admits) ELL students in grades three through eight are also a part of our Seamless Day program, which focuses on small group (no more than ten students per group) instruction in literacy, mathematics, science and social studies. The Seamless Day program runs two days a week, 2:40-4:10 for middle school and 3:30-5:00 for elementary. The Seamless Day program begins in November 2009 and ends May 2010. There are three groups of students, one intermediate group (grades three through four), one advanced group (grades three through five) and one advanced group (grades six through seven). The ESL teacher pushes in each the Seamless Day classes, thirty minutes for each group, 3:30-4:00 for the advance group (grades six through seven), 4:00-4:30 for the advanced group (grades three through four) and 4:30-5:00 for the intermediate group (grades three through four). The focus of the Seamless Day program for ELL students is ELA and mathematics instruction through writing, listening, and speaking. Students who take the state exams in science and social studies will also receive instruction in these subject areas with a focus on writing, listening, and speaking. This program is at cost to Title III. ELLs identified as having special needs have IEPs designating instructional goals and objectives for instruction and learning. A collaborative resource team periodically reviews student performance to determine student progress and helps to monitor academic support needed by those ESL students exiting the program. This is at no cost to Title III.

On a monthly basis the ESL teacher and parent coordinator will collaborate to provide professional development sessions for teachers and parents. These sessions will include topics such as:

- Understanding the math and literacy programs.
- Parent's roles in helping the ELL student meet the standards in ELA and mathematics.
- Assessments the ELL student will be taking (NYSESLAT, NYS Mathematics, etc.)
- Academic Intervention Services for the ELL student.

On-going assessments of the needs of the ELL students and their teachers will take place throughout the school year to assist in determining if adjustments need to be made to the types of professional development and AIS services needed by teachers, parents and students. The professional development sessions will be at no cost to Title III.

Professional Development Program

Professional development for all teachers will be on an on-going basis. All teachers, including the ELL teacher will participate in the professional development sessions since all teachers have ELL students in their classrooms. Professional development sessions will be offered once a month. Some topics that will be offered are: How to help the ELL student succeed in your class, How to modify the curriculum to meet the needs of the ELL Student. The professional development sessions will be designed to help teachers improve the instruction in their classrooms for the ELL student by having the teachers bring samples of the students work to each of the sessions. Teachers will assess what the student is doing and what the student and the teacher can do to help the child improve. Teachers will be given students results of the NYSESLAT and LAB exams. This will assist the teacher in identifying the areas of need for each of their ELL students and assist them in planning their lessons accordingly. Teachers will work in groups to do these assessments. This is just one sample of how the professional development sessions will enhance the teacher's ability to understand and use curricula, data, and assessments to implement strategies that will help the ELL student.

These professional development sessions will be conducted on a monthly basis starting September 2009 until June 2010. This will be at no cost to Title III. Following is a tentative schedule for these professional development sessions:

MONTH	TOPIC	TYPE	PARTICIPANTS
September 8, 2009	NYC and NYS Standards or the ELL student.	Parent/teacher Workshop	Parents and teachers of ELL students.
October 15, 2009	Promotional Criteria for the ELL student.	Parent/teacher Workshop	Parents and teachers of ELL students
November 12, 2009	Understanding the Math and Literacy Program.	Parent Workshop	Parents of ELL students
December 10, 2009	Parent's roles in helping the ELL student meet the standards in ELA and mathematics.	Parent Workshop	Parents of ELL students
January 14, 2010	Assessments that the ELL student will be taking.	Parent/Teacher Workshop	Parents and teachers of ELL students

	(NYSESLAT, Math, ELA, Social Studies, Science)		
February 11, 2010	Importance of Parent involvement for the ELL student.	Parent Workshop	Parents of ELL students
March 11, 2010	Meeting the standards in Native Language	Parent/Teacher Workshop	Parents and teachers of ELL students
April 15, 2010	Academic Intervention services for the ELL student.	Parent/Teacher Workshop	Parents and teachers of ELL students
May 13, 2010	Needs Assessment for the next school year.	Parent/Teacher Focus Group.	Parents and teachers of ELL students
June 10, 2010	Summer activities for the ELL student.	Parent workshop	Parents of ELL students

Form TIII – A (1)(b)

This entire section must be completed for each budget submitted.

SECTION XVII
BUDGET NARRATIVE

School District 19 For Title III
BEDS Code 3319000306

Instructional Component

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)
Code 15 Professional Salaries	4 teacher x 1.5 hours x \$49.73 x 50 sessions = \$14,919.00
Code 16 Support Staff Salaries	N/A

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)</i>
<i>Code 40 Purchased Services</i>	<i>N/A</i>
<i>Code 45 Supplies and Materials</i>	<i>\$81.00-student supplies: pencils, markers/highlighters, notebooks.</i>

*Title III LEP Program
School Building Budget Summary*

<i>Allocation: \$15,000</i>		
<i>Budget Category</i>	<i>Budgeted Amount</i>	<i>Explanation of Proposed Expenditure</i>
<i>Professional staff, per session, per diem (Note: schools must account for fringe benefits)</i>	<i>\$15,000</i>	<i>4 teachers x 1.5 hours x \$49.73 x 50 sessions = \$14,919.00</i>
<i>Purchased services such as curriculum and staff development contracts</i>		
<i>Supplies and materials</i>		
<i>Travel</i>		
<i>Other</i>		
<i>TOTAL</i>	<i>\$81.00</i>	<i>Student supplies: pencils, markers/highlighters, notebooks.</i>

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.*

The Home Language Survey indicates the spoken home language of ELL's. That is the data used to drive all of the necessary translations and oral interpretations so that all the parents of PS/MS306 ELL students can be provided with the appropriate and timely school information in a language they can understand. Computerized translations and native speakers are readily available for clarification.

- 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 major findings of PS/MS306 written and oral interpretation needs reveal the majority of the second language population is of Hispanic origin. While Haitian Creole is also spoken, immediate communication is available to facilitate the understanding of all needed school information. The findings are reported to the school community at monthly meetings and daily parent communications.

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.*

Written translation services will be provided in-house by school staff and through a computerized translation program. All written documents that are distributed to parents will be translated in this manner.

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

Oral interpretation will be provided by an in-house staff member. Staff members will be paid per-session to be available to translate for after-school activities that require interpretation services.

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>.*

All documents needing translation will be sent out in the parent's native language. The documents will be translated through a computerized translation program or by a staff member.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$683,727	\$140,641	\$824,368
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$6,837		\$6,837
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$1,407	\$1,407
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$34,186		\$34,186
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$7,036	\$7,036
6. Enter the anticipated 10% set-aside for Professional Development:	\$68,372		\$68,372
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$14,064	\$14,064

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

9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and

Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is strongly recommended that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Ethan Allen PS/MS306K Parent Involvement Policy and Procedures

2009-2010 School Year

Ethan Allen PS/MS306K is committed to the goal of providing quality education for every child in this school. To this end, we want to establish partnerships with parents and with the community. Everyone gains if PS/MS306 and home work together to promote high achievement by our children. Neither home nor PS/MS306 can do the job alone. Parents play an extremely important role as children's first teachers. Support for their children and for the school is critical to children's success at every step along the way.

PS/MS306 recognizes that some students may need the extra assistance available through the Title I program to reach the state's high academic standards. PS/MS306 intends to include parents in all aspects of the school's Title I program. The goal is a school-home partnership that will help all students succeed.

PART I-SCHOOL PARENTAL INVOLVEMENT POLICY REQUIRED COMPONENTS

A. PS/MS306K will jointly develop/revise with parents the school parental involvement policy/procedures and distribute it to parents of participating children and make available the parent involvement policy/procedures to the local community.

B. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved.

C. Offer flexible meetings, such as meetings in the morning or evening, and provide, with funds provided under this part, transportation, child care, or home visits, as such services related to parental involvement. PTA meetings are held during the school day and in the evening at 6:00pm to accommodate working parents.

D. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school plan under Section 1112, school-wide under Section 1114, and the process of the school review and improvement under Section 1116 during School Leadership Meetings.

E. Provide parents of participating children with:

a. Timely information about programs under this part.

b. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.

c. Opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible.

Each of the above will be done through monthly parent workshops and PTA meetings.

PART II-REQUIRED SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

As a component of the school-level parental involvement policy, each school shall jointly develop with parents for all children served under this part, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

-Conduct a parent/teacher conference in elementary schools, annually (at a minimum), during which the compact shall be discussed as it relates to the individual child's achievement.

-Provide frequent reports to parents on their child's progress.

-Provide parents with reasonable access to staff, opportunities to volunteer and participate in their child's class and observation of classroom activities.

Parents will be able to participate in the Learning Leaders program which allows for parents to volunteer in the school.

BUILDING CAPACITY REQUIREMENTS FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school and the community to improve student academic achievement, PS/MS306:

- a) Shall provide assistance, to the parents of children served by the school, in understanding such topics as the state's academic content standards and state student academic achievement standards, State and district assessments, and how to monitor their child's progress and work with educators to improve the achievement of their child/children.*
- b) Shall provide materials and training to help parents work with their children to improve achievement, such as literacy training and using technology to foster parental involvement.*
- c) Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language parents can understand.*
- d) Shall provide such other reasonable support for parental involvement activities under this part as parents may request.*

- e) *May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.*

PART III-ACCESSIBILITY REQUIREMENTS

In carrying out the parental involvement requirements, PS/MS306, to the extent practicable, shall provide full opportunities for the participation of parents with children with limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language such parents can understand.

PART IV-ADOPTION

The PS/MS306K Parental Involvement Policy/Procedures have been developed/revised jointly with, and agreed upon with, parents of children participating in Title I program, as evidenced by meeting minutes.

The Parent Involvement Policy/Procedures were developed/revised by PS/MS306K on 11/20/08 and will be in effect for the period of the 2009-2010 school year. The school will distribute these Parent Involvement Policy/Procedures to all parents of participating Title I children and make it available to the community on or before 11/20/09.

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

SCHOOL-PARENT COMPACT 2009-2010

School Name: The Ethan Allen School P.S. 306K

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

PAGE 1

<i>THE SCHOOL AGREES</i>	<i>THE PARENT/GUARDIAN AGREES</i>
<i>To convene an annual meeting for Title I parents to inform them of Title I programs and their right to be involved.</i>	<i>To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.</i>
<i>To offer a flexible number of meetings at various times, and if necessary, and if funds are available, to provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.</i>	<i>To participate and attend PTA meetings, school-leadership, workshops and/or town meetings and speak on issues of concern. Attend parent fairs and other events especially for parents and families.</i>
<i>To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.</i>	<i>To work with his/her child/children on schoolwork; read 15 to 30 minutes per day to Kindergarten through 1st grade students; and listen to grade 2 and grade 3 students read 15-30 minutes per day.</i>
<i>PAGE 2</i>	
<i>THE SCHOOL AGREES</i>	<i>THE PARENT/GUARDIAN AGREES</i>
<i>To provide parents with timely information about all programs.</i>	<i>Work with school staff and educators to revise and improve perceptions and school climate.</i>
<i>To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.</i>	<i>To share the responsibility for improved student achievement. To monitor his/her child's/children's:</i> <ul style="list-style-type: none"> ○ <i>Attendance at school</i> ○ <i>Homework</i> ○ <i>Television watching</i> ○ <i>Provide encouragement and approval for effort and schoolwork</i>
<i>To provide high quality curriculum and instruction.</i>	<i>To communicate with his/her child's/children's teachers about their educational needs. To ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.</i>
<i>To deal with communication issues between teachers and parents through:</i> <ul style="list-style-type: none"> ○ <i>Parent-Teacher conferences at least annually</i> 	<ul style="list-style-type: none"> ○ <i>To approach interactions with a positive attitude and open mind.</i> ○ <i>Give positive feedback and show appreciation for teachers and the principal.</i>

<ul style="list-style-type: none"> ○ <i>Frequent reports to parents on their children's progress</i> ○ <i>Reasonable access to staff</i> ○ <i>Opportunities to volunteer and participate in their child's class</i> ○ <i>Observation of classroom activities</i> 	<ul style="list-style-type: none"> ○ <i>Listen to other's viewpoints.</i>
<p><i>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 and math strategies.</i></p>	<p><i>Share your family's culture, values, and parenting practices with your child's school. Attend workshops or seminars on learning expectations, assessment, reading, math, and so forth.</i></p>

THE ETHAN ALLEN P.S. 306K
SCHOOL-PARENT COMPACT
2009-2010

SIGNATURE SECTION

We agree to work together, to the best of our abilities, as educators and parents to fulfill our common goal of providing for the successful education of our children.

Signature of School Principal

Signature of Parent/Guardian

LaWrence Burroughs, Principal
Type/Print Name

Print Name & Telephone Number

(718) 649-3155/56 Date: 2009-2010

Student Name: _____ Date: _____

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a School-wide 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.*

Ethan Allen PS/MS306 was identified as a School in Good Standing for the school year 2008 – 2009 based on the New York State Standards in English Language Arts (ELA) and Mathematics. According to the analysis of testing data in the 2008- 2009 Annual School Report Card, our Adequate Yearly Progress (AYP) in all grades in ELA was achieved for all student accountability groups (students with disabilities, Black, Hispanic, and low income). According to the 2008-2009 Annual School Report card, PS/MS306K met its performance index in all related areas and all subgroups. We also met our Safe Harbor Targets in all related areas and all subgroups. We are striving to meet the increase of the AYP which occurs each school year.

Based on the results of the 2008 New York State English Language Arts exam the Grade 3 students scoring at levels 3 & 4 increased by 9% and decreased in level 1 by 10%. Grade 4 students increased in levels 3 & 4 by 5% and decreased in level 1 by 7%. Grade 5 students increased in levels 3 & 4 by 1% and decreased in level 1 by 6%. Grade 6 students increased in level 3 & 4 by 22% and decreased in level 1 by 2%. Grade 7 students increased in levels 3 & 4 by 37%. Grade 8 students increased in levels 3 & 4 by 10% and decreased in level 1 by 2%. Overall, there was a 15% increase in levels 3 & 4 and a decrease of 4% in level 1.

Based on the results of the 2008 New York State Mathematics exam Grade 3 students increased in levels 3 & 4 by 21% and decreased in level 1 by 7%. Grade 4 students increased in levels 3 & 4 by 9% and decreased in level 1 by 8%. Grade 5 students increased in levels 3 & 4 by 17% and decreased in level 1 by 6%. Grade 6 students increased in levels 3 & 4 by 5% and decreased in level 1 by 5%. Grade 7 students increased in levels 3 & 4 by 22% and decreased in level 1 by 1%. Grade 8 students decreased in levels 3 & 4 by 17% and decreased in level 1 by 1%. Overall, there was a 10% increase in levels 3 & 4 and a decrease of 5% in level 1.

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

Literacy

During the school year 2008-2009, PS/MS306- Ethan Allen will continue full implementation of the Core Knowledge/Balanced Literacy Program in grades four through eight. To consistently track student progress, interim assessments are given monthly. Data is collected, distributed and discussed with teachers. This data is used by teachers to drive the instruction within their classes. Teachers are provided with literacy pacing calendars, classroom libraries, and appropriate professional development.

For students in grades kindergarten through grade three we will continue implementation of the Reading First Program. This program includes supporting interim assessments, literacy pacing calendars, classroom libraries and appropriate professional development for all staff based on students needs.

Interim assessments such as Acuity, Compass Learning, teacher observations, and teacher made exams (which will be given throughout the school year) will be used to identify students performing below grade level standards. These students will be targeted for academic intervention services such as the pull-out program and Seamless Day after-school program. These programs will be used for grades 3 through 8 to enhance math, literacy, science and social studies instruction and to specifically prepare students for state and citywide exams by enhancing test-taking skills.

Students in grades kindergarten through grade three have a 90-minute literacy block for the reading and writing workshop. The block will consist of read-aloud and sharing of literature. There is also a 30 minute writing period each day. Students in grades kindergarten through grade three will be assessed using Reading First assessments such as DIBELS and Progress Monitoring. Progress Monitoring provides data on students every two weeks.

Academic Intervention Services for at-risk students in literacy include after-school and pull-out services to specifically target students scoring at levels 1 and low level 2 on benchmark assessments.

Mathematics

During school 2008-2009 school year Ethan Allen-PS/MS 306K will continue full implementation of the Impact Mathematics program in grades 6 through 8 and the daily, 90 minute math block In Everyday Mathematics in grades k through 5. To consistently track student progress, interim assessments are given monthly. Data is collected, distributed and discussed with teachers. This data is used by teachers to drive the instruction within their classes. Teachers are provided with literacy pacing calendars, classroom libraries, and appropriate professional development. The daily math program includes: Problem of the day, strategic problem solving, guided practice, use of manipulatives, mathematics journals, word walls, and interactive open-ended problem solving. The Everyday Mathematics Program is supplemented by Math Steps, which reinforces basic computational skills to support mathematics test sophistication and provides students with a balanced approach to mathematics.

Academic Intervention Services for at-risk students in literacy include after-school and pull-out services to specifically target students scoring at levels 1 and low level 2 on benchmark assessments.

3. *Instruction by highly qualified staff.*

All teachers who are hired will be certified and meet all NYC and NYS Board of Education requirements.

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.*

Throughout the 2009-2010 school year, PS/MS306K will provide on-going professional development to our teachers and staff. Professional development topics will be based on needs assessments of teachers, students and staff. Through principal, assistant principal, and coach observations, teachers will be provided with continuous feedback on their instructional practices. When necessary, staff members will be sent to professional development workshops conducted outside of the building by trained professionals. Parent workshops will be given on a monthly basis. Workshops will be based on the needs of the parents and the community.

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

In order to attract high-quality highly qualified teachers to PS/M.306K, we will:

- *Attend recruitment fairs.*
- *Invite prospective teachers to come to visit the school for an Open House where they will be given the opportunity to observe classes and speak to staff.*
- *Send personalized letters to prospective teachers who have sent resumes, highlighting what we feel are their strengths and how they can assist our school in moving forward.*

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

We will continue to implement the Learning Leaders program for parents. Our Parent Coordinator will greet parents on a daily basis and encourage involvement. Workshops and monthly meetings will take place for parents and community.

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.*

PS/MS306K will continue to implement our Universal Pre-Kindergarten program. This program is a full day program that focuses on the academic, social, and emotional development of the pre-school child.

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.*

The measures that will be taken to include teachers in the decisions regarding the use of academic assessments will include the following:

- *Study Groups*
- *Grade Conferences*
- *Common Preps.*

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

All students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards will receive the following academic intervention services from the following programs for the 2009-2010 school year:

- *Seamless Day*
- *Push-In/Pull-Out program*
- *Lunch and Learn*

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.*

P.S./M.S.306 will begin implementation of programs that will focus on assisting parents in understanding their child's academic expectations. We will also provide parents with programs that focus on computer skills, ESL training, and preparation for employment opportunities.

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas horizontal alignment refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- *Gaps in the Written Curriculum.* Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- *Curriculum Maps.* The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- *Taught Curriculum.* The Surveys of Enacted Curriculum (SEC)¹ data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- *ELA Materials.* In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.
- *English Language Learners*
Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited

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

schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

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

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

In reviewing the audit findings, it was determined that the findings were not relevant to our schools education program.

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

Applicable Not Applicable

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

During our middle school grade conferences and data meetings, our teachers meet not only on as a grade but across content areas. Lesson planning includes skills and strategies that students will be focusing on within a unit of study. Teachers determine the desired student outcomes based on student data and needs. Teachers look to see how students are currently performing as well as how they performed in their previous grade and create goals to address their needs. Projects are given during every marking period which focuses on students reading, writing, listening and speaking skills.

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

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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

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

Our school incorporates the state math standards in all facets of our planning with master of the standards being the goal of our daily instruction. We utilize a math prototype which incorporates a Problem of the Day, modeled instruction, strategic problem-solving, guided practice, fully outfitted mathematics classrooms with manipulatives, graphing calculators and other exploratory mathematics tools, mathematics journals, interactive open-ended problem solving, mathematics word walls, and teacher/student conferences. This comprehensive approach, along with interim assessments, and the mathematics pacing calendars, enables the school to achieve its instructional mission. We monitor student progress in grades 3 – 8 through the administration of interim assessments from Acuity which are based on the standards. Each student further receives practice standardized tests under testing conditions.

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

Applicable *Not Applicable*

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

While we agree that there are gaps in the curriculum from both Everyday Math, which we use in grades Pre-k through 5, and Impact Math, which we use in grades 6 – 8, we fill these gaps with supplementary instructional materials such as Acuity, New York State Math Coach, and other standards based reference materials from sources such as ARIS.

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

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

PS/MS306K uses the workshop model of whole, small, whole group instruction. During whole group instruction the teacher may use a lecture and questioning type format but this is done to explain or teach a new concept. Teachers provide differentiation of instruction through small group and whole group activities.

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

Applicable Not Applicable

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

As noted in formal and informal classroom observations during the literacy block, teachers use part of their instructional time for lecturing, questioning, guided instruction, independent work, and differentiation of instruction.

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

PS/MS306K will continue to provide teachers with professional development regarding differentiation of instruction and how to use data to meet the individual needs of students.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. School Observation Protocol (SOM²) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

We are a Pre-k through 8 school and we follow a well-balanced mathematics curriculum. This curriculum encompasses the whole – small – whole model. Through this model we limit the time spent on direct instruction so that the majority of the classroom time is spent on students being engaged in the action of learning through hands-on activities, projects, presentations, etc.

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

Applicable *Not Applicable*

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

Evidence which dispels the relevance of this finding include, but is not limited to, student work that is produced via student portfolios, interactive word walls, and independent and group projects.

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

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

Over the past three years the teacher turnover has decreased due to the school completion of its transition of pre-kindergarten to grade eight. Within the past two years only two new teachers have been hired due to retirements.

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

Applicable Not Applicable

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

The number of new teachers hired has decreased over the past three years.

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

The school will not need assistance with teacher turnover since this is not an issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

The ELL teacher attends monthly workshops provided by the Learning Support Organization. PD is then turn-keyed to the school community by the ELL teacher during monthly ELL meetings. The monthly workshops provide information on various topics such as ESL Standards and differentiation of instruction for the ESL student.

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

Applicable Not Applicable

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

Monthly Agendas and sign-in sheets.

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

The Data Team collects data on all students, including ELL students. Data consists of assessments such as NYSESLAT scores, NYS ELA and Mathematics scores and Acuity. The information is then disaggregated various ways (proficiency level and gender). The information is then distributed, discussed, and a plan of action is created based on the information. This is done at weekly grade meetings with teachers.

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

Applicable Not Applicable

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

Students meet with the ELL teacher weekly to discuss progress and then student goal sheets are updated based on the data from the above assessments. During meetings with students, the ELL teacher also uses data obtained from teacher made assessments and teacher observations.

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

Questionnaires and surveys will be distributed to all teachers that service IEP students. Questions will include: How do teachers modify their instructions to meet the needs of the individual student needs? What strategies are implemented to differentiate instruction according to IEP goals? How are assessments modified for these students? How do teachers adapt their teaching style to meet their student's needs?

In the comment portion of the survey, teachers will indicate areas of concern and areas that they desire professional development.

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

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

After reviewing teacher surveys and questionnaires, responses, problematic areas were indicated. Questions raised by general education teachers during IEP meetings (annual and CSE reviews) indicate problematic areas in behavioral support plans and instructional approaches.

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

Professional development will be instituted by ISC support and Knowledge Network support personnel as well as continuing support in-house. Professional development will include, how CTT classes operate, how to modify instruction for the IEP process and how to differentiate instruction using students strongest modalities. The IEP teacher will continue to conference with individual teachers regarding interpretation, implementation and integration (mainstreaming) of student's IEP's.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do not consistently specify accommodations and/or modifications for the classroom environment (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Student goal sheets are written by general education teachers after reviewing IEP goals and various test data. From this review, modifications for the classroom environment can be determined and goals and objectives can be aligned to grade level content.

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

Applicable Not Applicable

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

The evidence that dispels key finding 7: IEP documents, student goal pages, alternate assessments, functional behavioral assessments, manifestation of disability findings, and conferences with related service providers.

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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

Part A: FOR TITLE I SCHOOLS

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

There are approximately fifteen students identified as students living in temporary housing.

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

All students identified as living in temporary housing will receive assistance with uniforms, school supplies, counseling, and any other services provided by the school to students who are not designated STH.

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